Success in High-Need Schools Journal
Volume 2, #3

Theme: "Innovation: Projects that Make Change in the Way We Prepare Teachers for High-Need Schools"

Introduction

Innovation is the focus of this issue of *Success in High-Need Schools* (Volume 2, Number 3), the online journal of ACI's *Center for Success in High-Need Schools.* Feature articles and columns in this issue focus on creative methodologies and the results of Innovation Projects undertaken by ACI member colleges and universities to improve teacher preparation and to help close the achievement gap in schools serving our neediest children. The *Center*'s Innovation Projects are funded by ACI's Teacher Quality Enhancement Partnership grant from the US Department of Education.

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Publisher's Column, *by Jan Fitzsimmons, Ph.D.*

Using Innovation to Wage War Against the Achievement Gap

Innovation has been this country's greatest resource. In the arts, sciences, and humanities, innovative minds have questioned, challenged, and transformed traditional theories, beliefs, and practices in ways that have made the merely good become profoundly great. Innovative artists, such as Robert Rauschenberg, Louise Nevelson, and Jasper Johns expanded our notion of art and its potential to change how we perceive our world and our place in it. Innovative scientists created technologies that have transformed the modern workplace and developed medicines that not only prevent disease but accelerate healing and extend human life. In the social sciences, innovative thinkers have developed practices and policies that have reduced crime, widespread hunger and job shortages.

As in other fields, innovation in education has enormous potential to make lives better. In teacher education, we are training our troops to win perhaps the greatest battle of all: the war against the achievement gap. Such ambition requires both new thinking and practice. In this issue of *Success in High-Need Schools*, we share a wide range of innovative work to better recruit, prepare, and retain excellent teachers for high-poverty schools. The articles examine rigorous collaborations between educators and liberal arts and science faculty, partnerships between higher education and K-12 schools, pedagogy focused on what works, and strategically planned experiences that develop conceptual understandings while building commitment to social justice.

Rachel Ragland and Michael Ebner's article recounts how a college's education and history faculty collaborated with two K-12 school districts having greatly disparate resources. Researchers and practitioners discuss a model for teacher efficacy that documents changes in attitudes and instructional practices to increase student engagement and thus achievement.

Strengthening student achievement is also the goal of **Mary McMahon's** work in progress. This partnership of K-12 teachers and higher education faculty transforms pedagogy through innovative lesson planning. McMahon looks at the work that her middle school math and science colleagues did with lesson plan study, a Japanese method of class preparation, and how they were able to move from theory to practice.

Penny Finley's article expands the discussion from in-service to pre-service education as she explores ways to provide feedback that ultimately will improve the pre-service component and subsequent achievement of students. Using a contextual learning experience in multicultural social studies with a group of elementary education majors, Finley gives pre-service candidates real opportunities to instruct young students. By doing so, she adds two innovative experiences to the traditional preparation of elementary education majors: 1) the opportunity for candidates to see what students do as a result of their instruction; and 2) the added prospect of getting parent feedback and perspective on student learning.

Like Finley, **Jay Thomas** provides an innovative learning experience for pre-service candidates in which real consequences occur as a result of the pre-service candidates' instruction. He describes what happens when pre-service candidates implement a summer academic math and science camp for middle grade gifted students. Similarly, **Mackenzie Huyser** and Trinity Christian colleagues from teacher education and social work collaborate on a summer camp experience designed to increase cross-cultural competence.

Ann Behrens' article examines Quincy University's partnership project with an elementary school in which pre-service candidates help students acquire "habits of the mind." By advocating this sort of pre-service preparation, Behrens challenges established teacher education practice in promising ways for strengthening student academic achievement.

Finally, in guest columns in this issue, **James Rabbitt** and colleagues at Saint Xavier University describe technological innovations to improve teacher education advisory committees, and **Judith Kaminski** reflects on key elements for successful collaboration between colleges and schools that emerged through several Elmhurst College collaborations.

The innovative projects shared in this issue highlight just a few critical initiatives underway in teacher education with support from ACI's *Center for Success in High-Need Schools.* They illustrate the enormous potential for improving student achievement and building a commitment to social justice when there is collaboration among arts and sciences and education faculty, when partnerships with K-12 schools are formed, when pedagogy is focused on proven practices, and when pre-service experiences are strategically designed to foster conceptual understandings. Collecting data will provide evidence of the impact each idea has on improved student achievement. Just as art is transformed through experimentation and innovation, teacher preparation programs must embrace creative, innovative ideas to make a real difference in teacher quality and student achievement. The results of these innovations on learning can then illuminate new directions for improving the lives of all students.

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Jan Fitzsimmons currently serves both as Director of ACI's *Center for Success in High-Need Schools* and as Instructor and Program Administrator for North Central College's Junior/Senior Scholars Program. She has developed an urban education internship at North Central College; served on a task force and co-chaired a symposium on P-16+ service learning; and is Curriculum Director and Campus Coordinator for ACI's *College Readiness Program*. Holding a Ph.D. in Curriculum and Instruction from the University of Chicago, Fitzsimmons leads program development for ACI's *Center for Success in High-Need Schools*, including curriculum design for ACI's *Teacher Induction Academy*, *Inner-City Practicum*, and *Diversity at the Blackboard* initiatives.

Increasing Teacher Efficacy in High Need Schools: Lessons From *American History Teachers, by Rachel G. Ragland and Michael H. Ebner*

Author Bios

Rachel G. Ragland is Assistant Professor of Education at Lake Forest College. She teaches curriculum design, secondary instruction, social studies methods, fieldwork and student teaching seminars, and supervises interns and student teachers. She served (2001-2004) as Assistant Academic Director for the McRAH: Model Collaboration: Rethinking American History grant project funded by the U.S. Department of Education. She is also currently a co-editor for the H-NET Humanities and Social Sciences Online listserv on Teaching American History.

Michael H. Ebner is the James D. Vail III Professor of History at Lake Forest College. He served (2001-2004) as Academic Director for the U.S. Department of Education grant entitled McRAH. He has written widely on aspects of American history, and is best known as the author of the prize-winning book entitled *Creating Chicago's North Shore, A Suburban History* (University of Chicago Press, 1988), and participates in the Organization of American Historians' Distinguished Lecturer Series.

Abstract
A collaborative partnership involving secondary history teachers from a high-need school district and college professors of both history and education is discussed as a model of effective professional development designed to increase teacher efficacy – teachers' beliefs in their ability to have a positive impact on the lives of their students. The project contained several innovative elements in the structure of the collaboration between teachers and professors, professors of history and professors of education, and among the teachers. At the end of the project, two key outcomes demonstrated that teacher efficacy had increased. First, changes were documented in attitudes and instructional practices among the teachers, as well as the impact this had on improving student engagement. Second, a reduction was recorded in professional isolation among the teachers that increased their sense of what could be achieved in their high-need classrooms. The lessons learned in this project have implications and applicability for practitioners in other disciplines in high-need schools.

Introduction
Increasing the effectiveness of teachers in high-need schools requires changes in their practices and attitudes about instruction and professionalism. One of the key goals for such changes is to increase teacher efficacy - teachers' beliefs in their ability to have a positive impact on the lives of their students. Collaboration and partnerships between K-12 school districts and institutions of higher education can be an effective means to achieve this goal. The project described here examines selected elements of one such college/school partnership and the impact it had on K-12 teachers' classroom practices and attitudes about teaching in their high-need schools.

A Model of an Innovative College/School Partnership
Middle school and high school teachers of American history in Lake County, IL, were involved in a three-year professional development experience entitled McRAH (A Model Collaboration: Rethinking American History).The project was the result of a grant from the U.S. Department of Education's *Teaching American History* program. The recipient of the grant award, totaling $922,000 was Community Unit District #60 in Waukegan, IL, and its principal partners were Lake Forest College and the Chicago History Museum (formerly Chicago Historical Society). As defined by the Department of Education, the purpose of the grant program is to "raise student achievement by improving the quality of teaching by strengthening teachers' knowledge, understanding and appreciation of American history." Community Unit District #60, Waukegan, Illinois, reflects the situation in Waukegan itself. Just over half of its middle and high school students are Hispanic and nearly thirty percent are African American; the white school population is

16 percent and Asians comprise almost 3 percent. Almost 60 percent of Waukegan's middle and high school students' families are classified as low-income; 54 percent of the students were on the free or reduced lunch program. These students also exhibited many of the typical warning signs of at-risk students: poverty; high chronic truancy (19 percent overall and 31 percent in high school); a high mobility rate (26 percent overall and 46 percent in the high school enter or leave school each year); a high attrition rate (almost 37 percent of the intended class of 2001 left school between tenth and twelfth grade); and low academic achievement as measured by the Illinois State Board of Education (1999-00). This predominantly working-class, urban, multi-ethnic school district stands out in Lake County, which in 2000 was the wealthiest county statewide and ranked tenth nationally (The Encyclopedia of Chicago, p. 453-454). Waukegan–the sixth largest city in Illinois--is representative of the dual metropolis: persistent social isolation and intensified economic disparity.

McRAH established two main goals that ultimately raised teacher efficacy among participants. The first was to improve teachers' knowledge, understanding, teaching strategies, and appreciation of American history. To achieve this goal two objectives were developed and measured. The first was to have participants demonstrate a clear rethinking of the teaching of traditional American history. The second objective was to have participants work with mentors to devise teaching strategies for engaged learning of history. These goals were designed to develop teaching skills, intellectual capabilities, and attitudes that would better support children's learning. The renewed attitudes and practices would lead to greater effectiveness and efficacy among the teachers.

The second goal was to develop a high-quality, cohesive model of in-service professional development. To achieve this goal, two objectives were developed and measured. The first was to promote collegiality, diminish teacher isolation, and enhance a sense of professionalism through collaboration. The second objective was the dissemination of improved practice to other teachers, such as the dissemination of teacher-generated products of practice on the part of participants through collaboration with other teachers. Achieving this goal would demonstrate improved pride and professionalism among the teachers, again associated with greater efficacy.

At the end of the project, two key outcomes demonstrated that teacher efficacy had increased. The first was a series of documented changes in attitudes and instructional practices among the teachers, and the impact this had on improving student engagement with American history in their classrooms. The second outcome was a reduction in professional isolation among the teachers and the associated increase in their sense of what was possible to achieve in their high-need classrooms.

Project Context

Opportunities for college and university faculty to collaborate with public school teachers of American history were revolutionized in 2001 when the United States Department of Education launched its $49.6 million Teaching American History (TAH) initiative. Senator Robert C. Byrd (D-WV), who prides himself as a student of history, was the inspiration and political influence that culminated in the enactment of this landmark legislation. TAH virtually corresponded with the enactment of the landmark federal legislation widely known as *No Child Left Behind* (NCLB), enacted in 2001 and augmented in January of 2002. NCLB was the culmination of policy discussions which emphasized educational accountability that would be measured by standardized testing in a report entitled *A Nation at Risk.* The hallmark of NCLB, of course, was the emphasis place upon accountability and testing.

It is fair to claim that NCLB inserted itself upon–even intruded upon--TAH in general and into the public schools of Waukegan. Teachers participating in McRAH found themselves confronting a double dilemma. Administrators in their school district, driven by the exigencies of NCLB, placed renewed emphasis on test scores – tests that do not include history, for the most part. Simultaneously, the history professors who comprised the faculty of McRAH spurred the teachers to adopt new, content-based instructional strategies designed to infuse their classrooms with innovative

perspectives. The challenge that became a source of understandable frustration for all participants in McRAH and in some instances defied easy resolution was how to achieve a workable convergence. The paucity of resources to underwrite and sustain educational innovation in the teaching of American history at the secondary and middle school levels compounded this dilemma.

Project Activities

An overview of the sequence of activities of the program illustrates the many layers of collaboration built into the college/school partnership as a means of achieving the established goals and resolving dilemmas of practice. After funding in the fall of 2001, the first cohort of twenty-two grade 6-12 history teacher-participants from Waukegan, IL District #60 were recruited, and responded to a detailed three-part survey of their needs and concerns regarding their teaching of American history. The data from this needs assessment was used at a preparation day in spring 2002 for the historians involved in the project in order to provide them with a contextual understanding of Waukegan District #60 and its teachers. In the summer of 2002 a three-week institute was held, taught by history and education professors from Lake Forest College, Loyola University Chicago and Northwestern University, in collaboration with the Chicago History Museum (formerly Chicago Historical Society). During the academic year 2002-03 a series of six Saturday workshops providing time for continued collaboration was held, along with a continuous series of visits with teachers in their classrooms by the project consultant and program faculty. Fall 2002 saw the recruitment of a second cohort of twenty-two teachers from various well-resourced Lake County, IL districts, followed by a two-week institute held in July. Waukegan "fellows" from the first cohort co-taught sessions with professors, and cross-district collaborative teams developed revised thematic units. In the academic year 2003-04 professional development activities included a series of four Saturday workshops, action research projects undertaken by the Waukegan "fellows", dissemination of improved practices to peers, and cross-district peer observation teams. Program faculty continued to provide assistance as mentors and classroom observers. In the final project summer in 2004 a day-long concluding symposium was held in which the K-12 teachers and their students presented their work and made plans for the institutionalization of their professional collaboration.

Innovative Nature of the Project

The project activities that led to the observed changes in teachers' attitudes and practices were designed to be different than typical short-term high-need district professional development experiences. First, the project curriculum design was based on the results of a needs assessment process that surveyed the initial views and needs of both the teachers and the historians involved in the project. Second, the historians who were involved in presenting content sessions to the teachers went through a focused preparation process providing a contextual framework for teaching in the high-need district of Waukegan. Third, the project focused on the discipline-specific nature of effective history teaching. Finally, the use of the teachers from the high-need district as "fellows," teachers, and mentors for teachers from well-resourced suburban districts was an innovative aspect of the project that reversed the role these teachers had often experienced.

The detailed needs assessment of the teachers and historians that shaped the curriculum for project activities was determined to be a key factor in the success of the project in improving teacher efficacy. Alleman, Brophy, Knighton and Henig (2001, in Christenson et al) identify the importance of initial understandings among all participants in collaborative relationships between college and school faculty in order, ultimately, to produce positive results in the classroom. These initial understandings were derived from the data obtained in the needs assessment of the teachers and historians. The three-part needs assessment consisted of a written survey, individual follow-up interviews by college education faculty, and in-class teaching observations of all teachers by faculty members from the college, including the historians. For purposes of this report the relevant areas of the written survey were the questions relating to the strengths and weaknesses in their content background in American history, their initial instructional practices, and their expressed needs and concerns for the professional growth experience, including what they wanted

the college professors to know about the unique context of their teaching in high-need schools. The college professors of history were also surveyed to determine the content topics in American history and methods of historical inquiry they believed were key to effective history teaching.

In summary, the preliminary needs assessment revealed a low level of content preparation in American history for the first cohort of teachers (See Table 1), as well as the fact that their instructional practices (primarily lecture and recitation - often referred to as discussion by the teachers) were not research-supported practices for increasing student engagement in history (See Table 2). In contrast, the historians surveyed indicated a different picture of the important methods through which history should be learned and taught. They stressed engagement through the use of key methods of historical analysis and interpretation such as putting events in larger historical context, use of primary documents and first person narratives, artifact analysis, and looking at history as the study of change and continuity over time. Regarding teaching context, teacher concerns expressed in the needs assessment process centered on a strong desire for the professors to understand the high-need students they taught and their cultural norms. It was important to them that this professional development experience be practical in nature and provide "easy to use," hands-on activities that were effective, engaging, motivating and well liked by students, and tailored to urban students. They reminded the faculty of their need for strategies to help limited English proficient and low reading ability students to improve language, reading, writing and learning skills. Overall, the importance of developing strategies and resources in addition to expanded content knowledge was stressed.

As a result of the findings of the needs assessment and the dichotomy of views and practices on history teaching between the teachers and the historians it revealed, a second innovative aspect of the project was implemented. Before each of the summer institutes, the historians participated in a day of preparation, led by the education professors, in order to gain a greater understanding of the unique needs of the teachers with whom they would be working**.**

By assembling history professors, college teacher-educators, museum educators, and public school history teachers in a shared academic project, McRAH aimed to overcome the status differences that can divide the American educational community. As the American philosopher John Rawls (1971) claimed, inequalities from which everyone benefits are inequalities that every citizen can affirm. What occurred was a dialogue that engaged working teachers of American history with teacher-educators and American historians. All of these historians–from Lake Forest College, Northwestern University, and Loyola University Chicago–informed themselves of the needs of the teachers which reinforced their own civic responsibilities. For the teachers, as Donald Schwartz (2000) has observed, collaboration with professional historians served to "rekindle the intellectual spark and the academic fervor."

The use of teacher "fellows" from the high-need district (members of the first cohort) as mentors, teachers, and collaborators for teachers from suburban well-resourced districts (second cohort members) proved to be an effective innovation that increased significantly the efficacy of the Waukegan teachers. These collaborations took many forms, including having each Waukegan "fellow" co-teach a session with a professor during the second summer institute, as well as share their expertise within curriculum development teams and cross-district peer observations. The usefulness of peer coaching (Glickman, 2002) and other forms of interaction have been documented and were judged to be effective by our teachers, as well, in supporting the development of the skills and attitudes to improve their level of efficacy.

Focus on Collaboration

Multiple factors supported the collaborative nature of the project. First, Lake Forest College and the Waukegan public schools have been partners for many years, the latter as the site for fieldwork internships for teacher education candidates and other curricular and professional development projects. Second, the departments of education and

history at Lake Forest College also have a well-developed and long-standing relationship. Finally, having history professors work closely with the instructional experts in both the planning and implementation--even co-teaching some sessions--was another key to making connections between the in-depth study of history and the development of effective classroom instructional strategies.

The collaboration between professors of education and of American history involved eight history professors who were award winning teachers, and two education professors who were also content knowledgeable. This differs from the more traditional pattern in which "few professors in any of the arts or sciences ever seem to consider that they are teacher educators" (Griffin, 1999 cited in Thornton, 2005, p. 89). As Thornton (2005) points out, "this neglect of the needs of teachers can be compounded by lack of or ineffective communication between arts and sciences faculty and education school faculty" (p.89).

> A second layer of collaboration was the interaction of teachers and professors. Christenson et al point out:
> One positive aspect of collaboration …is the value of learning from each other. Because teachers and professors do different things, they have different expertise. There is value in sharing what we know and in learning from our differences…. [it] opens doors to new ideas and teaching practices….Teachers learn ways to be more articulate about their theories; professors learn more about the specific application of theories in particular contexts. Collaboration has the potential to create dynamic communities of practice as we share debate, collaborate and build better contexts for our students. (p. 7)

The Waukegan teachers indicated at the conclusion of the project that this was one of the most beneficial elements they had gained from the project to increase teacher efficacy.

The fact that the teachers were working with professors of history, and not just teacher education specialists, became another important factor in the success of the project. Research on discipline-specific professional development in history reveals that the mental models teachers use when they construct teaching experiences for their students change as an outcome of their collaboration with historians in professional development institutes**.** A study by Medina el al (2000) reports that "subject matter professional development plays an important role in teacher preparation – one that isn't replicated anywhere else" (p. 18). Teachers in the University of California-Davis History and Cultures Project clearly transferred their experiences from the institutes into their classrooms, where subsequently their students demonstrated improved use of primary sources and the ability to identify multiple perspectives in these sources." (p. 19)

When the teachers and the professors both assumed the stance of learners–which was frequent but by no means uniform–they constructed a new field of play. Where a collaborative framework was struck, teachers and professors learned from one another about how best to engage students in high-need schools. New instructional strategies (e.g., relying upon primary sources, harnessing technology, discarding the traditional lecture method, relying on physical artifacts, etc.) were considered and, in some instances, successfully implemented. A paramount issue, well known to college and university instructors of American history, is that headstrong efforts to preserve coverage might be modified without sacrificing the integrity of the classroom. The alternative is emphasizing specialized topics (e.g., the history of cities, civil rights, gender, ethnicity, technology, music). Urged to experiment along such fault lines by the professors and teacher-educators, the teachers found themselves taking risks. Some of their classroom efforts proved gratifying, others required some adjustment; occasionally they crashed entirely. The barometer for measuring these undertakings, of course, was the response of the students. Unquestionably, the students responded positively in some instances, to their delight and the delight of their teachers. In turn, the feedback received by the professors about such experiments fostered an ongoing and uplifting colloquy about what works and what does not work in the classroom. In the end, the level of engagement–by teachers and by their students–surely was elevated. This reinforced the feelings of efficacy developing in the teachers.

Finally, the collaboration among the teachers from the high-need district and well-resourced districts was determined to have a positive impact on increases in the Waukegan teachers' sense of efficacy. During the second summer institute, groups made up of a "fellow," second cohort teachers, and a history professor, developed three week American history units, implementing the teaching strategies, resources, and philosophy that had been presented during the McRAH program used in the Waukegan classrooms during the first year of the project. One additional innovative teacher-to-teacher collaboration element consisted of a peer observation program implemented in the project's final year. Teachers across districts observed each other in their classrooms, conferenced, and gave feedback to colleagues using an observation framework developed by the McRAH education faculty, and submitted evaluations of their observations to the staff. One additional tool that facilitated collaboration across districts was the development of a McRAH website, including an interactive bulletin board through which teachers and professors could network via email. www.lakeforest.edu/mcrah

Changes in Teachers' Attitudes and Practices

Changes in teacher attitudes and practices documented throughout the project reveal that the innovative and collaborative nature of the project design led to increased teacher efficacy. Teachers demonstrated, both in statements of their new attitudes toward history teaching and in observed changes in their classroom practice, that they now believed more strongly in their ability to have a positive impact on the lives of their students. As previously discussed, the Waukegan teachers' initial instructional practices were heavily teacher-centered, lecture based, and focused on coverage and retention of factual material. In the final evaluations following the institute, the first cohort of Waukegan teachers' responses to a prompt on "history teaching is…" revealed a remarkable change in attitude and perception about best practices in history teaching. Their responses now included statements such as history teaching is: making history come alive for students; being interactive and student-centered; causing students to question, analyze, postulate, and think like historians; seeing the bigger picture by connecting to themes; engaging students to share what they think about events, their lives and communities; helping students to make personal connections with history; developing "historical habits of thought" in students; looking at resources beyond the textbook; dealing with ambiguity, complexity and multiple points of view; being selective in what is taught; and using primary documents, artifact analysis, critical thinking, and analysis and synthesis of information to help students understand WHY things happen in history. These statements are clear reflections of the focus on broader content knowledge and the emphasis on historical thinking skills as keys to history teaching that emerged from the summer institute. They stand in stark contrast to the pre-institute responses. Subsequent interview responses from teachers during the school year indicated that the changes in attitudes and perspectives were leading to changes in practice. Comments included:

- The lectures [from historians] surveying different time periods of U.S. history raised important questions for me that I now use to frame the subject for my students. These questions piqued my curiosity and will keep my students interested and motivated too;
- I assigned and distributed the textbook, and then told them [the students] to put it in their lockers. It hasn't come back into my room yet; On looking at what is covered in one era and then another, I began to see connection, carry-over that I hope to use to show continuity in history to my students;
- I can now put material in front of my students for their interpretation; I have set a goal of having [the students] dig out information…standard practice in my classroom now. They now know that they need to discover something;
- I now start my teaching by asking questions; I am doing more thematic teaching… [such as] What is freedom?

After participating in project activities, classroom practices showing an increase in student activity vs. teacher-directed instruction were observed by project faculty. General trends revealed less dependence on lectures and worksheets on textbook readings. The vast resources of the internet were being harnessed for student and teacher research, more tasks requiring higher-order thinking, such as analysis and evaluation were being assigned, history was being presented more thematically, and as a set of interpretations, instead of facts to be memorized. More genuine cooperative small group activities were being implemented, rather than the reliance on whole class instruction seen previously. A survey assessment at the end of the project also revealed a new level of confidence on the part of the teachers in using the instructional strategies they had been taught. The majority of teachers felt confident or excited about using primary documents, document-based questions, and historical artifact analysis; "doing history" in the classroom; employing thematic instruction and conceptual questions to organize lecture material; and using graphic organizers, images, media, multimedia, and technology.

Evaluation comments at the end of the project showed even further development in teacher attitudes and practices: "I really believe [the project] deeply helped me to 'break the mold' of traditional history teaching, to try and experiment with many new practices in the classroom; using the strategies learned through [the project] showed improvement with my students' understanding of what was being taught; I learned to be a facilitator of learning rather than a 'dispenser of wisdom'." The impact of the collaboration with historians was clearly being demonstrated.

Perhaps most importantly, the Waukegan teachers demonstrated an increase in professionalism, confidence, pride in their teaching, and ability to make a difference in their students' learning. There was an increase in the amount of time and energy devoted to instructional planning. Teachers reported an additional one to two hours per day spent planning lessons. This increased confidence and pride could also be seen in an increase in the desire of teachers to share their work with others through participation in professional conferences around the country (most for the first time) and willingness to share instructional "stories" and products during Saturday follow-up sessions with colleagues and formal and informal sharing sessions with their department or team at their schools, as well as through successful individual applications to community organizations for teaching grants. The Waukegan "fellows" even initiated a newsletter, "McRAH Milestones," that they composed and distributed throughout the district. This increased expression of confidence and pride demonstrated the teachers increased efficacy, the belief in their ability to make a difference in the education of the students in their high-need schools. Empowering the Waukegan teachers to provide professional development for teachers from well-resourced districts truly increased the high-need teachers' feeling of efficacy and professional power.

A summative examination of the changes in teacher practices and attitudes detailed above reveals increases in behaviors that demonstrate teacher efficacy. When teachers believe they have the power to make a positive impact on the lives and learning of their students they demonstrate practices that lead to improved student learning. The behaviors demonstrated by the Waukegan teachers showed increased efficacy by: being better organized and devoting more time to preparing and executing instruction; planning learning experiences that engage children meaningfully and actively in their learning; using a repertoire of research-based instructional strategies using discipline-specific content and pedagogy; and employing careful planning to meet the needs of their high-need students.

Discussion and Conclusions

Examining the results presented above can provide teacher educators with effective ways to design projects in order to make a difference in high-need schools by increasing efficacy for their teachers. The school/college collaboration described achieved its goals to improve teaching skills, intellectual capabilities, and attitudes that would empower teachers to better support children's learning. Participants demonstrated a clear rethinking of the teaching of traditional American history by working with mentors to devise teaching strategies for engaged learning of history.

Teachers also demonstrated increased collegiality, diminished teacher isolation, and an enhanced a sense of professionalism through the collaboration. They began to take pride in their work as demonstrated by their dissemination of improved practice to other teachers.

The key elements of the project design that contributed to these results were: the project curriculum was designed based on the results of a needs assessment process that surveyed both the initial views and needs of the teachers as well as the historians involved in the project; the historians who were involved in presenting content sessions to the teachers went through a focused preparation process concerning the specific context of teaching in the high-need district of Waukegan; the project focused on the discipline-specific methods of history teaching; and, perhaps most importantly, the use of the teachers from the high-need district as "fellows," teachers, and mentors for teachers from well-resourced suburban districts was an innovative aspect of the project that reversed the role these teachers had often experienced in previous professional development situations. The varieties of collaboration between teachers and professors, history professors and education professors, and teachers and fellow teachers provided opportunities to implement the key design elements of the project.

In conclusion, it may also prove instructive to other professional developers to examine the project from the perspective of the faculty. First of all, McRAH proved arduous for all concerned. What made it so? It took time, no less than a respect for process to attain reality. Our initial quest was to foster a learning environment premised upon mutual respect and collaboration. It did not happen instantly. But when it happened, the consequences were nothing less than gratifying for all who made the investment.

Second, sometimes McRAH was nothing less than exhilarating. This was not an everyday experience, but it did come in the responses of teachers experiencing new-found successes. It also came in the form of veteran teachers guiding less experienced colleagues. Conversely, the passions of younger teachers imparted lessons to old hands as well as the professors. Most importantly, many status-based distinctions melted away. More and more we found ourselves working in a mutually supportive learning community rooted in our devotion to enhancing the teaching of American history.

Finally, McRAH was time well spent for all concerned. For the teachers, most importantly, it afforded a unique opportunity for professional advancement. For the professors and teacher-educators, it also provided a new form to contemplate, linking content to pedagogy. Whether one's classroom was in a middle school or graduate-level seminar, McRAH turned many heads with its approach to the enterprise of teaching, and imbued the high-need teachers with the confidence and sense of efficacy to succeed.

Using innovative collaborative design for professional development activities will maximize their effectiveness. These lessons can be applied to other content specific professional development collaborations to make a difference in all areas of high-need schools. Applying these lessons will increase teacher efficacy, thereby enhancing professional growth for all involved.

Table 1

Rank Order Results of Cohort One Needs Assessment – Content Knowledge (% of teachers listing response)
Content preparation in history 7 of 22 teachers were history majors Mode semester hours in American History is 9-16
Areas of teacher content knowledge strength: World War II (50%)

Constitution (45%) Slavery & resistance (35%) American Revolution (30%) Discovery & exploration (30%)
Areas of teacher content knowledge need: Urban history (40%) Progressive era (40%) Federalist era (35%) Latin American migration to U.S. (35%)

Table 2

Rank Order Results of Cohort One Needs Assessment – Instructional Strategies (% of teachers listing response)
Listed as Most Often Used Instructional Strategy: Class discussion (100%) Lecture (70%) Small group projects (70%) Commercial/ popular film, video, music (60%) Map skills (45%) Primary source materials (40%) **Listed as Least Used Instructional Strategy:** Fieldtrips to museums/ libraries (0%) Multimedia (PowerPoint, Hyperstudio) (0%) Historical Fiction (5%) First person narratives (5%)
Most Important Strategies to Learn About: Alternative assessment/ project based learning (65%) "Doing" history (65%) Web-based learning (55%) Putting events into a larger historical context (45%) **Least Important Strategies to Learn About:** Use of first person narratives (0%) Museum resources (15%) Distance learning (20%) Interdisciplinary approach (20%)

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An Introductory Experience with Lesson Study, *by Mary T. McMahon*

Author Bio
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Abstract
This paper is a report of a summer lesson study experience with middle school mathematics and science teachers at Cowherd Middle School in East Aurora School District 131. Teachers planned, taught, evaluated, revised, retaught and reflected on a lesson concerning spatial visualization and geometric reasoning. Teachers grew in their understanding that the lesson study process is valuable for their preparation of challenging lessons and that the process supports their professional development as teachers.

Introduction
In June 2001 at an Illinois Math Teacher Educator meeting, Claran Einfeldt, formerly a division administrator with the Illinois State Board of Education (ISBE) Division of Mathematics and Science, gave me a copy of *The Teaching Gap* (Stigler & Hiebert, 2000). Ideas for a teacher-led professional development called Lesson Study were fostered in the text. The original concept came from Japan where teachers routinely participate in lesson study.

Synopsis of Japanese Lesson Study
In Japanese lesson study, teachers come together to decide on a research theme or main goal of the lesson (Lewis, 2002). This is a statement of the broad aim of the lesson study which might be aligned with the school's mission statement. Next a subject area is chosen and then the teachers choose the topic and the unit/lesson goals. The teachers are now ready to research the topic and plan the lesson. In the planning discussion, teachers focus on student learning. They decide on a list of carefully worded questions and attempt to anticipate what students' responses will be to the teacher questions and classroom activities. During this planning stage, teachers question their beliefs, reflect on why they teach as they do, learn from their colleagues and build a stronger collegial network. The next step would be for one member of the group to teach the lesson and for the others to observe the students and their reactions to the lesson. Soon after the lesson, the teachers would meet to discuss the lesson and make revisions based on student response. Ideally a different member of the group would teach the revised lesson while the others would observe student response.

Background
In winter terms of 2004 and 2006, Ellen Hines, a colleague from Northern Illinois University, and I engaged my pre-service practicum students in a modified form of lesson study. I wanted them to participate in a professional development activity which would demonstrate the benefits of teacher collaboration in planning. The most difficult part was the scheduling. Which co-operating teacher would allow the use of his/her classroom? When would the lesson take place? Would all the practicum students be able to attend? Would the students have enough time to plan the lesson? Would our day to teach the lesson work with the class schedule? Both times I was able to co-ordinate the times and facilitate the practicum students' lesson study experience. Ellen and I found that participation in a lesson study experience provided an opportunity for pre-service teachers to examine student learning and its challenges closely and observe the "effects" of modified lesson plans in a timely way.

Development

In fall of 2005, we discussed how we could undertake lesson study with in-service teachers. I approached Joan Glotzback, principal of Cowherd Middle School in East Aurora School District 131, where I had previously supervised preservice teachers for observation experiences, and asked if she would be interested in starting a lesson study group. Joan discussed it with teachers in her building and three agreed to participate.

The Planning Process

In early April 2006, we scheduled a meeting with Joan and three classroom teachers to introduce our plans and answer their questions. The teachers were interested and offered to recruit more teachers.

We decided to offer the summer professional development institute for three afternoons and emailed the teachers to acquaint them further with our professional backgrounds and the purpose of lesson study. We also gave them calendar options and a choice of dates. One of the choices happened to be during the last week of summer school. The teachers selected that option and it was decided to hold the sessions on Wednesday and Thursday from 12-5 pm and Friday from 7:15-3 pm that week with lunch provided at all sessions. With this option we would be able to teach the lesson in two summer school classes.

In early May I attended a Lesson Study conference. There several participants talked about a video that they had found very helpful in introducing teachers to lesson study. It is entitled *To Open a Cube* (Lewis, 2001) and information and clips may be found at http://lessonresearch.net/opencube.html. We decided that it would be a good basis for the teachers' initiation into lesson study. I also invited Michelle Pope, one of my former students, who is a sixth year teacher and lesson study participant at Stevenson High School to give a talk to the teachers about her experiences with lesson study. Michelle co-authored a chapter in *Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades 9-12* (2006); many of her remarks were based on her experiences that she described in this chapter on lesson study.

To prepare for the conference, we made up a notebook for each participant with the agenda, articles and web resources. Two days before the start, we had five enrollees. The day before, we received three more. When we arrived at the school for the first meeting, we were amazed to have ten teachers and a numeracy coach in attendance! Five of the teachers taught math. The other five taught science and math lab. We were ecstatic to have so many.

The Conference

Day – 1 Introduction

We began at noon with lunch, a request to complete an information sheet and anonymous beliefs questionnaire, a short introduction about our backgrounds, why we chose that school and why we were so interested in lesson study. I then introduced Michelle Pope. Michelle explained how Stevenson H.S. facilitates lesson study and her involvement. She introduced the steps of The Lesson Study Cycle adapted from Carter (2006): Set goal, Conduct research, Plan a lesson, Teach and observe the lesson, Evaluate the lesson, and Reflect, revise and repeat. Her Power Point included clips of teacher lesson study planning discussions and actual lessons that had been taught with a lesson study script and teacher/observers in the classroom. Michelle answered many questions about practices used in lesson study and in her classroom. She stressed that the planned lesson was a valuable end product but the process with the teachers interacting and the focus on the learner was even more important.

After a short break, we introduced the activity from *To Open a Cube*. The teachers answered questions and began work on the activity of how many different nets (flat patterns) could be cut from a paper cube. All worked diligently. The table discussions manifested the depth of their interest, their use of problem solving skills and their different learning styles. All began with scissors to "open a cube." After cutting open one or two cubes, some tried to analyze the problem and worked on grid paper. When the teachers completed the activity, they viewed the DVD entitled *To*

Open a Cube. The video is of a public research lesson taught by Akihiko Takahashi to fifth graders in the San Mateo-Foster City School District, CA. The teachers were able to see how Dr. Takahashi fostered students' thinking, interactions between the teacher and students, the classroom arrangement, and the students' participation in the activity. After the video, the teachers were given a reflective writing prompt for homework:

> *Please take a few minutes to express your thoughts and initial reactions to the video on implementation of lesson study. How will Cowherd students' responses be similar to those of the students in the video? How will they be different? Does a lesson study approach to professional development seem possible for Cowherd teachers? Would a lesson study approach to professional development be effective for improving students' instructional opportunities? (in what ways?)*

Day – 2 Planning the Lesson

The afternoon session again began with lunch and many comments and questions about the previous day's activities. Some were content related: How many different nets were possible. Was there a formula to determine the number? Others were about the behavior of the teacher and students in the video: Would their students react in a similar manner?

We were now ready to plan the lesson. The teachers divided into two groups: math and science. This was done so that everyone would have a voice in the planning stage. We also thought that the two content areas might approach the lesson differently and they did. After each group brainstormed for a half-hour, the two groups came together and discussed their ideas for the lesson. On the previous day questions had arisen about the lesson plan form. Below is an abbreviated form of one from Karen Jacobson & Teachers from Northside Elementary School, Montevideo, Minnesota (2006), that we used.

Steps of the lesson: learning activities and key questions (and time allocation)	**Student activities/ expected student reactions or responses**	**Teacher's response to student reactions / Things to remember**	**Goals and Method(s) of evaluation**
This column is usually laid out in order by the parts of the lesson (e.g., launch, investigation, congress, extension/applications, etc.), and also includes the allocation of time for each of these parts. *This column should also include a description of key questions or activities that are intended to move the lesson from one point to another.*	*This column describes what students will be doing during the lesson, and their anticipated reactions or responses to questions/ problems you will present.*	*This column describes things that you want to remember to do/not to do within the lesson as well as other reminders to yourself.* *Also, as you have anticipated student responses and reactions (previous column), this column provides a place where you can think through how you might use those responses and reactions in synthesizing a true learning experience within your classroom.*	*This column describes the goals that are being focused upon during each part of the lesson, and for each activity/problem.* *It should also include a concrete description of how you will determine that you have achieved each of these goals.*

During the planning, the teachers questioned and debated most suggestions. They focused on what they thought the student would think about the lesson. For the introduction, students were to be shown a cube and asked what they knew about it. Precise mathematical vocabulary was to be stressed. The teachers decided to use as the "lesson hook," the idea of a game imprinted on the inside of a cereal box and how important it is to think about how the box should be cut open to avoid damaging the game. They decided then to introduce the concept of net by giving students the following scenario:

Here is the game Thinking inside the Cube. The object of this game is to discover the mystery net. You will need to cut along the edges so that the faces are attached and intact. The winner or winners who find the mystery net will get 100 grand. You may work alone or with a partner.

Remember there are multiple nets for this cube, but only one net will win the 100 grand.

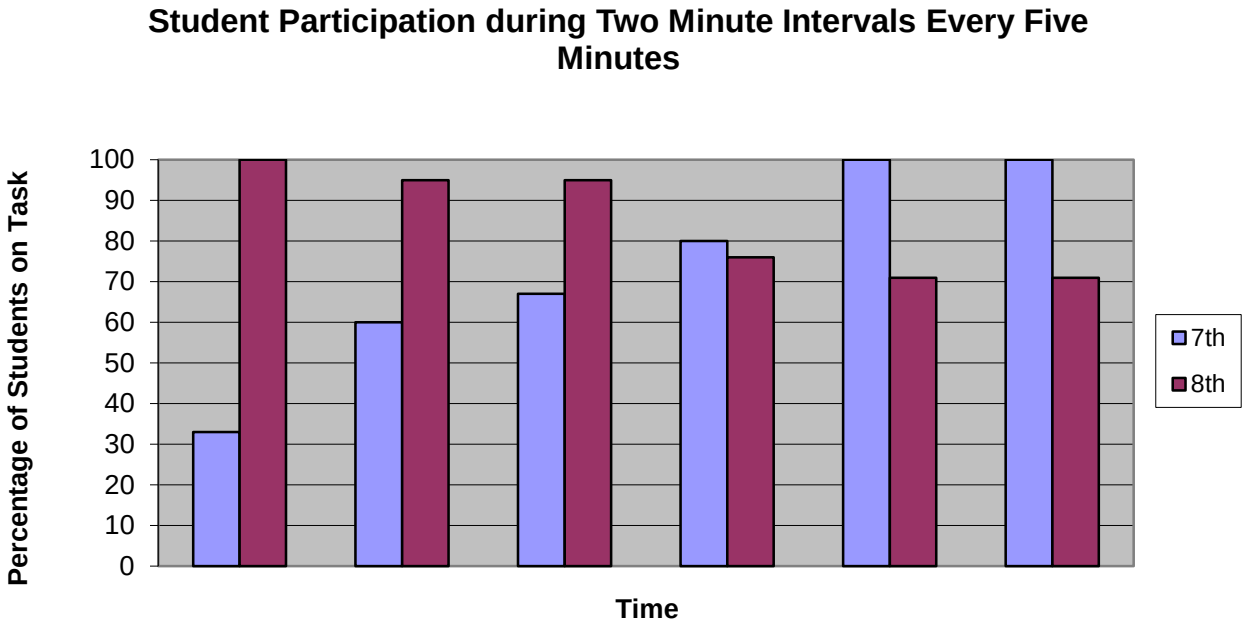
Throughout the planning, the teachers collaborated in an animated discussion. Time was running out but the lesson came together. We asked for volunteers to teach the lesson in two class periods on the following day and immediately two teachers agreed.

Day – 3 Teaching the Lesson

The teachers arrived at 7:15am in preparation for the class starting at 7:30am. It was an 8th grade class on their last day of summer school. How would they react to a different teacher, eleven other adults in the room and an activity in which to participate? The lesson was well received. Students participated wholeheartedly. The teacher/observers followed lesson study procedure. They were strictly observers – they did not interact with the students in any way, standing around the perimeter of the room during the whole group part of the lesson. During the activity time, they moved around the room, listened to student conversations, observed their activities, and took notes. To the observers' surprise, they were well received in the classroom and the students worked diligently throughout the lesson.

Following the lesson, the lesson teacher and the teacher/observers discussed how the lesson was received. The debriefing began by following lesson study protocol (Curcio, 2002). I thanked the teacher of the lesson and asked her to comment on the lesson. Then each teacher/observer took a turn by first thanking the teacher of the lesson and making their comments on the lesson. After all participants had a turn to speak, there was discussion on what should be revised. They were pleased overall but decided on a few changes. For the next teaching of the lesson, they decided to have a student cut the cereal box into a net and changed how the winning prize would be distributed. They discussed whether to encourage or discourage students to work in pairs and groups, whether to put all supplies in a central area, and numerous other small changes to the lesson. The second volunteer was then ready to teach the lesson.

The second class was a 7th grade class. They were slower to respond to the lesson but as the lesson progressed, their on-task behavior improved. They also did not appear to be affected by the teacher/observers in the room. Many of the revisions discussed were applied in the lesson. The teacher/observers took notes as they had done in the previous class. One teacher/observer recorded the number of students on task and prepared the table illustrated below comparing changes in on-task behavior as each class session progressed.



The same protocol was used as in the first debriefing. Three main themes came from the comments: How important was it to "stick to the script," should students be encouraged to work in groups/pairs and how should the supplies be used. The teachers discussed in depth the pros and cons of sticking to the carefully constructed script and examined the pedagogical implications. They seemed to agree that even though much time had been taken to plan carefully there were times when it was imperative to deviate from the script. No agreement was reached on whether placing the students in pairs/groups would work with their students. The teachers liked the idea of having the students decide which supplies and tools they would need to accomplish the activity even though some students took one of everything available. The discussion was rich and the teachers said that they would like to continue in the fall.

Next Steps

At the teachers' suggestion and with the approval of Cowherd's principal, we will meet with all interested math, science and transitional bilingual educator teachers (approximately 24 in number) the first full day of school to discuss how to start the new school year effectively and to consider overarching goals with a tie-in to the school mission statement and the ideal student vs. actual student. We will also recap what we did in the summer, emphasizing that the summer participants will be teacher-leaders but all are encouraged to participate in lesson study. We will ask them for a commitment by September 1. Also, I will request teachers to send me topics for lessons that could be planned and then taught in early November.

Lesson Study meetings will be held after faculty and department meetings twice a month from 4:15-7:00pm. The teachers will be divided by their content areas of math and science. Transitional bilingual educator teachers will choose their group. If more than five teachers are in a content area, they will be divided into groups of three-five teachers. The goal is to teach lessons in early November. At that point we hope that the teachers will have taken ownership and value this form of professional development facilitated by teachers and focused on the learner.

Conclusions

We were very pleased by the teachers' involvement in their first lesson study cycle. They understand that while they are trying to plan the best lesson possible, they are also engaging in the rich discussion of planning, reflecting and revising of the lesson with the focus on the learner's perspective. In this process they think more deeply about the content and collaborate professionally to improve students' learning opportunities.

For example, in the reflective writing, one teacher commented, "A lesson study approach for Cowherd will be effective for improving student instruction, because the lesson will be focused. It probably will increase student alertness and awareness as we look at student reaction towards the lesson and tweak it so that students will understand." Another teacher remarked on the final evaluation, "It was wonderful to plan with my co-teachers. I learned a lot about their teaching styles and what they thought was important to a lesson…As we go through the school year, we will be able to apply these methods to our own classroom which will make this even more worthwhile."

We regard comments such as these as an indication of awareness on the part of the teachers of the potential that lesson study holds to improve their overall lesson planning skills, as well as to improve learning opportunities for students.

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A Collaborative Approach to Multicultural Education, *by Penny L. Finley*

Abstract
Elementary Education teacher candidates from *Methods of Elementary and Middle School Social Studies* at Elmhurst College set out to make a difference in multicultural education during the 2005-2006 school year. They adopted a K-3 at risk school in Glendale Heights, Illinois, with an opportunity to develop integrative social studies curriculum, gain valuable field experience, and provide a service to the school and the community. The students in the fall and spring semesters worked on two different approaches to their multicultural fair project. The fall semester was an on-campus field trip to bring the third grade teachers and their students to Elmhurst College for an all day event. The students in the spring semester brought a multicultural fair to Pheasant Ridge for an evening program including the entire student body, the teaching staff, and the community. Everyone involved benefited by learning about other cultures, and the pre-service teachers gained valuable experience in planning and delivering instruction to a diverse population. As a follow-up, an Elmhurst summer research team of education faculty and arts and science faculty are developing an even more comprehensive approach to multicultural instruction for the 2006-2007 school year.

Introduction

> "What is multicultural education? How could we make a difference with a one-day event? What cultures should be included? How can we involve both students and teachers? Can we also include families and the community? Could this be a service-learning project, too? How can we use this experience as future teachers?"

These are some of the questions my social studies methods students at Elmhurst College asked when I presented the idea of linking integrative social studies instruction with service learning. The idea was to form a collaborative relationship with a high needs school in the Chicago suburbs, Pheasant Ridge Primary, and to provide a learning experience in curriculum development for pre-service teachers. The results were two multicultural fairs, one each semester, not only giving pre-service candidates field experience and lesson design practice, but also providing motivating and educational opportunities for children, teachers, and family members.

Background
Multicultural education is a curriculum model intended to help students to understand and appreciate cultural similarities and differences and to recognize the contributions of diverse ethnic, racial, and socioeconomic groups. Multicultural education has taken on greater significance in the 21st century since classrooms today have extremely diverse populations from Asia, the Middle East, Latin America, and Eastern Europe, as well as Latino Americans, Native Americans, and African Americans (Gay, 2003-2004). In fact, it is estimated today one out of every three Americans is a person of color (Howard, 1999). Researchers such as Banks and Banks (1995) have argued quality education must contain multicultural curriculum in order to improve race relations, and to help all students acquire the knowledge and skills necessary to participate in a multi-racial, multi-ethnic nation (Howard, 1999).

However, the majority of classroom teachers treat multicultural education as an add-on or afterthought (Ladson-Billings, 1994). According to Gloria Ladson-Billings (1994) educators tend to take one of two approaches to multicultural education: 1) the multicultural festival approach, or 2) a transformative approach. The festival approach is limited to celebrating diversity through food, fun, dance, art, and special events. The transformative approach attempts to integrate examples of literature, history, and the arts with multicultural perspectives throughout the curriculum (Ladson-Billings, 1994). However, a more comprehensive definition in the *Handbook of Research on Multicultural Education* includes five dimensions to multicultural education: 1) content integration, 2) knowledge construction process, 3) prejudice reduction, 4) equity pedagogy, and 5) empowering school culture and social structure (Banks & Banks, 1995).

Two Versions of Multicultural Fairs

With these guidelines in mind, the students from *Methods of Elementary and Middle School Social Studies* from Elmhurst College in Illinois set out to make a difference in multicultural education during the 2005-2006 school year. They adopted a K-3 at risk school in Glendale Heights, Illinois, with an opportunity to develop integrative social studies curriculum, gain valuable field experience, and provide a service to the school and the community. The students in the fall and spring semesters worked on two different approaches to their multicultural fairs. The fall semester was an on-campus field trip bringing the third grade teachers and their students to Elmhurst College for an all day event. The students in the spring semester brought the fair to Pheasant Ridge for an evening program involving the entire student body, the teaching staff, and the community. Everyone who participated benefited by learning about other cultures, and the pre-service teachers gained valuable experience in planning and delivering instruction to a diverse population.

First semester, the methods students from Elmhurst College honored the cultures represented in the makeup of the Pheasant Ridge population (Vietnamese, African American, Asian, Indian, Hispanic, Eastern European, and Filipino) and prepared learning centers integrating these cultures with the six social sciences as well as literature, fine arts, science, and mathematics. Over 100 third grade students and their teachers were invited to Elmhurst College in November for a field trip to tour the Elmhurst College campus, have lunch, and attend the multicultural learning centers. Funding from the Elmhurst College Department of Service Learning helped to pay for transportation, food, and supplies.

To prepare for the event, the social studies methods students researched each of the target cultures, and partners decided on topics for their stations. Part of class time twice a week was devoted to planning for the event, writing lesson plans, and producing materials for each station. The class of fourteen students made paper suitcases for the students to collect artifacts from each station they visited. Students received stickers for their suitcases from each station as well as materials to remember what they learned such as mini-books on heroes, wonder spheres about weather and climate, totem poles, and holiday greeting cards from the culture of their choice. Although time at each station was limited to 10 minutes, the teacher candidates prepared folders of lesson plans and unit materials for each of the teachers at Pheasant Ridge for them to duplicate and extend the lessons in their own classrooms.

Coordinating such a large event was a challenge. The largest expense was for two school busses to bring the students to campus. We also recruited extra students to help us as tour guides and lunchroom aides. The group was divided in half with campus tours and visits to the fair done in shifts. The hard work paid off, however, since the event was a huge success. At the end of the day, the teachers and the students completed evaluation sheets, and we collected valuable information to use for what we hope will be an annual event. The students' comments were full of enthusiasm for visiting the dorms, library, theater, football field, and classrooms. They also loved learning about their own cultures, and they were pleased with their suitcases full of treasures as well as the great food at lunch. The teachers' feedback was also extremely positive, and the third grade team has plans to use the lessons as permanent additions to their social studies curriculum. A major benefit was the teacher candidates were able to interact with and teach mini lessons to a large and diverse group of students.

Second semester, a new group of 29 social studies methods students from Elmhurst College took at different approach to multicultural education. They decided to bring the fair to the Pheasant Ridge school community during a curriculum night open house in March. Over 400 students, family members, and teachers from Pheasant Ridge attended. Many different countries were represented in centers integrating multicultural instruction with social studies. Food, music, artifacts, literature, and multimedia were part of each station. The teachers at Pheasant Ridge promoted the event by teaching many of the lessons given to them first semester and by infusing multicultural education into their curriculum. To support the multicultural theme, one teacher named her classroom "The Cultural Café" and decorated her room with flags from each student's country of origin. Each week a different student reported on his or her culture

and brought food, music, and artifacts. On the night of the fair, the hallways were filled with artwork and displays showing multicultural education had begun to take root at Pheasant Ridge.

"Passport to Learning" was the theme of the multicultural student and family night. The Elmhurst methods students worked in teams to design learning centers for many different countries including Spain, South Africa, Italy, Ireland, Germany, the Philippines, France, England, Mexico, Japan, India, Brazil, Australia and Bolivia. Each country had a table filled with crafts, books, artifacts, food, and an interactive tri-fold board with activities for each of the six social sciences and the ten themes of social studies. Students collected stickers on their passports when they could answer questions about each country. Each of the participants became part of the learning experience by examining artifacts such as a piranha from Brazil, unusual soda from Japan, bead making from South Africa, maracas from Spain, and great food samples from India, Mexico, and Ireland. To enhance the education beyond the fair, the teaching staff received all of the lesson plans and materials needed to recreate each center.

Conclusions and Goals

Student achievement is continually on the minds of educators, parents, and even our nation's leaders. Some would argue to close the achievement gap which exists between low income, minority students and white students we need high standards, a challenging curriculum, and good teachers (Haycock, 2001). However, traditional curriculum, most common in American education, is heavily biased toward western European culture despite the reality of culturally diverse classrooms (Bryant, 1996). Children from poor or minority families have been judged to be inadequate because they do not come to school with the same backgrounds in education as other students; thus, they have been labeled as delayed, and their families considered dysfunctional (Bowman, 1994). Teachers are also programmed by their own experiences and attitudes and make generalizations about other people based on their own personal realities (Bowman, 1994). In order for multicultural education to succeed, teachers' attitudes must change, and thinking must shift from being exclusive to inclusive.

Although variations on the definition of multicultural education exist, the following list of goals or outcomes for multicultural education are accepted by most educators:

1. All students have equal opportunity to reach their full potential.
2. All students need to be prepared to compete in an intercultural society.
3. Teachers must be prepared to differentiate instruction for all students.
4. Schools must be prepared to end prejudice within their schools and produce socially aware students.
5. Education must become fully student-centered to include the voices of all.
6. Assessment methods, educational materials, and teaching strategies must be reexamined to see how they affect all students. (Gorski, 2003)

The outcomes from the two multicultural fairs presented by Elmhurst College teacher candidates in collaboration with Pheasant Ridge Primary School were all positive. Both the Elmhurst College students and the staff of Pheasant Ridge were made more aware of the power of multicultural instruction for student motivation and parent involvement. Pheasant Ridge had its highest family member attendance in the school's history the night of the multicultural fair. The students at Elmhurst College received notes from hundreds of students and parents thanking them for the enjoyment in learning the fairs provided. The teacher candidates learned positive social change and closing the achievement gap can come from a better understanding and implementation of strategies for multicultural education. The teacher candidates were given a hands-on experience in writing curriculum and working with students from a high needs school. Many of the Elmhurst students expressed a newly found appreciation for working with a diverse population. The staff of Pheasant Ridge was given materials, inspiring many to implement multicultural practices in their lessons. Everyone involved agreed this program should be repeated during the 2006-2007 school year.

Planning a multicultural approach to education is not an easy task and not something one teacher can accomplish in isolation. As a result, this summer the Elmhurst College Summer Research team, funded by the ACI's Center for Success, will collaborate for a joint effort to prepare teachers for working with high needs schools. The team is made up of staff from the departments of Elementary Education, Early Childhood Education, Geography, Service Learning, Kinesiology, and the Honors Program. Building on the success of the multicultural fairs from this past year, the team will add the components of geography instruction and sports and games from around the world. The Early Childhood teacher candidates will work on multicultural curriculum specifically for Pre-K and primary, while the Honors Program students will work on an intercultural literacy approach. The goal of the committee is to seek additional funding to grow the program and involve at least one more high needs school and to include more members of the Elmhurst College community. This program should continue to impact the training of future teachers with more insight into methods of multicultural education. The work of the team will attempt to accomplish the goal of reform or *transformation* from three main perspectives: 1) transformation of self (teacher attitudes about different races and cultures); 2) transformation of schooling (pedagogy, curriculum, media, materials, classroom climate, and assessment); and 3) transformation of society through social justice and equity for all institutions and systems (Gorski, 2003). We are looking forward to our mutual efforts to make this coming year's program of multicultural instruction even more advantageous for teacher candidates, students, faculty, and community.

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Talented Teachers and Teens: Connecting Teacher Candidates to Gifted Middle Schools Students, *by Jerald A. Thomas, Jr. Ed.D.*

Author Bio
Dr. Jerald (Jay) Thomas is an assistant professor of education and the university assessment coordinator at Aurora University. He is vice-president of the National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology (NCSSSMST), which comprises over 90 secondary schools for students gifted in math, science, and technology. Jay is also editor of the *NCSSSMST* Journal and has contributed to texts on assessment, scientific inquiry, and the development of specialized schools.

Abstract
With ACI support, Aurora University hosted a five-day mathematics and science experience for gifted middle school students from high need schools. The program's purposes were 1) to engage students in meaningful, authentic, field-based math/science experiences and 2) to introduce pre-service teachers to the challenges and complexity of teaching in such a specialized setting. Students explored astronomy and scientific epistemologies with experienced scientists, while teacher candidates observed classes, reflected on pedagogy, and participated in daily seminars on student learning. This article details the program and provides teacher reflections and recommendations for similar programs.

Overview of the Summer Science Experience
With funding from an Associated Colleges of Illinois (ACI) Innovation Grant, the National Consortium for Specialized Secondary Schools for Mathematics, Science, and Technology (NCSSSMST) and Aurora University (AU) co-hosted the third NCSSSMST summer math and science program for middle school students in June 2006, at AU's Lake Geneva, Wisconsin. AU was selected to host the program because of its status as an NCSSSMST affiliate university. This summer's was the third iteration of the NCSSSMST summer program, in the model of previous years' programs at Princeton University and North Carolina Central University. Since 2003, NCSSSMST has hosted regional summer math and science programs for middle school students from high-need schools and low socioeconomic areas. A key innovation was added to the experience by connecting pre-service Illinois teachers to gifted middle school students and to master teachers in mathematics, science, and gifted education.

The summer math/science program addressed three persistent problems in high need schools:

1. Demand for quality instruction in the areas of mathematics and science;
2. Difficulty of teachers to identify and cultivate the talents of gifted students from high-need, low SES schools; and
3. Development of understanding the specialized needs of such students.

The summer programs held at Princeton and North Carolina Central focused on the engagement of middle school students in meaningful opportunities to pursue math and science academically and professionally. The AU program, however, extended this initiative by offering teacher candidates from ACI institutions an authentic, pre-service opportunity to work in a setting where they would interact with two specialized groups: 1) gifted and talented middle school students from low SES backgrounds and high-need schools and 2) highly accomplished math and science teachers from high schools for students gifted in math, science, and technology.

The value of this experience for both participating teacher candidates and participating institutions were manifold. Most importantly, this experience:

1. Helped teacher candidates to recognize the characteristics of giftedness in underserved student

populations;
2. Enhanced pre-service teacher candidate efficacy in teaching mathematics and science among specialized populations;
3. Introduced teacher candidates to the social, emotional, and intellectual characteristics of gifted adolescents;
4. Allowed teacher candidates to observe highly effective math and science instruction from experienced teachers; and
5. Created a replicable field-based model that can be used to attract future math and science educators and identify gifted students in high-need schools.

The summer science experience was grounded in the growing body of research suggesting that gifted and talented students from economically disadvantaged backgrounds and from highly mobile, ethnic communities are often not recognized as gifted and talented. By the time such students reach early adolescence/middle school, self-selection into math and science academic tracks are significantly reduced. Further, research suggests that among gifted students who drop out of school, many are from low socioeconomic homes and communities (Renzulli & Park, 2002). This problem, however, can be mitigated by preparing teachers to recognize and appropriately challenge the distinguishing characteristics of such under-identified, underserved, gifted students (Borland, Schnur, & Wright, 2000; Borland & Wright, 1994). And, as Thomas and White (in press) contend, there is a compelling need to train young teachers to meet this need rather than to delegate such instructional roles to older or more experienced teachers.

Further, Abell (2000) suggests that the most effective model for a school-wide system for identifying gifted and talented students is not to train an entire staff, but rather to train a small number of teachers in identifying gifted and talented students and having such teachers serve as a resource for the staff. In the state of Illinois, funding for gifted programs has been eliminated, and fewer colleges of education are offering courses in gifted education. As Gallagher and Gallagher (1994) suggest, the identification of gifted students among various populations depends on teachers' ability to appreciate the social and cultural factors that can prevent educators from recognizing gifts and talents in math and science.

Program Design

Teacher Candidate Experience

Teacher candidates were recruited and selected from ACI institutions. The project invited teacher candidates who would be college juniors, seniors, or graduate initial certification students during the 2006-2007 school year and who plan to teach mathematics or science at the middle school or high school level in high-need schools or communities. Teacher candidates were not required to demonstrate prior experience in gifted education, as one focus of this program is to develop understanding of this specialized population.

Two weeks prior to the program, teacher candidates collaborated in a one-day workshop with faculty from NCSSSMST and ACI institutions in the development of the residential and academic experience. The program directors provided each of the teacher candidates with resource materials on the topics of gifted education, field-based science education, and minority recruitment and retention. In addition to addressing the daily supervision and instruction of the students, the pre-experience workshop opened dialogue among the group members about working with gifted and minority populations.

The program directors articulated the opportunities and anticipated outcomes for the teacher candidates. The teacher candidates' first responsibility would be to the middle school students: to plan and supervise activities, to facilitate and support classroom activities delivered by the master teachers, and to advise, counsel, and model the habits of mind of mathematics and science.

And, of course, they were there to learn, as well. In classroom sessions and in field-based science experiences, they were expected to observe and reflect on the pedagogy of the astronomer, the biologist, and gifted educators in their instruction of the middle school students. Following each session, while the middle school students were involved in recreational activities, the master teachers held hour-long, informal seminars with the teacher candidates, during which time conversations ranged from disciplinary content to classroom management to teaching the gifted child to the most current research.

Student Experience

Student participants in this program were drawn from communities and schools whose demographics indicate high mobility, low socioeconomic status (defined as low family income and low parental education), and significant ELL student enrollment. Fourteen students were selected. The anticipated enrollment of 24 students was not met and the final enrollment was 14 students, a 3:1 ratio of teacher candidates to students.

On the first day of the program, staff from the Illinois Mathematics and Science Academy (IMSA) in Aurora met with both teacher candidates and middle school students to discuss issues of counseling the gifted and talented, college selection and enrollment, cultural issues, and career interests and tracks.

The focus of the student experience was on the principles of astronomy, but in all academic experiences the middle school students were challenged to consider integrative questions of evolving scientific epistemologies. Ed Moyer of the Proviso Mathematics and Science Academy in Maywood discussed the birth of a star, using the most recent imagery from the Hubble telescope. Robert Kiely of the IMSA followed with an engaging discussion of scientific reasoning from Aristotle through Darwin. On the last day, students analyzed water samples from Lake Geneva. Over the course of the five days, student experience used the biology and astronomy resources at the Williams Bay campus extensively such as the Yerkes observatory and local wetlands where students encountered issues related to conservation of natural resources.

Reflections and Recommendations

Teacher candidates, as part of the application process, were asked to present meaningful ways to engage middle school students in the academic pursuit of math and science. Following the experience, they were asked to reflect on ways in which this program enhanced 1) their understanding of teaching and learning among students from high-need schools, 2) their understanding of teaching and learning among high achieving students, and 3) their understanding of the teaching of mathematics and science. From a review of our teacher candidates' post-experience comments, we conclude that the approach we employed is a powerful, replicable, and exportable model for reaching underserved students and, equally important, for preparing re-service teacher candidates to work with such students.

The following observations, drawn from the responses of the teacher candidates, speak to the efficacy of the program, as well as the lessons imparted about the students we served.

Understanding of Teaching and Learning Among Students from High Need Schools

1. Teacher candidates became more aware of the daily experiences of students from such schools and the ways in which these experiences influence their learning, such as gang influence, poverty, and general disengagement from academic subjects.
2. Teacher candidates recognized that opportunities and resources are neither equal nor equitable in public schools. One commented, “For example, when I was conducting the water study and was working with the students observing specimens under microscopes, I discovered that [some students] had never used

microscopes before; as a result, I was impressed by their excitement and enthusiasm in discovering this new 'microscopic world.' They were disappointed when the lab ended saying they could have stayed and observed these amazing microorganisms for hours."

3. Similarly, some students related that their typical classroom experiences involved paper/pencil/book learning and very little "hands-on" experience.

Understanding of Teaching and Learning Among High Achieving Students

1. It became apparent to teacher candidates that such students thrive in situations that "test" their intelligence and permit them to express their opinions and ideas. This same recognition, however, also revealed an initial reticence of gifted students in group activities. It became evident that high achieving students may have difficulty working as a group to accomplish specific activities. These students may have learned to rely solely on their own abilities in order to accomplish tasks.
2. Gifted students are accustomed to academic success and can have difficulty coping with an activity that is difficult for them. This observation was substantiated by student unwillingness to work together, a propensity to give up, and the struggle to respect the ideas of others regarding an assigned task.
3. While it was evident that most of the students were either high achieving or exceptionally bright, there were obvious discrepancies among the students regarding their abilities and/or desires to learn, their cooperation and listening skills, and their seriousness, dedication, and perseverance to learn.
4. It is possible that we overestimated or assessed too highly student ability levels. For example, during the trigonometry lesson, students' prior mathematical knowledge might have been assessed inaccurately, as many struggled to keep up with instructor development of trigonometry concepts.

Understanding of the Teaching of Mathematics and Science

1. From the daily observations of and informal conversations with the master teachers, it became apparent that there is no one particular way to conduct a classroom effectively.
2. One commonality between all the lessons was the level of the enthusiasm for the material by the scholar. Each had a passion for his/her subject that was evident throughout the lessons. Teacher candidates found that classroom teachers can make any subject -- even Aristotelian philosophy! -- interesting, engaging, and enlightening by showing excitement and clearly articulating the relevance of content.
3. Teachers and teacher candidates alike were pleasantly surprised and impressed with some genuine "ah ha" moments and the enthusiasm students exhibited during such moments as newly found "love of nature" in being outdoors in generally unfamiliar situations and the interesting observations and connections made during the wetlands and lake study activities.
4. Students demonstrated deep and authentic interest and knowledge in astronomy and understanding of some principles and mechanisms of evolution during Rob Kiely's dynamic lecture and visual history of science, which resulted in a surprisingly rapid comprehension of sophisticated scientific thought from Aristotle to Darwin.

Conclusion

It is difficult in the short term to assess the many and varied effects that a five-day program can have on its participants. NCSSSMST is currently engaged in follow-up studies of middle school participants in prior years to determine whether they have pursued their academic interests in mathematics and science. NCSSSMST has recognized the 2006 summer program for its initial success and favorable teacher candidate reviews, and planning is underway for the fourth iteration of the program. The teacher candidate component will be integral to program design. Indeed, a program development manual now in development through NCSSSMST—a teacher candidate element first

implemented by AU and ACI—will be prominently featured.

In addition to this support of NCSSSMST, the Alfred P. Sloan Foundation and the Siemens Foundation, active supporters of minority students engagement in science, provided additional funding.

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Preparing Future Teachers to be Culturally Competent: An Innovative Program for Educators, *by Laura Zumdahl, Mackenzi Huyser, Rose Malinowski, Don Woo, Trina Vallone, & Bill Boerman-Cornell*

Abstract
This article describes an innovative program designed to increase cultural competence in preservice and preteach teachers. Created and implemented as a collaborative effort between the departments of education and social work at a small liberal arts institution this program provided intensive training and leadership opportunities for future teachers interested in working in high need schools.

Program Model
"Preparing future teachers to be culturally competent" was an innovative program designed to increase cultural competence in preservice (college students in an education program) and preteach (high-school students interested in teaching) students. This program was a collaborative effort between two departments at Trinity Christian College: the Department of Education and the Department of Social Work. Both departments had a vested interest in the program: The Education Department was concerned with meeting state competencies as well as recruiting culturally competent teachers for working in high need schools, an area in which teacher education programs are seeking to fill a statistically documented shortage. The Department of Social Work was primarily concerned with their professional commitment to serve at-risk/special populations. In addition, statistics show a clear need for preparation of culturally competent teachers and recruitment of teachers for high need schools.

The goal of the project was to contribute to the preparation of excellent teachers for high need schools through intensive training in the area of cultural competence. This project focused on providing opportunity for three groups: preservice teachers, preteach teachers, and elementary school students from high need populations to become intimately aware of the cultural diversity in the world around them and for preservice and preteach teachers to practice being culturally competent in preparation for their future vocation at educators.

Preservice teachers built upon the foundation of the College's Introduction to Education course with a two-week summer extension. During the first week they were joined by preteach teachers from high need schools for a 15 hour intensive training. The program focused on cultural competence and multicultural education through a specific curriculum developed to practice culturally competent and relevant pedagogy in three areas: personal self, students they will teach, and the educational system. Following this training, the second week, the preservice and preteach teachers practiced the skills they learned while assisting in a special one-week camp designed for fourth and fifth grade students from high need schools focused on exploring cultural diversity in the Metropolitan Chicago area. The camp provided an opportunity for preservice and preteach teachers to practice culturally competent knowledge, skills, and attitudes developed and presented by the Department of Social Work.

This project was a partnership activity of the Associated Colleges of Illinois' Center for Success in High Need Schools, which is funded by the US Department of Education's Teacher Quality Enhancement Program. The grant funding covered the costs of activities, breakfast and lunch each day for the camp, transportation for activities, materials, and honorariums for the preservice and preteach teachers for their participation in the project. The camp was developed and led by three Department of Education faculty members and three Department of Social Work faculty and staff members.

Program Outcomes
The program was assessed through two means: educational outcomes for the students and process outcomes which assisted in planning for future years. Educational outcomes were evaluated through the use of academic reflection

journals directly relating to anticipated project outcomes of the preservice and preteach teachers and by facilitators, pre- and post-test surveys of the preservice and preteach teachers, and by facilitators' observation of preservice and preteach teachers. In addition, an evaluation designed to measure process outcomes was given to all program participants following the last camp session.

Evaluation results showed the project to be successful. Program participants included seven preservice teachers (two additional preservice teachers participated in the camp only); four preteach students who were interested in teaching in high need schools, and 14 elementary school students who attended the camp. The project established and evaluated six educational outcomes for the preservice and preteach teachers. The educational outcomes address the three areas (personal self, students they teach, and educational system) on which the curriculum focused.

Table 1: Summary of Educational Outcomes Mean Scores

Educational Outcomes		Pre-test Mean	Post-test Mean
Personal Self	Outcome #1	3.77	4.70
	Outcome #2	3.77	4.70
Students They Teach	Outcome #3	4.22	4.81
	Outcome #4	3.72	4.56
Educational System	Outcome #5	3.44	4.81
	Outcome $6	3.77	4.63

Educational Outcomes:

Personal Self

In the area of personal self two outcomes were defined. "Confront personal bias related to human diversity" (outcome #1) was the first outcome. The student mean scores for this objective increased from 3.77 on the first day to 4.70 on the tenth day (five-point Likert scale, with 5 being the highest). One student reflected, "I have identified personal prejudices and have gained the desire to abstain from judgments based on color or culture." Another student commented, "I learned a lot about my own prejudices/attitudes and where they come from." And finally, a third student wrote, "I would say that I am culturally aware, but I typically stereotype, so I hope to start defeating some of those prejudices." Faculty reflected on these student responses and saw through discussions with students a positive change in attitude and the ability to confront personal bias related to human diversity.

The second outcome, "develop healthy perspectives on diverse groups and communities," (outcome #2) had a positive increase in mean scores from 3.77 on the first day to 4.70 on the tenth day. As students commented on this area of knowledge one said, "I would like to feel more comfortable talking/interacting with people of different ethnicities and races. I hope to be able to be sensitive to our differences but not let them stop us from working together and getting to know each other." Another student commented, "I feel like I have a better attitude toward working with others, who are different, I am not so intimidated."

Students They Teach

"Develop a climate of caring, respect and the value of students' cultures in the classroom" (outcome #3) was the first outcome focused on the students participants teach. Students' means scores increased from 4.22 to 4.81 for this objective and faculty commented, "Students did well in demonstrating competence in this goal through their interactions with the kids in camp. Because many of the students had not spent a great deal of time in the classroom, we spent time stressing things like being a good role model and respecting students and each other as leaders."

"Understand and adapt to students' culture, language, and learning styles to make instruction meaningful and relevant" (outcome #4) was the other project outcome focused on the students participants teach. Mean scores for this goal also increased from 3.72 to 4.56 over the course of the project.

Educational System

Focused on the educational system, the outcome "Develop creative practices of communication between the school, family, and community which reflect cultural competence" (outcome #5) had a mean score increase from 3.44 on day one to 4.81 on day ten. One student reflected, "[The educational system] needs to continue implementing cultural competency programs to raise awareness about others so teambuilding skills can be acquired in daily life situations." Faculty commented that the preservice and preteach teachers showed the ability to develop creative practices during this project. We also found that although opportunities for reaching this goal during the two week project may have been limited, leaders were exposed and reflected on some ideas that could take place in the future.

The last outcome, "Reflect on the systematic injustices in the educational system and how they impact high need schools," (outcome #6) also showed an increase in mean scores from 3.77 to 4.63. Students noted the injustices in the educational system: "Current funding practices are unfair and children deserve equal access," one asserted. Faculty observed, "During discussions about privilege the leaders did a good job of identifying and reflecting on the educational system and potential injustices within that system."

Process Outcomes:

Process outcomes were also collected based on evaluation data from the campers and preservice and preteach teachers as well as informal feedback from faculty and staff involved in implementing the program. Evaluation data from the general evaluation of camp was very positive. All of the campers enjoyed their experience and the most frequent comment was that "camp should be longer." Based on this feedback a future extension of the time period of the camp to perhaps two weeks if the project was replicated would be likely. In addition, increasing the reflection time and allowing more practice in the area of reflecting for the preservice and preteach teachers with additional immediate feedback from the project coordinators to these students would occur.

Difficulties in implementing the project included transportation needs for the campers during the second week and recruiting challenges for the preteach students from high-need schools. Despite registering 20 students for the second week of camp only 14 were able to participate and while six students applied to be preteach teachers only four were able to participate in the training and camp session.. Many of the campers were unable to participate due to lack of transportation to and from the camp site. More clearly perhaps, the types of issues faced when working with high needs populations were realized by college faculty. Because this was the first year that the camp was offered and the work of establishing partners in high need schools takes significant time, the program coordinators felt the turnout from preteach teachers and campers was impressive although it did not entirely meet our goal. Perhaps future endeavors might be preceded by research grants, which would allow faculty members to further investigate these issues.

As a result of these challenges the authors of this article recommend considering the idea of broadening the leader group to include junior counselors. The idea of partnering with former campers from high need schools could be a way to build a link to encouraging these students to become leaders and eventually teachers in high need schools. In addition, the authors recommend broadening the program to include family liaisons as leaders. These college age students would work directly with the campers' families on issues such as transportation, information distribution about the camp, and be a contact person while the child is enrolled.

Program Implications

This project provided an innovative opportunity for students to work toward practicing cultural competence in both a training session and through hands on experience. It also provided an opportunity for two departments on one campus to collaborate and support one another in their educational and professional outcomes. Because of this unique partnership arrangement a relationship was developed between the two departments and collaborations are anticipated in the future.

This program showed the College's commitment to diversity and having future teachers be culturally competent. However, cultural competence is not something that can be accomplished with two week training, therefore; the intensive cultural competency training from the first week of the project will be integrated into the curriculum for the College's Introduction to Education course in the fall 2006 semester. Further discussions are also taking place about faculty collaborating in other education and social work courses.

The authors understand the importance of being culturally competent and that this is something that needs to be reinforced throughout the entire education curriculum as well as across disciplines. Just as the students' experience through the program enriched their educational experience, the faculty also grew personally and professionally. Through the process of modeling and leading, faculty showed a commitment and grew in the area of cultural competence. The authors also believe that this program afforded an opportunity to form partnerships with cultural organizations such as Arab American Family Services and the Mexican Fine Arts Center that will provide future partnership opportunities for the education department and other departments across the College.

Seven Habits Collaborative Initiative at Quincy University and Dewey Elementary School, *by Ann Behrens, Quincy University*

Helping at-risk students achieve to their potential is a goal resonating throughout the nation in the era of *No Child Left Behind* (NCLB) legislation. Principals and teachers analyze performance data, formulate school improvement goals, and adopt new instructional strategies and techniques in an attempt to reach all learners and bridge the achievement gaps that have frustrated educators and parents for decades.

But academic performance is comprised of many factors, some of which extend beyond the school environment (Jacobs & Harvey, 2005). Emotional and social issues play an important role in students' success in the classroom, as do school climate and parent involvement. Schools have targeted these issues as important aspects which must be addressed if academic performance is to improve (Birrell et al,1998; Lacey & LeBlanc, 2001). At-risk students need more than strong instruction in order to be successful at school. Increased academic rigor must be accompanied by support for students in other areas if they are to become successful learners and members of society. Many students do not have the social skills necessary to work cooperatively with others. They need guidance in exercising good judgment to make responsible decisions.

In order to address these issues, the principal and teachers at Dewey Elementary School in Quincy, Illinois, working collaboratively with the education faculty and teacher candidates at Quincy University, have implemented the principles of Steven Covey's *7 Habits of Highly Effective People* (2004) throughout the curriculum in order to cultivate a school climate of high standards and expectations for all. Among the goals of the "7 Habits" training: to help individuals better manage their time, take responsibility for their actions, show initiative, develop leadership skills, and become reflective about decision-making. These abilities are needed to be effective in any career. The effectiveness of Steven Covey's 7 Habits training has been well documented in the business world. Preliminary investigations into the effectiveness of this training in a school setting are positive.

The Seven Habits Collaborative Initiative, funded through a Center Projects Grant from the Associated Colleges of Illinois, established five objectives:

1. Better prepare teacher candidates to work in high needs schools
2. Create a climate of learning in Dewey School that would enable students to maximize their academic potential.
3. Help each teacher candidate, staff member and children develop their personal leadership skills.
4. Develop teacher candidate, teacher, and student ownership of their actions and attitudes.
5. Nurture the whole child – academically, emotionally, socially, and ethically.

Dewey Elementary School is a K-3 attendance center for 191 students and is a collaborating partner in the Collaborative Academy for Teacher Training (CATT), a professional development school model. Sixty-three percent of its students qualify as low-income, and the school has a 17.1 percent mobility rate, according to the 2005 Illinois school report card. The school is making adequate yearly progress as measured by *No Child Left Behind*. However, some groups of students do not achieve as much as others. The goal of the Dewey staff is to help each child reach his/her potential through a combination of strong academic instruction and a climate of high expectations and personal responsibility.

In October 2005 thirteen staff representatives, including teachers, the principal and a parent, visited the A. B. Combs School in Raleigh, NC to learn how this 7 Habits school had implemented the philosophy. A. B. Combs School (a K-5 center) is a magnet school focused on developing leadership in children and serves as a model for visitors from around

the world. Achievement scores at the school improved from the 50th to the 90th percentile in just four years, in part because of the work done by teachers who were trained in and who professed the 7 habits philosophy. Periods of observation, interactions with the K-5 students and teachers, and time to visit with the principal, Muriel Summers, were scheduled during this visit. The group shared highlights of their visit with other Dewey staff members upon their return.

The Dewey staff agreed to adopt the Covey 7 Habits as a school-wide initiative in November and to introduce students to the terminology and concepts throughout the remainder of the 2005-2006 school year. Many of the faculty members had already been trained in the 7 Habits through workshops offered by Quincy University and were familiar with the philosophy. In the spring of 2006, additional Dewey faculty members, a QU professor, and a QU student visited the A. B. Combs School. One principal and three teachers from other elementary schools interested in replicating the project accompanied the Dewey staff on the visit.

Through the Foundations of Education class offered on-site at Dewey, the first class of teacher candidates was immersed in the 7 Habits philosophy and then taught lessons about the habits to the K-3 students as part of their course requirements. This extra step reinforced the concepts for the teacher candidates and gave them additional skills for working with students with a variety of needs. Because this is a core course in the sophomore education curriculum, all QU education students receive this training. The immersion of teacher candidates in a culture of high expectations, personal responsibility, and reflective decision-making in a high needs school has demonstrated the importance of these qualities to the success of at-risk students and their teachers. These teacher candidates leave this setting with a larger assortment of skills from which to draw, giving them more flexibility when working with at-risk students.

During the summer, 70 people, including the remaining Dewey staff members, teacher candidates, and teachers and administrators from other schools in the district, were trained in the 7 Habits philosophy during a three-day workshop conducted by a Quincy University professor. Muriel Summers, the principal at A. B. Combs, then conducted a two-day workshop with the Dewey staff and teacher candidates to plan further implementation of the 7 Habits philosophy. In the fall, the second class of teacher candidates will be immersed in this philosophy through their own coursework and by teaching lessons to the K-3 students. Professional development days and school improvement meeting time for teachers and teacher candidates will be devoted to improving school climate and academic achievement through implementation of the 7 Habits philosophy.

In the fall of 2006 full implementation of the 7 Habits philosophy will begin. The teachers and teacher candidates will infuse the philosophy throughout all elements of the curriculum and school day (Anderson, 2000). Teachers are compiling a collection of lessons that incorporate one or more of the habits as a component and will share these monthly. They are creating a library of books and videos about the 7 Habits. Posters will be prominently displayed in each classroom. An opening morning ceremony will highlight one or more of the habits to be emphasized each week and prominent community leaders will be invited to participate. Weekly habit banners and 7 Habits banners will be visible throughout the school and classroom banners will be created to celebrate teamwork and cooperation.

The teacher candidates will each carry a 7 Habits Mission Statement card created by the Dewey School staff. They will continue to teach and re-teach lessons on the seven habits to the Dewey students, refining their lessons and presentation skills with feedback from the collaborating teachers.

Parent education and involvement are an important component of this initiative. PTA meetings and curriculum nights will be structured around the 7 Habits philosophy. Students will explain their experiences with the 7 Habits to parents during the PTA meetings and parents will be invited to attend a half-day workshop. In addition to the regular

newsletter published by school, a second newsletter focusing on the 7 Habits initiative and its impact on the Dewey students will be disseminated to parents and community members.

Students will serve as leaders within the classroom and as ambassadors to guests within the school. Examples of activities in which they will be involved include establishing personal goals, graphing attendance patterns, compiling portfolios to showcase their best work, and becoming involved in group problem-solving. In addition, each grade level has established specific goals and activities to help students internalize the 7 Habits with an increasing focus on individual leadership

Using one of the 7 Habits, *Begin with the End in Mind*, the Dewey staff established the model towards which they are striving with this project. They anticipate a school where rooms reflect more diverse student work and showcase student talents. Students will work together and be eager to learn. Parents will be supportive, involved, and comfortable in the school setting. They will feel empowered. All involved participants will have a clear understanding of the purpose and will see that they have leadership within their own area.

Regularly scheduled celebrations will help all participants "sharpen the saw," or take time to renew and refresh themselves. Parent fun nights, an early morning parents' club, and reading in the park with music and popcorn, are examples of some of the activities planned.

The anticipated outcomes for teacher candidates and the K-3 students from this initiative include:

1. Teacher candidates will be more effective decision-makers in all aspects of their adult lives.
2. Teacher candidates will have a better arsenal of skills to be used in teaching at-risk students and dealing with parents of high needs students.
3. Teacher candidates will have better coping skills for working in high-risk schools that do not model the seven habits.
4. Teacher candidates will grow personally and professionally by incorporating the 7 Habits into their own lives.
   the 7 Habits into their own lives.
5. Students will show increasing levels of responsibility for their own academic learning, actions, and attitudes at school.
6. The school climate will reflect the 7 Habits philosophy where nurturing the whole child and all his/her needs is the goal.
7. K-3 students' academic performance will increase.

While full implementation will come in the fall, early feedback suggests that progress has already been made towards several of these outcomes. Attitudinal surveys of parents, teachers, teacher candidates, administrators, and K-3 students at the end of the 2005-2006 school year were overwhelmingly positive. Teacher candidates stated that they were more aware of the needs of at-risk students. Because of this early success, Dewey School has been designated a pilot school for the Quincy Public School district in this initiative. Plans are already being formulated to replicate this model in other elementary schools in the district. Additional information is available from Christie Dickens, principal at Dewey School, at dickench@qps.org.

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Creating Learning Communities Using the Collaboratory Project, *by James Rabbitt, Jennifer Briody, and Candace Baker*

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Article
Schools and school districts often attempt to engage administrators, teachers, alumni and community leaders in dialogue concerning the needs of the community they serve--schools of education in colleges and universities are no different. Like others, Saint Xavier University in Chicago regularly invites local educators and other stakeholders in education to participate in advisory committees. The Saint Xavier School of Education has established advisory committees to inform and advise a variety of graduate and undergraduate departments: early childhood, special education and educational administration to name a few.

The traditional model for participating in such advisory committees is to invite selected stakeholders with interest or expertise in the area seeking input to attend meetings on campus. Advisory groups meet whenever possible throughout the year; often in the evenings, after long work days. Meetings are designed to engender dialogue in the advisory group and to elicit attitudes and suggestions from the group on issues of importance to the school of education or the area of the group's interest or expertise. Conflicting schedules, difficulty of travel and time restrictions all work to prevent frequent in-depth meetings where valuable discussions can take place. Thus, in the traditional format, advisory committees offer important, but limited utility for informing and improving school of education programs. A more effective model is needed.

Ideally, an effective model for obtaining the opinions and suggestions from advisory participants would make it easy for participants to attend advisory meetings, offer a variety of options for participation and not intrude on busy people's other activities, interests and responsibilities—thus improving the quality and time convenience of advisory committee participation. A web-based component to the advisory meeting format using the Collaboratory Project website, available from Northwestern University, provided such a model for establishing a flexible, powerful learning community of advisory group members. With the financial support of an Associated Colleges of Illinois grant for innovative applications in education, the authors launched a study to determine the feasibility of such a learning community in order to enhance participation in Saint Xavier University School of Education advisory groups.

The authors started the research study during the Spring of 2006, inviting members of a variety of school of education advisory groups to be trained to use the Collaboratory Project as the location for creation of a "cyber-committee" for receiving and disseminating information to and from the advisory group. The authors chose The Collaboratory Project as its web-based component because it is a free, easy-to-use, web-based collaborative learning environment. Services of the project include messaging, conferencing, discussion forums and other methods to improve collaboration among educators.

Each participant was asked to perform several activities related to advisory committee work on-line throughout the study period. Their on-line tasks included: responding to questionnaires, creating mission statements for their respective advisory committees, reviewing and commenting on the School of Education mission/vision statement and other tasks. Participant opinions were gathered regarding their satisfaction with the use of an on-line learning environment as a method for promoting and improving communication between and among advisory committees.

Study participant responses to pre-training and post-task on-line surveys were used to determine their satisfaction with the new e-learning community. Data indicated high overall participant satisfaction with advisory committee work and the Collaboratory project for creating the e-learning community. In addition, participants felt electronic participation in such meetings on-line was useful for committee work and important for personal and professional benefit.

Following the study, the authors recommended use of the Collaboratory site to communicate with all School of Education advisory members, to record participant use of the web site in their p-12 settings, to document participant use of the e-community to provide ongoing professional benefits, to encourage advisory members to share the web site and their on-line skills with colleagues and home schools, and to communicate ongoing School of Education changes related to advisory committee member deliberations and recommendations.

In sum, the study determined that an on-line learning community using the Collaboratory Project is time and cost effective, provides documentation for research and reflection, and increases both the quality of communications and sense of community among advisory group members at Saint Xavier University's School of Education.

Guest Column: Collaborative Relationships: One Administrator's Perspective, *by Judith Kaminski*

Author Bio
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Column
The key to any successful partnership between a local education agency (LEA) and an institution of higher education (IHE) is participants willing to collaborate. Like a good marriage, a good professional collaboration must have participants who are:

- committed to the process,
- willing to share the responsibilities,
- willing to recognize and meet the needs of all the participants, and
- ready to make changes and adapt when the process needs attention.

In addition, everyone involved has to realize that termination of the process might be necessary and be willing to do so in a professional manner.

At Elmhurst College we are involved in four initiatives:

- *Emerging Literacy Initiative* – an after school literacy program with 1st and 2nd graders which targets identified students who have limited English proficiency. The IHE pre-service candidates work with the students to enhance their everyday use of English as it is aligned with the classroom curriculum.
- *Science Initiative* – an after school science program with 3rd, 4th and 5th grade students who have been identified with limited English proficiency. These students come to campus for laboratory based instruction delivered by IHE pre-service candidates who are enrolled in a Science methods course.
- *Tutoring Initiative* – a tutoring program at a 9-12 grades high school. IHE teacher education candidates who are enrolled in a higher level methods course offer tutorial help to high risk 10th grade students in a variety of academic subjects. The students have been identified by their high school instructors as being high need.
- *Middle School Initiative* – a discussion underway with a local high-need middle school to identify their needs and possible collaborative initiatives that might be developed to help meet their needs.

Commitment by both the school and the college to the collaborative process is very important for the process to succeed. Planning the initiative takes a great deal of time and effort to achieve a sustainable collaboration. The district and building administration must support the teachers' work with the college and pre-service candidates who will be participating in the initiative. Both the teachers and the college must support the candidates' work with the students in the school, recognizing the efforts that must be made to help with such things as scheduling, supplies, materials, and time constraints. It is not easy to determine if all the parties are fully committed to the process. We have found that one of the best ways to find out is to discuss expectations openly and honestly. Discuss individual roles and responsibilities, recognizing they might need to be monitored and adjusted as the process develops. Then, from the very beginning everyone knows the commitment and expectations and can make a decision whether or not to participate.

During our first initiative with a middle school in suburban Cook County, we planned diligently and presented our program and plans to the board of education and the administration. A committee of interested teachers, the building principal, and IHE representatives was formed. We met regularly and collaboratively defined our mission and the initiative. We thought we had a solid program that would yield a successful initiative. Gradually, however, the initiative began to flounder and teachers became resentful and slow to respond. When we examined why this might be happening, we realized that we had not discussed our expectations openly and honestly and had made some assumptions regarding the degree of commitment on the part of the entire middle school staff.

Moreover, the administration had not been totally open with the IHE staff. They had not alerted us that the principal was having personnel issues with the central administration, causing the school faculty members to be split in their loyalties. Ultimately, the principal and the assistant principal were both replaced with an interim administrative team. The IHE faculty realized it was time to sit down with this new administration to discuss their concerns and whether it was in every one's best interest to continue participation. Consequently, when we now approach any new initiative, we start the discussion by laying out exactly what we expect from the LEA and ask them to tell us what they expect from the IHE. We explore the morale and commitment of the entire faculty, ascertaining as best we can, whether or not the site will be conducive for implementing the proposed initiative.

Once the commitment and expectations are determined and agreed to, individual roles and collaborative responsibilities should be discussed. Responsibilities must be shared. In a successful initiative, the participants must feel ownership and recognize there are benefits for everyone to gain from the initiative. By sharing the responsibilities, the participants feel they are giving as well as getting something from the effort. All major decisions should be made in a collegial manner with input from all the participants. Once everyone feels a part of the initiative, the process will be meaningful and the initiative will have a better chance of succeeding.

Meeting regularly to discuss how the initiative is progressing helps to establish trust and ownership. Each participant needs to have an opportunity to express ideas, concerns, and suggestions in a safe and non-threatening environment. We meet regularly with both the candidates and the LEA faculty, encouraging open conversation, constructive feedback, and discussions on how to meet any challenges that may arise. Everyone has an equal voice and problem solving is done in a collegial manner. We share in the decision making process so each participant knows they have a voice and will be heard by their colleagues with respect for new ideas or suggestions. Once decisions or plans are decided, individuals volunteer for various tasks so the responsibilities can be shared between the LEA and IHE participants. Interestingly, the group of participants that has the most difficulty adapting to this method of problem solving and responsibility sharing is the preservice candidates. In many cases they feel the most inadequate since they have the least amount of experience, but they are encouraged to express their opinions and ideas, being reminded they are in the unique position of experiencing things for the first time, thus offering the other more experienced participants a fresh perspective.

Recognizing the needs of all the participants can be a daunting task, but it can be accomplished more easily by simply asking what the needs might be, prioritizing the needs, and looking at the ones that the initiative can realistically meet, keeping in mind the parameters of the resources available. Each of our the current Elmhurst initiatives started with a meeting with the IHE and LEA participants to discuss what needs might be met through the partnership. Asking participants to bring a prioritized list of these anticipated needs helps to establish a planning direction for the initiative. It also allows the group to decide which needs are within the scope of the proposal and can be accomplished within identified financial and time constraints. Discussing the constraints honestly helps the participants see how responsibilities may need to shift as the initiative proceeds.

A professional collaborative initiative is a process; a series of actions that are constantly changing so must be continually monitored and adjusted by the participants. Assessing the progress of the initiative objectively is very important to its growth and success - looking for the positives and the negatives, discussing what works and what doesn't. Participants must be willing to give up parts of the process that are not working, discuss various alternatives, and make the changes. The initiative should be assessed regularly, at least once per term, and adjustments should be made during the term if necessary. Once again, every participant must be involved in this assessment. We have found meetings, surveys, and focus interviews to be helpful ways of assessing the progress.

As discussed above, communication is a vital part of any collaborative professional initiative—woven into every part. Keeping communication open, honest, and regular is paramount to the success of any collaborative relationship. Recognizing when the initiative is not working for the participants is just as important as recognizing when it is. There are many variables involved in the success of any project that will contribute to its success or failure. When this occurs, it is the responsibility of the participants to end the collaboration. This should be done in a professional manner so that each participant leaves the initiative with dignity.

We have been very fortunate with Elmhurst's initiatives. Communication each term has been open and honest. Changes have been made to reflect the ideas of all the participants. As a result, we feel strongly invested in their growth and success. Most rewarding is that we are beginning to see results in the K-12 classrooms as students begin to reap the benefits of these initiatives.