

Success in High-Need Schools Journal

Volume 4, #1

Theme: “Collaborations: Building Strong P-20 Partnerships”

Introduction

This issue of Success in High-Need Schools explores P-20 school-college-business collaboration, the essential process through which the *Center* fulfills its mission to recruit, prepare, and retain excellent teachers for Illinois' high-need schools. This issue of ACI's *Center for Success in High-Need Schools* online journal features a *Center* white paper on business-education partnerships -- their history, purposes, and best practices. The issue follows with case studies of P-20 collaboration in urban, rural, and suburban settings, the perspectives and goals of the partners, and what these collaborations have been able to achieve that the partners would be unable to accomplish alone. Guest columns provide perspectives of participants, including what is critical for partnerships to work in achieving their goals. The essential focus, of course, is on collaboration to improve teaching in high-need schools and student success in closing the achievement gap.

Table of Contents

Publisher's Column, <i>by Jan Fitzsimmons, Ph.D.</i>	3
Building Business Partnerships for High-Need Schools: A White Paper from the Associated Colleges of Illinois' Center for Success in High-Need Schools, <i>by Jerry Berberet, Ph.D., Leslie Millenson, Stephanie Goldberg</i>	6
A Framework for a Partnership Model in a High-Need Urban School District, <i>by David A. Walker, Christine K. Sorensen, Portia M. Downey</i>	34
Successful Collaboration, <i>by Tom Conley</i>	42
Aurora University's New Teacher Academy: An ACI TQE-P Grant, <i>by Saib Othman, Judy Swaggerty, Jay Thomas</i>	44
Illinois College and Dr. Pedro Albizu Campos High School Collaboration on a Type 9 Certification Program, <i>by John W. Fritsche</i>	52
Collaborations: Building Strong P-20 Relationships, <i>by Sherry R. Eagle and Gary D. Jewel</i>	59

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

In 2004, the Associated Colleges of Illinois launched ACI's *Center for Success in High-Need Schools* as a collaborative initiative among its 23 member colleges. Could a statewide network of colleges, historically competitors for students, and their partnering K-12 schools and businesses work together to develop programs to recruit, prepare, and retain teachers for high-need schools -- urban, suburban, and rural? Could they share resources, collaborate on ideas, and develop teamwork as their awareness of best practices and effective strategies grew?

The answer is a resounding, "Yes!" After three years the *Center* is able to report:

- 324 candidates have entered Alternative Certification Partnerships since 2003, and 214 new teachers of bilingual education, math, and science are already teaching.
- More than 125 education majors from ACI institutions have participated in ACI's *Diversity at the Blackboard Internship* – a hands-on clinical experience in high-need schools, which influences many candidates to choose teaching positions in hard-to-staff, urban schools.
- 176 *Diversity at the Blackboard* scholarships, totaling more than \$470,000, have been awarded since 2006.
- 42 diverse high school students participated in the first *Diversity at the Blackboard* Summer Academy in July 2007.
- Five campuses have developed approved special education programs, and one more is awaiting approval
- 11 campuses have launched dramatic curriculum transformations featuring real-world clinical experiences and coursework that advances cultural competence, reduces prejudice, and advances equitable pedagogy -- in partnership with 70 arts and science and education faculty and in-service teachers from nearly 50 high-need LEAs.
- 800+ preservice teachers at ACI institutions have benefited from clinical and student teaching experience in high-need schools. This is more than double the number of placements in high-need schools since our benchmark year of 2002-3.
- 13 campuses have launched Innovation Projects working with 40 high-need schools and districts involving 47 education faculty and 32 arts and sciences faculty members.
- Science and Math Learning Collaboratives have been launched on six campuses
- 250+ teachers from metropolitan Chicago, and 36 teachers from Metro East St. Louis have benefited from ACI's *Teacher Induction Academy* since 2002.
- Principals now are included in quarterly discussions about creating professional learning communities in their schools, an initiative critical to retaining teachers in high-need schools.
- ACI's *Center* has published five issues of our online journal, *Success in High-Need Schools*.
- Our website, www.successinhighneedschools.org, has received almost one million hits since it was launched in December 2005.
- The *Diversity at the Blackboard* website, www.whyteach.org, has generated more than 3,500 hits since its launch in October 2006, and more than 550 individuals have expressed an interest in teaching in high-need schools.

This is a lot of P-20 teamwork from determined, hard-working individuals representing 23 learning communities, who have come together to prepare teachers in such a way that *all* children experience excellent teachers and achieve excellence!

In this issue, the articles and columns illustrate the significant accomplishments of true collaboration and speak to the critical factors that have lead to their success: long-term commitment to relationships, dedication to a common mission and communication-communication-communication! The articles also chronicle challenges and the paths that have led over, around and through obstacles to success.

Central to this issue is the lead article by **Berberet, Millenson, and Goldberg**, “Building Business Partnerships for High-Needs Schools.” This paper explores the critical need for partnerships, details examples from the rich history of transformational business and education partnerships and summarizes concrete, specific ideas and advice for designing and initiating successful collaborative partnerships that make a real difference. The authors introduce a “tripartite” model for high need schools that merits special attention. Also, they provide some insight into the specific challenges high needs partnerships face, especially in communication, “ownership,” and the school/community culture.

Walker, Sorenson, and Downey share a partnership that evolved around a professional development school-intervention model focused on improving student achievement in Rockford. Key to their collaboration is shared decision-making. Though this term is almost a cliché in the leadership literature, it is challenging to make this theory work in practice. The authors note that there were many challenges, including “low morale and perpetually changing leadership and faculty.” In this article they describe an overarching theoretical framework dubbed PARTNERS that guided their practice and led to the success of Project REAL.

Similarly, **Tom Conley** writes about implementing a professional development school model around local K-12 school perspectives in Quincy, Illinois. Conley emphasizes the importance of administrative support and shared vision in such collaboration. He writes about both the challenge and nature of cultural transformation and the importance of communication in both building the model and implementing it.

Othman, Swaggerty, and Thomas focus their collaboration on teacher retention in creating an academy that subscribes to professional networking with cohorts of beginning teachers. Communication is central to the development and implementation of the collaborative Aurora Academy. The authors emphasize the importance of asking for feedback and listening to partners as they implement and redesign critical seminars and workshops for novice teachers.

John Fritsche’s article brings forth the importance of shared mission and vision as he discusses a partnership endeavor to prepare teachers to serve Latino youth. The author describes the process of partners learning about the expertise that each brings to teacher preparation, in this case a Latino charter school in Chicago and a rural liberal arts college in central Illinois. The college contributes knowledge of certification standards and pedagogy, and the partnering school provides understanding of culture, language, and the experiences of their underserved youth. With their “eyes on the prize,” these partners team up to adapt courses to better prepare candidates to be successful teachers in urban Latino neighborhoods in Chicago.

Eagle and Jewel, founders of Aurora University’s Center for Educational Excellence, conclude this issue by integrating their extensive school superintendent and principal and college teacher education experience with a call for P-20 integration at all educational levels -- arguing that the interests of schools and colleges are identical. Only through partnerships and collaboration can this integration be fully effective and successful.

In this issue’s journal articles, you will see numerous examples of the age-old adage: “Two heads are better than one.” But, more important, you will see the possibilities for success for all children *when a community of partners is committed to a common mission!*



Author Bio: Jan Fitzsimmons is director of the Associated Colleges of Illinois (ACI) Center for Success in High-Need Schools and publisher of *Success in High-Need Schools Journal*. She may be contacted at jfitzsimmons@acifund.org.

Building Business Partnerships for High-Need Schools: A White Paper from the Associated Colleges of Illinois' Center for Success in High-Need Schools, by Jerry Berberet, Ph.D., Leslie Millenson, Stephanie Goldberg

Author Bios

Jerry Berberet is Editor-in-Chief of Success in High Need Schools, the online journal of ACI's Center for Success in High-Need Schools. He has served as a key consultant in the development of ACI's Center since its inception and was one of the guiding lights behind the development of ACI's Transition to Teaching and Teacher Quality Enhancement-Partnership programs. Until recently Executive Director of the Association of New American Colleges (ANAC), Berberet currently serves as Senior Vice President for Academic Affairs at Carroll College, in Helena, Montana.

Leslie Joan Millenson is Vice President for Strategy and Communications at the Associated Colleges of Illinois. The author of ACI's Teacher Quality Enhancement-Partnership and Teacher Quality Enhancement-Recruitment grants, Millenson has more than 30 years experience in marketing/communications for not-for-profit organizations, with an emphasis on the intersection of law, regulation, and policy with the delivery of education, healthcare, and social services.

Stephanie B. Goldberg is a freelance author with more than 30 years experience writing about law and policy, including numerous articles for publications of the American Bar Association.

Abstract

Building Business-Education Partnerships for High-Need Schools seeks to inform the development of partnerships among business, K-12 schools, and higher education. To that end, this white paper provides a substantive review of the literature in the field of business-education partnerships and an analysis of model programs and best practices. It acknowledges that business-education partnerships must be designed to benefit all partners if they are to gain vitality and staying power, and it recommends that successful partnerships must build on shared values, identify roles for all partners, and engage all partners in the decision-making process.

Introduction

Historically, most business-education partnerships involve two parties: businesses and K-12 schools. Few documented partnerships benefit from relationships built among businesses, K-12 schools, and departments and colleges of education. Yet business, K-12 education, and postsecondary education have a clear confluence of interest.

Consider the mission of ACI's *Center for Success in High-Need Schools*: closing the achievement gap by providing high-need schools with excellent and diverse teachers. This mission is critical to meeting our nation's future workforce needs and to maintaining national security. Moreover, there is a growing consensus that this diverse workforce must have strong core competencies – reasoning, communicating, calculating, and problem-solving abilities. These are precisely the learning outcomes at which the Associated Colleges of Illinois' (ACI) private, liberal arts-based member colleges and universities excel.

The recognition that the demands of the workplace increasingly require both higher order thinking and communication and technical career skills provides a special opportunity for ACI members to partner with businesses and high-need schools. ACI believes developing and tripartite partnerships that focus on high-need schools holds tremendous potential for helping to close the achievement gap, improve teacher quality, and raise teacher retention rates. These partnerships can help prepare an increasingly diverse future work force for college success, while

providing students, teachers, and professors alike with a variety of experiential learning opportunities that enable them to better connect classroom learning with workplace needs.

Building Business-Education Partnerships for High-Need Schools seeks to inform the development of partnerships among business, K-12 schools, and higher education. To that end, this white paper provides a substantive review of the literature in the field of business-education partnerships and an analysis of model programs and best practices. It acknowledges that business-education partnerships must be designed to benefit all partners if they are to gain vitality and staying power, and it recommends that successful partnerships must build on shared values, identify roles for all partners, and engage all partners in the decision-making process.

Building Business-Education Partnerships for High-Need Schools is being posted to *Success in High-Need Schools*, the online journal of the Associated Colleges of Illinois' *Center for Success in High-Need Schools*, www.successinhighneedschools.org. Our hope for this effort is twofold: 1) that this white paper will stimulate discussion within and among our member colleges and in the broader community of liberal arts institutions; 2) dialogue will lead to new partnerships that convene business, K-12 education, and higher education around developing a more literate and competent citizenry, and a more flexible and productive 21st century workforce.

Axel D. Steuer
Chairman, Education Council
The Associated Colleges of Illinois
President, Illinois College

Jan Fitzsimmons, PhD
Director, ACI's *Center for Success in High-Need Schools*

The Case For Action

There is growing recognition that, by improving communication and collaboration between educators and employers regarding key educational outcomes, business-education partnerships can enhance educational quality, promote accountability, and make essential contributions to preparing the diverse workforce of the future. As a result of the global economic and technological revolution of the past 20 years, the United States has lost millions of well paid blue collar manufacturing jobs, while the number of low-paying, low-education service jobs and high-paying information sector positions for competent college graduates has expanded rapidly (Jones, 2006).

American education faces growing demands to improve quality and accountability to meet the competitive demands of this global economic environment. The United States must: 1) educate competent graduates in numbers sufficient to supply an expanding job market for college graduates or face increased global outsourcing of high-skill jobs; and 2) address the demographic reality that this pool of future workers will come increasingly from ethnically diverse populations that are disproportionately educated in high-need schools (Association of American Colleges and Universities, 2007). The fact that the U.S. has one of the developed world's highest school drop-out rates only makes this challenge more urgent (*Education Week*, January 17, 2007). According to Bill Gates, the fault lies in part with our outmoded "industrial-age learning model," which was designed for an agricultural and manufacturing economy and that leaves many students "bored, unchallenged and disengaged" from high school curricula (Gates, 2007).

Understanding the new global economic reality means comprehending that nations such as China and India are dramatically increasing their investments in education to meet the growing labor demands of their own rapidly expanding economies. Thus, it is unlikely that the United States will be able to rely indefinitely on a surplus of well-

educated workers from abroad to meet a growing American shortfall of college-educated workers. By 2020, the U.S.' supply is projected to fall below workforce demands by nearly 15 million, and this shortfall will be exacerbated by a bulge of retirements (Gunderson et al, 2004). Taken together, these factors make a compelling case for increasing the levels of business and government investment in education in order to meet American workforce requirements and safeguard national security. Indeed, meeting this challenge is so important that Roberts Jones, president of Education and Work Force Policy, Inc., has called education the "great civil right" of the 21st century (Jones, 2006).

Keeping pace with rapid economic and technological changes requires that students acquire both theoretical knowledge from the classroom and practical knowledge from direct workplace experience. Business-education partnerships provide a multitude of opportunities to meet this challenge by linking classroom to career through experiential learning that provides hands-on, career-related applications of both core liberal arts competencies and technical knowledge. This combination of theory and practice adds value to education by allowing students to test classroom theories and to discover their talents and interests – making learning more purposeful. In an environment in which education is under pressure to control costs, the value-added nature of business-education partnerships also creates institutional and systemic efficiencies: By working together, education and business can share best practices and use resources more cost-effectively.

A Nation at Risk

Businesses and schools have interacted since the late 1800s, with formal partnerships emerging in the late 1970s. But not until the early 1980s did interest and activity in the area of business-education partnerships begin to accelerate. Writing in "Business/Education Partnerships" (ERIC Digest 156, 1995), Bettina Lankard refers to a convergence of three influences: the education crisis in public schools; the low skill level of entry-level workers; and the demands of an evolving economy. But Lankard's relatively conservative language doesn't do justice to the explosive impact of the 1983 publication of *A Nation at Risk*, a presidential report that served as "a call to arms – the United States was at risk of losing its edge in the development of key technologies" (Kearns, 2005). Sensing the increasing urgency of the problem, the 50 United States governors met in 1989 to establish National Education Goals "outlining 10 critical benchmarks where the United States needed to be by the year 2000 in order to maintain our predominance as the world's economic leader" (Kearns, 2005).

In 1989, the first President George Bush challenged members of the Business Roundtable (BRT) to commit themselves to improving public education. This challenge gave rise to a 10-year initiative in all 50 states and the District of Columbia (The Business Roundtable, 1999). Coalition members – all CEOs from major U.S. companies – each took responsibility for one or more states, building local coalitions designed to help governors, chief state education officers, and others to launch school improvement initiatives. Focused on policy change, these coalitions, which engaged CEOs directly in education reform, designed a nine-point reform agenda for comprehensive change in the education system: learning readiness, parent involvement, safety and discipline, technology, standards, assessment, school autonomy, professional development, and accountability. In its 1999 progress report, "No Turning Back," the Business Roundtable wrote:

We also redefined business' role in education reform, notably by developing or expanding business-led reform coalitions in 42 states. By mixing agitation with collaboration and patience with urgency, these groups are accomplishing more than any single company alone could have. And, since most of the CEOs and governors who first championed comprehensive school reform in 1989 no longer are in leadership positions, these state coalitions have provided much-needed continuity and stability over time (The Business Roundtable, 1999).

From the 1980s onward, the same sense of urgency that spurred the intervention of business coalitions also inspired dramatic growth in the number of business-education partnerships in the United States -- from 42,200 in 1983-84 to

140,800 in 1987-88 (Grobe et al., 1993). The findings of *A Nation at Risk* gave these partnerships an “education-to-careers” spin: vocational education updated for a technology-hungry economy. The 5,000-member-strong National Alliance of Business helped galvanize this partnership movement by voicing its concern about economic globalization, “...skilled labor shortages, restructuring within the manufacturing sector, the rise of computerized information systems...all of which impacted the training of young people, future workers, to learn changing workplace proficiencies” (Lakes, 2003).

With passage of federal charter school legislation in 1994, policymakers and business interests saw an opportunity to move education toward innovative responses to workforce development – specifically, employer-linked charter schools, which would offer “significant new marketplace dynamics in public education. With their increased flexibility, such schools provide a rich and growing laboratory for redefining public education” (Lakes, 2003, Public Policy Associates et al., 1999). Designed to promote education-to-careers transitions through business-education partnerships, these charter schools sprang up in the hundreds nationwide during the 1990s.

For more than a decade, both the understanding of business-education partnerships and related dialogue and literature largely were influenced by the two primary movements of the time: 1) business coalition-sponsored education reform; and 2) the education-to-careers movement. Both movements had their supporters and detractors – and neither necessarily promoted collaborative enterprises likely to bring business, K-12 education, and higher education together to achieve long-term change that reflects the needs of business, the sensibilities of academia, and the best interests of American children and youth.

No Child Left Behind

If *A Nation at Risk* sounded an alarm in the 1980s, No Child Left Behind (NCLB) provided the clarion call for the new century. Although the literature does not directly credit No Child Left Behind with influencing the nature of business-education partnerships, nearly everything written on the subject since 2001 is infused with the ideas of, or makes direct reference, to No Child Left Behind – and the formulation and passage of this landmark legislation was and is part and parcel of the agenda of the Business Roundtable and its related business coalitions.

NCLB has shifted the center of gravity away from traditional education-to-careers partnerships and toward partnerships that focus on improving classroom teaching and learning in core competencies (e.g., reading, writing, math), especially in high-need schools. Consider the recent literature:

The sense of urgency to turn around low-performing schools and ensure all students achieve at high-levels has never been greater. The Federal law, No Child Left Behind, requires all students to be proficient in reading and math by 2014. Increasingly, businesses and other partners are stepping up to help....What is significant about the contributions of these businesses is their emphasis on helping students learn. The stakes are high. These students are their future workforce (Daniels Fund, 2006).

As mandated by the “No Child Left Behind” (NCLB) federal legislation, every child must achieve proficiency in reading and math by 2014. It is a tall order, but one which business sees as essential if the nation is to maintain economic prosperity for its citizens...(Brown, 2003).

Education reform is no longer just the domain of professional educators. Americans have come to realize that their own quality of life – and that of their children – depends on the ability of our schools to prepare our children for the global workforce and economy, and that our “human capital” is our greatest strategic resource (Kearns, 2005).

As a \$500 billion industry, K-12 education is critical for the long-term competitiveness of U.S. business. Education is key in building communities where companies do business. Good schools help companies recruit and retain employees and the skills that schools provide empower the workers of tomorrow (U.S. Chamber of Commerce Center for Corporate Citizenship, 2004).

So, while the long-term goal – a competitive economy – has remained unchanged, the short-term educational goal has broadened. Today's business-education partnerships are less likely to pursue producing technology-savvy young people ready for entry level jobs, and are more likely to focus on educating competent and technology-savvy children who read and compute at grade level, are prepared to succeed at secondary and post-secondary education, and who ultimately emerge as well-educated members of the 21st century workforce. This broader emphasis was in evidence in 2002, when the Illinois State Board of Education named its list of exemplary business-education partnerships. Fewer than half focused narrowly on education-to-careers; the remainder sought to enrich the K-12 curriculum, address high school retention, promote lifelong learning, and expand business-education partnerships (Illinois State Board of Education, 2002).

As the George W. Bush administration agenda emerged, so too did a more comprehensive approach to business-education partnerships that combine core "college-bound" learning and development of career skills. In 2001, the Council for Corporate & School Partnerships was established with support from the Coca Cola Company. Chaired by Richard W. Riley, former U.S. Secretary of Education, and intended as a "forum for the exchange of information and expertise to ensure that Business-Education Partnerships achieve their full potential to meet key educational objectives," the council immediately launched a significant research project among business people and educators aimed at developing "a framework for structuring partnerships" (The Council for Corporate & School Partnerships, 2001). Also in 2001, the U.S. Department of Education established a new department specifically designed to promote business collaboration in public education, and ERIC's 2001 Policy Report was devoted entirely to business-education partnerships (Larson, 2001).

By 2004, interest in business-education partnerships was sufficient at the highest levels of both corporate America and the policy community to warrant the establishment of the Business Education Network, under the auspices of the United States Chamber of Commerce Center for Corporate Citizenship (CCC). In May 2004, CCC sponsored its first "Business and K-12 Education Partnerships Conference." Co-hosted by pharmaceutical giant GlaxoSmithKline, the conference also was sponsored by Bayer, CVS/pharmacy, KPMG, Office Depot, The Princeton Review, Progress Energy, State Farm, Target Corporation, Toyota and Westinghouse. This conference identified critical challenges and surfaced key recommendations for future partnership activity.

A CCC panel discussion involving Bill Little, chairman of the National Chamber Foundation, and high-profile politicians and business executives identified these challenges:

- CEO involvement has ebbed since the mid-1990s.
- Businesses are interested in being involved, but they are not involved in a systematic way or in ways that leverage their strengths.
- More emphasis needs to be placed on how schools are run and less on providing resources to inefficient systems.
- Business-education partnerships are leading to individual successes, but the system as a whole is not improving as quickly as everyone would like.

In response to their analysis of the education crisis and the partnership environment, CCC conference attendees recommended:

- Develop a *business-education network* to promote better communication, coordination and collaboration among businesses and with key education partners.
- *Encourage younger CEOs* to get involved in shaping education policy.
- Build a *database and information portal* of existing service providers and partnership opportunities to identify opportunities, target gaps, and facilitate new partnerships.
- Encourage businesses to *focus on incentives for minority and needs-based student achievement and encourage higher education institutions to become involved as well*.
- Create a *strategic framework to help companies* support the development of the education system more effectively (Center for Corporate Citizenship, 2005)

In July 2004, CCC established the Business Education Network, which has sought to address the conference recommendations. In September 2006, the U.S. Chamber of Commerce institutionalized the network's agenda by forming the Institute for a Competitive Workforce (ICW), a merger of the Business Education Network and the Chamber's Center for Workforce Preparation. A U.S. Chamber of Commerce media release promises:

ICW will be engaged in numerous activities both nationally and at the local and regional levels, including coalition building with state and local chambers of commerce to advance pro-education initiatives and community strategic planning. It also will connect state and local chambers and businesses to replicable and sustainable education and workforce development strategies, and provide comprehensive research and reporting on education issues and trends. In early 2007, the Chamber and ICW will be unveiling report cards on each state's K-12 education system and using the results to formulate education reform measures (United States Chamber of Commerce, 2006).

More recently, in December 2007, the Business Roundtable launched "Business Education Intersection," a series of case studies that report on visits by David T. Kearns, former chairman and CEO of Xerox and deputy secretary of the U.S. Department of Education, to successful examples of business-education partnerships around the country. The first of these case studies, published December 11, 2007 on the Business Roundtable web site (www.businessroundtable.org), documents Kearns' visit to High Tech High School, in San Diego, California. A media release announcing "Business Education Intersection" communicated in language somewhat softer and more collaborative than was reflected in the Roundtable's 1999 progress report. Referring to the relationship between business and education, Kearns is quoted:

There are natural synergies that exist between these two worlds. Educators are tasked with preparing students for college, work and citizenship, and businesses not only need successful graduates for their future workforces, but business leaders also know that talented prospective employees want to work at companies in communities with good schools (Business Roundtable, 2007).

In the same release, Business Roundtable President John J. Castellani states:

The U.S. business community and educators each have a vested interest in our nation's education system and our children's future, as our ability to remain competitive depends on how well we prepare the next generation of innovators and thought leaders. [Business Education Intersection] will show how individual corporations and business groups are working hand-in-hand with education leaders to develop initiatives that enhance learning, inspire students and cultivate their potential (Business Roundtable, 2007).

While these 21st century initiatives indicate that business continues to seek full participation in the formation of strategic education policy and the delivery of standards-based education, they also suggest that business may have

become more collaborative and less interventionist; that business-education partnerships have evolved beyond career readiness; and that these partnerships will likely become an ever more visible part of the education landscape.

Education-to-Careers Reinterpreted in High-Need Schools

Today, business-education partnerships bridge from the vocational focus of the older education-to-careers model to the core competency focus of No Child Left Behind: Chicago Public Schools' (CPS) Education to Careers (ETC) business partnership program, which was launched in November 2006. According to James Peterson, Career Coach for the ETC at CPS, with whom the authors conducted an extended interview in March 2007, ETC responds to quality imperatives of high-need schools in ways that motivate students to stay in school, help close the achievement gap, address work force needs, and lead to improved teaching and school leadership.

Seventy CPS high schools offer this reworked ETC program (one-two courses each year), which is linked to the college-bound curriculum and seeks to prepare students either for college or for immediate entry into the work force. Students pursue an ETC curriculum developed around eight "Work Keys," including: communications, business writing, applied math, accounting, computer applications, internet research, and inter-personal and teamwork skills. The curriculum prepares them for job shadowing and internships at partner business work sites.

Designed for the mutual benefit of partnering businesses and schools, CPS' ETC program takes a truly collaborative approach, with work readiness coaches and cluster managers present in each participating ETC school. This collaboration assures that the curriculum sits at the cutting edge of work force readiness and that students receive ongoing career advice and counseling. As a result, CPS' ETC program not only equips students with core competencies and "Work Key" knowledge and skills, but also prepares them to meet the specific career readiness needs of business partners, whose core business reflect students' career interests – from technology and health care to retail and media. At the end of three years, students receive a work readiness certificate.

Although the ETC program is very new, CPS officials report that business partners are enthusiastic about combining theory and practice and believe that the dual emphasis on college and workplace readiness will motivate more students to seek at least a two-year college degree (ACI Working Paper, 2005). This program sets the tone for 21st century business-education partnerships that address the realities of our education system and the realities of a global economy.

Building Business-Education Partnerships

What are the prerequisites for successful business-education partnerships? Sustaining these partnerships requires clear goals, achievable outcomes, mutual understanding, and persistence on all sides (Pawlowski, 2007). Partnerships begun with the best of intentions may founder because of differences in institutional culture (e.g., partners' respective values, work and decision-making styles), vague or unrealistic expectations, and insufficient commitment and involvement on all sides. Most important, education and business partners may not realize how little they know about each other and may make assumptions about what the other partner "ought to be." These assumptions can get in the way of the openness and trust that should and must lie at the heart of successful partnerships.

In a September 2007 interview conducted by the authors, Roberts Jones, workforce expert and former Assistant Secretary, U.S. Department of Labor, commented:

The one thing that becomes very critical is to be specific about what the purposes of the partnership are and to structure things to get things done. Business people have no interest in telling educators how to get their job done, but when we talk to educators that's the fear that we hear. But really business people are so befuddled by what's going on that they do nothing. What business people want most of all is clarity in terms of what's expected and what the

outcome is so they can go out and do it. The school system is a tough place to work in unless there's a structured way in which to do it.

So if there's to be a partnership, it's critical to identify what the agenda is -- a tutoring program, a formal mentoring program, internships, something for teachers to align curriculum with what's going on in the business community -- to structure it that way and show how people can contribute to improve student outcomes, to create a framework that is going to make things happen.

One positive outcome of institutionalizing business-education partnerships is the emergence of thoughtful guidelines for the development of these partnerships, informed by research in the field. In 2001, the Council for Corporate & Schools Partnerships published two seminal documents: "Guiding Principles for Business and School Partnerships" and "A How-To Guide for School-Business Partnerships." The council interviewed nearly 300 school board members, superintendents, and other school administrators, and more than 50 executives representing large, medium, and small businesses, with consultation from the National Association of Partners in Education. Survey responses revealed:

1) Educators generally were pleased with their most important business partners. They considered the following characteristics (in order of priority) in evaluating the success of partnerships:

- Ability to resolve problems that arise through the partnership
- Clear communication of roles and responsibilities
- Presence of a well-planned program
- Perceived value to the school or students
- Amount and kind of follow-through asked of teachers and staff
- Support materials provided to teachers and staff
- Quality of services and products offered.

2) Most schools planned to continue their key partnerships, basing their decisions on these criteria:

- The goals of the partnership and school are aligned.
- The partnership is designed to advance the students' educational experience.
- Teachers are favorably oriented toward the partnership.

3) Business leaders cited four key areas of partnership benefits for both business and education:

- *Human Capital Development*—enhancing employee morale, recruitment and retention by providing them with the opportunity to engage in altruistic issues, and preparing future employees for the challenges of the world of work.
- *Community Development*—creating better schools that enhance the community's economic health, improving students' academic achievement, and providing a worthwhile outlet for corporate philanthropy.

- *Student Achievement*—boosting student test scores and enhancing overall student achievement and student experience.
- *Financial Impact*—increasing revenue, building customer loyalty, and providing a revenue stream to schools.

4) Businesses measured partnership success in terms of:

- Improved student performance
- Increased recognition for business
- Larger recruitment pools
- Reduced turnover
- Higher profitability

5) Asked to identify operating principles they value in a school partnership, these executives listed:

- Recognize that partnerships are both a process and a product.
- Establish a clear mission and set realistic goals
- Determine mutual needs and clearly define expectations, roles and responsibilities.
- Secure top management support and commitment.
- Identify services and available resources and emphasize clear communications
- Create ongoing monitoring and evaluation systems.

Drawing on its research, the Council for Corporate & School Partnerships developed a set of guiding principles designed to address all aspects of building successful business-education partnerships:

- Develop the partnership's core values
- Translate values into action
- Sustain the partnership over time
- Determine strengths, weaknesses and future directions.

These principles are at the core of the Council's *How-To Guide for School-Business Partnerships* (2001). From an educator's perspective, this useful resource addresses partnership formation and implementation comprehensively:

- Research which schools have unmet needs that can be addressed by a business partnership.

- Understand and discuss core values with prospective partners.
- Draft a partnership proposal and submit it to the prospective partners.
- Assess the impact of the partnership on student achievement and well being.
- Identify collaboratively the goals, anticipated outcomes, and activities meeting the goals.
- Provide for interaction among students, teachers and business employees at multiple sites.
- Establish a management structure that provides for accountability.
- Secure support/buy-in for the partnership throughout the school and the business and provide training for all participants.
- Establish internal and external communications, providing the community opportunity for review and support.
- Conduct regular evaluations to improve partnership effectiveness and ensure that both partners are recognized for their contributions.

The Daniels Fund also offers significant advice for establishing partnerships on its web site. Its advice is based on reviews of more than 40 web sites, interviews with nearly 40 educators, business leaders, and partnerships experts, and focus groups with business and education stakeholders in its headquarters in Denver, Colorado (Daniels, 2007). The fund's "Seven Strategies for Success" include:

- 1) Ensure that student learning and achievement are the focus of every partnership.** Schools and businesses should sit down together to determine how the partnership will benefit student learning and how progress will be measured. Each should assign a program coordinator for the partnership to assure ongoing communication and problem-solving.
- 2) Develop a well-defined and well-managed program that supports school-based partnerships.** Most successful and long-lived partnerships have a formal structure, including written guidelines, a partnership handbook, comprehensive databases, evaluation procedures, recognition programs, and policies on such issues as confidentiality, commercialism, and safety.
- 3) Make strategic matches between schools and businesses that advance a school's improvement goals.** It is important for schools to find business partners that can help meet their students' learning needs and for businesses to seek schools that match their expertise and resources. Both business and school leaders believe that providing a menu of assistance options is important in tapping the particular interests of each. *Set clear expectations for schools and businesses.* Establishing expectations up front greatly minimizes the potential for misunderstanding later and promotes effective partnership.
- 4) Provide training for school staff and business employees.** Regular training for school and business partnership coordinators, as well as volunteers, is a basic feature of successful large district programs. Meeting with the school board can provide an occasion for school and business partners to become acquainted and to share information. Training may occur at a district-wide kickoff event, volunteer orientation meetings, and periodic school and business coordinator program assessment meetings.

5) Create a meaningful process for communicating about the program and recognizing business partners' contributions. Recruiting new volunteers and recognizing business contributions are critical elements in achieving program sustainability.

6) Regularly monitor and evaluate each partnership and the overall program. Evaluation should be an integral part of the annual work plan developed by the partners in order to measure success. Annual reviews might use written surveys or pre- and post-assessment forms completed by participants.

DeHavilland Associates recently has confirmed and expanded upon these building blocks of business-education partnerships (2007). A consulting and communications firm that helps corporate, not-for-profit, and association clients understand and connect with the K-12 community, DeHavilland had previously found that school and district leaders looked to business coalitions as the best prospects for future partnerships. To inform efforts to build these partnerships, DeHavilland surveyed business coalition members about their work in schools and school districts. Published in June 2007, "Business Coalition Leaders Speak Out on Education" synthesized the responses of 136 coalition leaders into these key findings:

- Coalition members ranked workforce preparedness as their top educational priority, followed by graduation rates and mastery of basic skills.
- Coalitions tend to favor urban projects, rather than suburban or rural locales. However, accessibility is less important to the selection of a partner than is the partner's willingness to collaborate, their commitment, and their interest in measurable outcomes.
- Coalitions are more likely to work in high schools than in elementary middle, or postsecondary settings.
- Asked what support they offer their partners, coalitions cited "expertise" most frequently. They also provide volunteers and mentors, goods and services, and political support. Direct funding ranks last on this list.
- Most coalition projects are collaborations with education partners. Coalitions then track the activities and outcomes of these programs.
- In the main, coalition leaders are satisfied with partnership processes and outcomes, but they offered suggestions for building more effective partnerships.
In open-ended responses to the survey's request for advice to education partners, respondents offered these words of advice (among others):
- Open, honest communication. Willingness to work as a partner. Enthusiasm to do good things for students.
- Ask for our help for assistance to help their students. Don't ask for money.
- Be clear regarding needs and outcomes and why this is in alignment with organization's goals.
- Be open to new ideas; help partners know how they can contribute. When you say you want a business partner, make it mean more than just a yearly coffee to award certificates. Get out and into the business community for awareness and relevancy.

- Be open to participation and responsive to business concerns and points of view. Administrators need to invite us to the table for discussion and planning if they want support.
- Business needs to have equal representation for a true partnership to occur. Usually we are outnumbered and don't feel we are heard.
- Have a positive approach to partnering without fear of allowing community members to see inside their operations.
- Show a willingness to change (DeHavilland Associates, 2007).

A Niche for ACI's Center for Success in High-Need Schools

A significant opportunity exists for the Associated Colleges of Illinois' *Center for Success in High-Need Schools* to leverage the business community's interest in developing an educated workforce and our member colleges' expertise in improving teaching and learning in high-need schools to build viable partnership that help close the achievement gap between low-income students and their more affluent peers. To promote student success in high-need schools, excellent teachers must integrate theoretical and practical learning, combining classroom and real-world experiences. Achieving this integration begins during teacher education programs, with learning experiences for teacher-candidates in both academic and business environments.

ACI offers prospective business partners an unparalleled opportunity to make a real difference in the quality of classroom teaching in high-need schools. ACI's qualifications to stimulate these partnerships include:

1) ACI member institutions graduate more than 20% of newly-certified teachers in Illinois, a number that has grown dramatically in the past decade (ACI Reporter, 2001). In 1995, 1,256 ACI graduates were awarded teaching certificates; by 2001 the number had reached 2,041; in 2005, that number rose to 3,500. In 2000-01, more than 14,000 ACI member graduates were teaching in Illinois public schools, including 635 special education teachers, and many other ACI member alumni were teaching in the state's private and parochial schools. Each year, the Chicago Public Schools hires an average of more than 100 ACI teacher education graduates (ACI Working Paper, 2005).

2) ACI member teacher education programs are strong in high-need subject areas, such as elementary education and special education, and benefit from a specific focus on preparing teachers for the challenges of high-need schools. Key features of ACI teacher education include secondary certification in critical subjects such as English, mathematics, biology, chemistry, history, Spanish, music, and physical education; emphasis on small classes; and mentoring, internships, practicum, and student teaching experiences in partner K-12 school classrooms -- often beginning with classroom observations as early as the first college year (ACI Working Paper, 2005).

3) ACI graduates remain in teaching longer than average. Tracking studies reveal that two-thirds of ACI alumni are still teaching in Illinois during their seventh year of service, compared to a statewide teacher attrition rate of approximately 50% after five years. Teacher attrition is even higher in high-need schools, where as many as 40% of new teachers leave after their first year in the classroom (ACORN, 2003).

4) ACI member colleges and universities understand that preparing and retaining new teachers in high-need schools requires three key factors: a) a combination of intense class work in arts and sciences content, as well as effective teaching methods and communication skills necessary to succeed with children and families of poverty; b) extensive experience in high-need school settings to develop effective teaching practice and cultural competence; and c) training and mentoring from successful practitioners and ongoing personal and professional support tailored to individual teacher needs.

5) ACI's *Center for Success in High-Need Schools* already has demonstrated that our member colleges and universities are accomplished at collaboration and provide fertile ground for growing relationships with partners from beyond the academe. Since 2003, more than a dozen ACI members have collaborated with ACI's *Center for Success in High-Need Schools* on a robust menu of projects emerging from four major federal grants (Transition to Teaching, Teacher Quality Enhancement-Partnership, and Teacher Quality Enhancement-Recruitment, Fund for Improvement of Post-Secondary Education), in which partnerships with K-12 schools, businesses, and community colleges are central features. Activities associated with these projects, including Summer Action Research Projects and Innovation Projects, many of which involve collaborations among teacher education and arts and sciences faculty and other partners, are presented at ACI's *Arts & Sciences Colloquium*, an annual day-long event, first conducted in 2005 for sharing lessons learned and best practices. Also in 2005, the *Center* established ACI's *Education Council*, an advisory group composed of business, education, and philanthropic leaders who counsel the *Center* on the development of new and ongoing initiatives.

Business-education partnerships can provide a missing element in teacher education and professional development programs: real-world learning experiences that help pre-service and in-service teachers deliver content in context. By providing teacher candidates with access to experiential learning that they can bring to their students, business-education partnerships can expand students' horizons, stimulate their curiosity, and help them make connections between book learning and street smarts.

Tripartite Partnerships for High-Need Schools

This white paper recommends creation of a truly tripartite model of business-education partnership – a model that engages three collaborators: businesses, ACI member teacher education programs, and partnering high-need schools. The potential mutual benefits appear to be substantial. Not only will the partnership benefits referenced in this white paper continue to accrue to businesses and high-need schools, but infusing preparation of teacher candidates with an integrated theory-practice understanding of the contemporary workplace will add significantly to these benefits. The better teachers in high-need schools are prepared, the more likely it is they will be able to close the achievement gap and give their students the best possible chance for success in the global economy. Such partnerships also might be vehicles for arts and sciences faculty at ACI member institutions to gain new understanding of workforce requirements, which will enable the institution as a whole to more effectively prepare post-secondary students to be competitive for 21st century jobs.

Sustainable business-teacher education partnerships could be designed around:

- Field trips that introduce teacher educators, pre-service, and in-service teachers to business environments, and provide them with a sense of what working in business and industry might be like. A field trip program that introduces educators to a variety of businesses can help them prepare lesson plans that help students discover their particular interests and talents.
- Internships that help teacher educators, pre-service, and in-service teachers acquire business and career insights that can inform their teaching. Internships also may result in business contacts that lead to career development activities in K-12 classrooms. Arranging these internships in the summer can allow for an experience of several weeks or months.
- Speakers bureaus that bring business representatives to teacher education programs to talk with future teachers about the world of work and the need to develop core competencies in reading, writing, speaking, and math skills in their students.

- Business partnerships with college career planning and placement offices that promote short-term exchanges, speakers, business-sponsored career fairs, and business field days.
- Exchange of curriculum, pedagogies, and content between teacher education programs and business training programs, both to improve practices and to explore the nexus of theory and practice in order to achieve optimal learning outcomes.
- Job shadowing opportunities that provide school principals, superintendents, and teacher-educators with the chance to observe senior business executives so as to expand their knowledge of leadership strategies and managerial practices.
- Opportunities for teachers and administrators to learn about best management practices in business settings as a means of informing decisions that can improve school efficiency
- Business support for key needs in ACI member professional development schools, including library and technology purchases, teacher professional development opportunities, and materials that enrich learning for students, pre-service teachers, and in-service teachers.
- Business participation in curriculum design and enrichment activities for teacher-candidates and students at high-need schools partnering with ACI members. These might include field trips, speaker's bureaus, and job shadowing opportunities for K-12 students.

Conclusion

ACI's focus on improving teaching and learning in high-need schools creates an environment especially favorable to business-teacher education and business-education partnerships. Whatever might be said about the value of school-business partnerships in general is magnified in the case of high-need schools. A high percentage of the diverse workforce of the future is enrolled in these schools, and these students may benefit most from the cross-cultural and career experiential learning that business-education partnerships can provide.

Business-teacher education partnerships can open the door to collaboration with the high-need school community, an investment crucial to the sustainability of school improvements. High-need schools – and the teachers who work in them -- often are in desperate need of resources for technology, equipment, facilities enhancements, and teacher professional development, and tripartite partnerships with teacher-education program can help identify those contributions most likely to result in improved teaching and learning. Businesses also possess critical know-how and organizational expertise that can both help high-need schools function effectively and make available career-related knowledge that inspires disadvantaged students and endows educational achievement with a new purposefulness.

By the same token, partnerships with high-need schools also present specific challenges. Particular attention must be paid to respecting the school/community culture through careful school-driven needs assessment, sensitivity to the nuances of cross-cultural communication, and patience in developing school "ownership" of the partnership activity plan. Emphasis must be placed on teacher professional development, student learning strategies, and parent involvement. Commitment for the long-term may be the acid test of the credibility of the business partner.

While these challenges may seem daunting, the need to overcome them is absolutely critical. If we fail to close the achievement gap between low-income students and more affluent students, if we fail to safeguard a competent future workforce and our national security, students, businesses, communities, our state and our nation will all be the losers.

References

- Associated Colleges of Illinois. (2001, Fall). ACI tackles teacher shortage. *The ACI Reporter*, Retrieved July 8, 2007, from http://www.acifund.org/pubs_ara/ACIFall01.pdf
- Associated Colleges of Illinois . (2005). In pursuit of success in high-need schools: A white paper supporting ACI's *Center for Success in High-Need Schools. Success in High- Need Schools.1,1*. Retrieved on June 25, 2007, from <http://www.successinhighneedschools.org/about/whitepaper>
- Association of American Colleges and Universities. (2007). *College learning for the new global century: A report from the National Leadership Council for Liberal Education and America's Promise*. Washington, DC: author. Retrieved on June 25, 2007, from http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf.
- Association of Community Organizations for Reform, Illinois Chapter. (2005). Now, here one year, gone the next: Summarizing the teacher turnover data for 64 ACORN neighborhood schools, 2002-2003 to 2003-2004. Retrieved on June 25, 2007, from http://www.acorn.org/fileadmin/ACORN_Reports/ACORN_turnover_study.pdf
- Ballen, J., Casey, J., & de Kanter, A. (1998). *The corporate imperative: Results and benefits of business involvement in education*. Washington, DC: Department of Education. (ERIC Document Reproduction Service No. EA 029 341)
- Brown, L. (2003, June 26). *Nothing is wrong with the data: A formative evaluation of the education-business partnership on the efficient use of data*. Report presented to the Education Business Partnership of Duquesne University. Retrieved on June 25, 2007, from www.education.duq.edu/institutes/PDF/03-4%20Nothing%20is%20Wrong%20with%20the%20Data.pdf
- Caterpillar Corporation, About Caterpillar; Community Involvement; Caterpillar reaches out to local schools. Retrieved June 26, 2007, from <http://www.cat.com/cda/layout?m=8703&x=7> Web site: <http://www.cat.com/cda/components/fullArticle?m=38723&x=7&id=191133>
- Center for Corporate Citizenship, . Chamber of Commerce, (2005). 2004 Conference report: Business and K-12 education partnerships. Retrieved on June 25, 2007, from <http://www.businesseducationnetwork.com/>
- Council for Corporate & School Partnerships. (2001). *Guiding principles for business & school partnerships*. Retrieved on June 25, 2007, from www.corpschoolpartners.org/pdf/guiding_principles.pdf
- Council for Corporate & School Partnerships. (2001). *A how-to guide for school business partnerships*. Retrieved on June 25, 2007, <http://www.corpschoolpartners.org/pdf/cokehowtoguide.pdf>
- Council for Corporate & School Partnerships. (n.d.). *Case studies: 2003-04*. Retrieved on June 25, 2007, from http://www.corpschoolpartners.org/case_studies_2003-2004.shtml
- Council for Corporate & School Partnerships. (n.d.). *Case studies: 2004-05*. Retrieved on June 25, 2007, from http://www.corpschoolpartners.org/case_studies_2004-2005.shtml

- Daniels Fund. (n.d.). *Seven strategies for success*. Retrieved on June 25, 2007, from <http://www.danielsfund.org/sevenstrategies/Strategies/>
- DeHavilland and Associates (2007). *Business coalition leaders speak out on education*.
- Grobe, T., Curnan, S.P., & Melchior, A. (1993). *Synthesis of existing knowledge and practice in the field of educational partnerships*. Washington , DC : Department of Education, Educational Partnerships Program. (ERIC Document Reproduction Service No. ED 362 994)
- Gunderson, S., Jones, R., & Scanland, K. (2004). *The jobs revolution: Changing how works*. Newport Beach, CA ; Copywriters Inc., a division of the Greystone Group.
- Jones, R. T. (2006, January). *The jobs revolution — National and global perspectives: Growing demands on higher education*. Presentation at the annual meeting of the Associated New American Colleges. Grand Hyatt Hotel , Washington , DC.
- Illinois State Board of Education. (2002, February 7). *Exemplary business-education partnerships receive state awards*. {Press release.} Springfield , IL : author. Retrieved on June 25, 2007, from <http://www.isbe.state.il.us/news/2002/feb7-02.htm>
- Kearns , D. T. (2005, July-August). Guest Editorial: Why we care: Corporate America's stake in saving our schools. *The Corporate Citizen*. Washington, DC: U.S Chamber of Commerce. Retrieved on June 25, 2007. from [http://www.uschamber.com/bclc/resources/newsletter/2005/0508newsletter.htm#Editorial\](http://www.uschamber.com/bclc/resources/newsletter/2005/0508newsletter.htm#Editorial)
- Lakes, R.D. (2003). Employer-linked charter schools: Origins of the central education center, *Journal of Industrial Teacher Education*. Retrieved on June 25, 2007, from <http://scholar.lib.vt.edu/ejournals/JITE/v40n3/lakes.html>
- Lankard, B. A. (1995). *Business/education partnerships*. ERIC Digest (ERIC Document Reproduction Service No ED383856)
- Larson, K. (2001). *Business partnerships with schools: Policy guidelines for schools seeking to establish and maintain productive and ethical relationships with corporations*. (ERIC Document Reproduction Service No ED472646). Retrieved on June 25, 2007, from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/bb/04.pdf
- National Academy of Sciences, Merck Institute for Science Education. Retrieved June 26, 2007, from <http://www.nationalacademies.org/>
- Pawlowski, B. (2007). Attracting a business coalition partner: Advice from coalitions. Dehavilland Associates Blog. Retrieved on July 7, 2007, from <http://www.dehavillandassociates.com/2007/06/attracting-business-coalition-partner.html>
- PPL Corporation, Environment and community; Education support programs. Retrieved June 26, 2007, from <http://www.pplweb.com/>
- The Principals' Partnership. Retrieved July 8, 2007, from Union Pacific Web site:<http://www.up.com/found/principal.shtml>

Redefining public education: The promise of employer-linked charter schools. Lansing , MI : Author. (ERIC Document Reproduction Service No. ED435813)

State Farm Learning and Teaching Exchange, About SLATE. Retrieved June 26, 2007, from <http://www.teachingexchange.net/> Web site: <http://www.teachingexchange.net/about.php>

Strengthening American competitiveness for the 21st century; hearing before the U. S. Senate Committee on Health, Education, Labor, and Pensions, 110th Cong. (2007). (testimony of William H. Gates. Retrieved on June 25, 2007, from http://help.senate.gov/Hearings/2007_03_07/Gates.pdf

Tucker, M. (2007, January 17). Tough choices: Change the system or suffer the consequences. *Education Week*.

Chamber of Commerce. (2006, July-August). BCLC's BEN grows into chamber-wide initiative, *The Corporate Citizen*. Washington , D.C. ; author. Retrieved on June 25, 2007, from http://www.uschamber.com/bclc/media/newsletter/06_july-aug#BEN

Chamber of Commerce. (2006, September 1). Chamber announces new education & workforce initiative. [Press release.] Retrieved on June 25, 2007, from <http://www.uschamber.com/press/releases/2006/september/06-141.htm>

Appendix A: ACI's Center Education Council Comments

Building Business-Education Partnerships for High-Need Schools was designed originally to frame discussion for ACI's Education Council, which provides advice and counsel to ACI's *Center for Success in High-Need Schools*. Early drafts of *Building Business Partnerships for High-Need Schools* provided the basis for three robust discussions during the council's meetings in 2006. Comments drawn from all three sessions are summarized here, organized to provide a logical sequence that can inform future *Center* partnership activities.

1) Central assumptions behind business-education partnerships:

- Business-education partnerships are urgently needed now -- not at some point in the distant future.
- Business is spending a great deal for remediation to bring new workers up to speed. Successful partnerships could help reduce that investment.
- Business-education partnerships provide an opportunity for community engagement, which is crucial to students' understanding of their culture and their place in society.
- Business and education need to move beyond coming together only for the purpose of securing grant money from business to benefit education.
- Strong partnerships will emphasize that business experience and knowledge is as important to schools as money and resources.

2) Attitudes and beliefs that shape business-education partnerships:

- Business needs to learn how educators think and work – and educators need to learn how business thinks and works.

- Educators need to realize that learning occurs everywhere, not just in the classroom.
- Educators and administrators should become aware of business practices, so that they can incorporate needed skills and knowledge into curricula.
- Educators need to know what students need to succeed in business world.
- Business needs to know that high-need schools have something to contribute.
- Business needs to understand the bureaucracy that slows change within schools.
- Business must confront the issue of recruiting from outside the community.
- Business attitudes about teaching need to be confronted.
- Business needs to be persuaded of the big picture and the business interests served by partnerships. For example, money spent on pre-K saves money in the long run.

3) Designing Business-Education Partnerships:

- Education needs to answer the question: “What’s in it for business?”
- Education needs to support proposed initiatives with research and create a game plan to which businesses can react.
- Education needs to remember the stakeholders that are most important to business. To get more business involvement, the short-range goal must have competitive element, and long-range goals must cultivate potential workforce. Businesses don’t like to be approached only for a handout.
- Education can use Business-Education Partnership to position businesses so that they are competing with each other – with each wanting to contribute more to outdo their competitors.

4) Lessons to be learned/benefits to be gained

- Teachers can learn from business how to attract and retain customers.
- Through partnerships, education gains access to businesses’ efficiency, cache, project management skills, communications skills.
- Business-education partnerships can build business’s confidence in school performance, a critical element in district bond issues to meet school’s funding needs.
- Business can help educators learn techniques for gaining parent cooperation.
- Business CEOs can come together to provide leverage for school reform, including the radical restructuring of education required to close the achievement gap.

- Business attracts customers from school partnerships, especially if parents are involved. Schools need to have partnerships with a variety of businesses and figure out an appropriate game plan for each with potential to connect with a variety of educational programs and interests.

5) Foci for Business-Education Partnerships

- Business should get involved with teacher professional development.
- Business can develop internships for teachers in fields such as manufacturing.
- Business should provide rich learning experiences for students, including internships and mentoring.
- In a partnership, business and education need to integrate lesson plans with real life -- for example, a visit from business at a nursery (with parents in attendance), where children learn vocabulary through themed play. A successful experience can mean that parents and kids want to come back – and business attracts new clients/ patrons and good will.

Appendix B: Examples of Successful Partnerships

With the upswing in business-education partnerships since the 1980s, success stories abound in Illinois and across the nation. In recent years, partnerships have become increasingly diverse -- ranging from “simple one-to-one agreements to complex multi-agency collaborative arrangements. This expansion of partners and agendas has resulted in an expansion of benefits for all of the partners embracing the partnership goals” (Lankard, 1995). Many partnerships already up and running complement the mission of ACI’s *Center for Success in High-Need Schools*: closing the achievement gap by providing excellent teachers for schools serving our neediest children. The potential for partnerships such as these to add college level teacher education partners as a means to strengthen development of excellent teachers seems clear.

1) Illinois Partnerships

- *State Farm® Learning and Teaching Exchange (SLATE)* recruits and pays employees to act as substitutes in public schools for one day a year, so that teachers can take advantage of professional development opportunities. The employees must meet state substitute teaching certification requirements and attend a half-day workshop on school policy and strategy prior to their involvement. SLATE provides a structured process for State Farm employees to support their local schools and teachers, while increasing the likelihood that teachers can receive quality professional development at a cost savings to the school district (State Farm Learning and Teaching Exchange).
- *Destination Technology®* is Caterpillar’s collaborative partnership with Peoria public schools. This outreach program promotes interest in math, science and technology among underserved middle school students in seventh and eighth grades. Caterpillar also participates in the Science, Technology and Engineering Preview Summer Camp (STEPS™) held in collaboration with the Society of Manufacturing Engineers Education Foundation (SME/EF) and Bradley University in Peoria, Illinois. STEPS uses SME/EF curricula to expose ninth and tenth graders to opportunities in technical careers early enough to influence their choices of math, science and technical courses in high school. (Caterpillar Corp.)
- *The Science and Math Excellence Network (SAME)* is coordinated by Rush-Presbyterian-St. Luke's Medical Center in conjunction with Chicago Public Schools. SAME encourages high school students to pursue careers in the fields of math, science and technology by providing hands-on experiences that help them make better informed career choices. A four-year, competitive admission program serving 60 students each year, SAME coordinates an annual science fair

that showcases students' knowledge and skills; facilitates teacher enrichment programs in science and math; provides up to 60 work-based experiences for students; connects students with mentors who follow them throughout the program; coordinates periodic student workshops in job readiness, test-taking and college preparation; and provides at least five field trips per year. Rush-Presbyterian-St. Luke's Medical Center and neighboring health care institutions have hired 12 SAME students thus far. (Illinois State Board of Education, 2002).

- *Convergys*, a local billing service corporation, and Elk Grove High School Township District 214 have partnered to provide at-risk students in the Freshmen Integrated Team (FIT) with opportunities and activities that foster adult mentoring, increase community ties, and promote career and life planning skills. The mission of the FIT program is to keep at-risk students from failing classes and dropping out of school by providing them with integrated and experiential instruction in English, reading, social studies, biology, and information processing. In 2002, the Convergys-FIT partnership engaged more than 100 students, 54 Convergys staff, and 150 senior citizens and veterans who assisted through service projects. Achievements of students in the FIT program include:
 - measurable increase in reading scores
 - 30% of students moved to the average ability group for sophomore English
 - 11 out of 12 failing students who met weekly with Convergys staff improved their grades
 - FIT students earned passing grades at a rate of 94.2% and .5 additional credits in Career and Life Planning through participation in Convergys partnership activities.
 (Illinois State Board of Education, 2002).
- *Union Pacific Foundation Principals' Partnership* is the Foundation's signature giving program, focusing resources on a critical need in education – strong school leadership. Instead of a one-size-fits-all approach, the partnership assesses the needs of individual principals and offers a customized program to meet those needs – at no cost to the school, the district or the principal. An annual Summer Institute provides the opportunity to network with other school principals and to interact with nationally acclaimed educational leaders. Networking continues throughout the year, with ongoing conversations with peers, local seminars and a personal consultant, as well as access to the partnership's web site (www.principalspartnership.com). The program currently is operational in 21 states served by Union Pacific. (Principals' Partnership).

2) Nationwide Partnerships

- *Merck Institute for Science Education* was created in 1992 to improve the quality of science education during the formative years of kindergarten through eighth grade. The institute partners with four public school districts near Merck sites in New Jersey and Pennsylvania. Its activities address professional development and mentoring of teachers; reform of teacher education; policy support for systemic change; establishment and maintenance of science materials through creation of resource centers. All efforts are supported by a corps of volunteer scientists, engineers, and other Merck employees who are trained by the institute and then supported in their roles as resources for teachers and role models for students. Volunteers also help build community support and work to change policy within the districts. Merck has contracted with the Consortium of Policy Research in Education (CPRE) at the University of Pennsylvania to undertake a long-term study of the outcomes of institute programs. (National Academy of Sciences.)

- *PPL Corp.*, a Pennsylvania utility, operates Partners in Education, which places employee-volunteers in local schools to increase student learning and extend the capacity of teachers, as well as to expand their own awareness of the crisis in education. Volunteers help students become successful learners through in-classroom tutoring and mentoring, career workshops, preschool development and parenting programs, and partnerships with organizations serving youth and minorities. In addition, through the Lehigh Valley Business Education Partnership, PPL has hosted summer teacher-interns who acquire knowledge about the business world that they can take back to the classroom (PPL Corp.).
- *Brookhaven Elementary and Monongalia Health System* in Morgantown, WV, provides wellness education and enhances students' self esteem. Learning is promoted through an accelerated reader program, a student bank, an academic improvement program, and a walking program. Students also make monthly visits to Monongalia Health System's affiliate locations to understand the importance of community involvement. The students read to younger students and perform plays and create crafts with the elderly. Measurable results include:
 - Number of books checked out has increased by 70%.
 - 116 students in grades K-5 increased their GPA.s by at least 0.4%t.
 - Blood pressure has decreased on average by 2%, and those over their ideal weight decreased their weight by 3%. (Council for Corporate & School Partnerships, Case Studies: 2004-2005).
- *J.B. Sutton Elementary School of Phoenix and Intel* partner to improve achievement and strengthen student motivation at an urban elementary school. The partnership enables Intel to provide expertise directly related to corporate mission -- science, technology, engineering and mathematics -- along with personnel and resources committed to literacy, community-building and parental involvement. Results include:
 - A significant number of students have improved 25% on the Stanford 9 Achievement Test.
 - J.B. Sutton's Lego team won the state robotics research competition in its first year.
 - Students spend an average of seven hours a week on inquiry-based activities in the computer lab.
 - Improved attendance resulting from positive recognition programs funded through partnerships efforts.
 - 100% of teachers have completed the Intel® Teach to the Future and Intel Seeing with Reason training programs.
 - 89% of the faculty have changed their teaching practices and utilized technology training to improve instruction. (Council for Corporate & School Partnerships, Case Studies: 2003-2004).
- *Buffalo's Westminster Community School and M&T Bank* has partnered to transform the district's lowest performing elementary school to one of the district's top-performing schools. The bank contributes management expertise and resources, technology, and volunteer support. It "adopted" the school and created a board of trustees including the Buffalo Public Schools superintendent, union and parent representatives, and both the CEO and an executive vice president of M&T. The board hired a principal who had turned around a troubled inner-city Chicago school. Special committees were established to bring about tangible improvements in curriculum and staff development, student and staff morale, parent/community involvement, improved discipline and school beautification. M&T provided financial support for technology, books and educational supplies, after-school and summer school programs, a comprehensive health clinic, and supplementary staff. M&T also hired the Columbia Teachers College Reading and Writing Project to

provide staff development at Westminster. More than 100 M&T employees provide ongoing assistance to the school and two M&T positions are devoted solely to the school. Results include:

- Westminster has become one of the top-performing schools in the district.
- The school's 4th grade ranked first and the 8th grade ranked third among all Buffalo schools on the 2002-2003 math exam. The 1st grade ranked fourth and 8th grade ranked tenth in English.
- Enrollment soared 62%; student mobility decreased from 48% to 12%, and suspensions have decreased from 6% to 1%.
- New York State Department of Education recognized Westminster in the 2002 Most Improved Report. (Council for Corporate & School Partnerships, Case Studies: 2003-2004).

Appendix C: Examples of Business Coalitions

Described below are one state business coalition, the Illinois Business Education Coalition (IBEC), and five national coalitions: the Triangle Coalition, the STEM Education Coalition, the National Association of State Science and Math Coalitions (NASSMC), the TAP America's Potential Coalition and the Business Coalition for Student Improvement (BCSC). IBEC, TAP and BCSI are coalitions of the business community seeking to influence education policy. The Triangle Coalitions, STEM Education Coalitions, and NASSMC combine both business and education members.

Illinois Business Education Coalition

The Illinois Business Education Coalition (IBEC) is made up of 10 major business organizations, which work together to improve the quality of public schools. IBEC members include the Chemical Industry Council of Illinois; the Chicago Land Chamber of Commerce; Civic Committee of The Commercial Club of Chicago; the Civic Federation; the Illinois Business Roundtable; the Illinois Chamber of Commerce; the Illinois Manufacturers' Association; the Illinois Retail Merchants Association; the Leadership For Quality Education; and the Metropolitan Planning Council.

Founded in the early 1990s, IBEC defines its mission as formulating an education agenda for business, acting as a communications liaison among its members, and aiding them in leveraging resources to improve education. Its current educational initiative is called "One Vision, One Voice." The initiative emerged from a 1999 education summit, which brought together 43 CEOs, chairmen, presidents, and senior staff of major Illinois corporations. Business leaders from Ohio and North Carolina discussed their successes and failures with the participants. According to the IBEC, the key lessons learned in these two states were:

- There must be a strong, long-term agenda, built on having every child achieve or exceed rigorous standards, and a manageable interim action plan to achieve the goal.
- The business community, in partnership with political and education leaders, must play a significant leadership role in education reform.
- Focus and continuous improvement around a strong agenda are essential to make significant gains in student learning.
- Education improvement is a marathon and not a hundred-yard dash sustainability over the long-term is crucial.
- Education reform needs to be a collaborative, not adversarial, effort.

Some of IBEC's achievements in 2001 include contributing \$200,000 to support teacher excellence scholarships for national certification; developing the Illinois School Improvement web site; and working to improve and align student testing in Illinois. In 2002, the organization helped fund teacher scholarships for certification by the National Board of Professional Teaching Standards and raised \$350,000 for other activities including maintaining the School Improvement web site and promoting passage of legislation aimed at implementation of the Federal Elementary and Secondary Education Act reauthorization legislation. Subsequent achievements include fostering early childhood education enhancements in 2003, State Board of Education restructuring in 2004, and statewide modernization of high school graduation requirements in 2005.

The coalition believes that business should "define an agenda that will improve the quality of today's students and tomorrow's workforce. With this type of focus, a unified business community can serve as a stabilizing force around an aggressive and constructive Education Improvement Agenda."

IBEC's "One Vision, One Voice" initiative urges businesses to:

- Participate in a Local School Council or local school board - as a member or as an audience member.
- Push issues that support high standards and are aligned to the One Vision - One Voice agenda.
- Lend expertise and instruction. Encourage your company to let schools "borrow" employees for instruction. For instance, have employees from technology department instruct teachers on using new kinds of interactive teaching software or to hold workshops on internet applications. Have employees teach business applications of the standards so that students see the connection between school and careers.
- Donate equipment and supplies. Donate old equipment and supplies such as computers, calculators, paper, pens, and pencils to local schools.
- Sponsor career fairs. Send employees to local schools for speaking engagements on your company and the careers associated with that line of work.
- Reward those who have met high standards. Ask to see high school transcripts or school records when selecting employees. Hire students who take tough academic courses and have met the Illinois Learning Standards. Reward these students by engaging them in mentoring programs. Offer job "shadowing" program that allow students to see how what they are learning in school fits into work activities.
- Acknowledge schools that are succeeding. Let your local school know if you like what you see. Solicit donations to raise funds for that school's priorities.

Science, Technology, Engineering, and Mathematics (STEM) Education Coalition

The Washington, D.C.-based Science, Technology, Engineering, and Mathematics (STEM) Education Coalition works to support STEM programs for teachers and students at the U. S. Department of Education, the National Science Foundation, and other agencies that offer STEM-related programs.

The Coalition is composed of advocates from more than 40 diverse groups representing all sectors of the technological workforce including educators, scientists, engineers, and technicians. The Coalition is co-chaired by the American Chemical Society, and the National Science Teachers Association. Its Illinois members include the State Board of Education and DuPage High School. Its membership is predominantly educational organizations; however it does

include professional societies, such as the American Society of Chemical Engineers. (<http://www.stemedcoalition.org/Default.aspx>) No individual businesses are members. A principal activity appears to be contacting members of Congress about appropriations for science-related educational programs.

Tapping America's Potential (TAP)

Tapping America's Potential (TAP) is a Washington-D.C.-based coalition of 16 prominent business and technology associations committed to sustaining U.S. scientific and technology leadership. (www.tap2015.org.) Its goal is to double the number of bachelors degrees in STEM-related areas by 2015. Its recommendations are as follows:

- Build public support for making science, technology, engineering and math improvement a national priority.
- Motivate U.S. students and adults to study and enter science, technology, engineering, and mathematics careers, with a special effort geared to those in currently underrepresented groups.
- Upgrade K-12 math and science teaching to foster higher student achievement.
- Reform visa and immigration policies to enable the United States to attract and retain the best and brightest science, technology, engineering, and math students from around the world to study for advanced degrees and stay to work in the United States.
- Boost and sustain funding for basic research, especially in the physical sciences and engineering.

TAP members include the following groups:

- Business Roundtable
- Business-Higher Education Forum
- Council on Competitiveness
- Information Technology Association of America
- Information Technology Industry Council
- Minority Business Roundtable
- National Association of Manufacturers
- National Defense Industrial Association
- National Venture Capital Association
- Semiconductor Industry Association
- Software & Information Industry Association
- TechNet

- Technology CEO Council
- Telecommunications Industry Association
- U.S. Chamber of Commerce

Triangle Coalition

The Washington, DC-based Triangle Coalition includes representatives of government, business, and education. Its mission is “to improve the quality and outcome of mathematics, science, and technology education.” It encourages collaboration among its members, educates them about opportunities for growth and achievement, and nurtures the development of local, regional, and state coalitions. The Coalition’s chief program is the Albert Einstein Distinguished Educator Fellowships, which are designed “to facilitate a dialogue for understanding and improvement of mathematics, science, and technology education.”

The Albert Einstein Distinguished Educator Fellowship Program provides an opportunity for classroom teachers to impact national policy and to learn about the political process and agency programs. Outstanding mathematics, science, and technology teachers come to Washington, DC. to work as professional staff members in Congressional offices, the Department of Energy, the National Aeronautics and Space Administration (NASA), the National Institute for Standards and Technology, or the National Science Foundation.

In addition, the Coalition holds annual conferences. Its most recent conference was held April 10-11, 2007. The attendees included educators, professional development providers, and business and industry leaders supporting improved mathematical, scientific, and technological literacy. Topics included assessing the education agenda of the Democratic leadership in Congress; attracting more minority students to science, technology, engineering, and mathematics fields; and encouraging more teachers to teach in these critical areas of education. Discussion also focused on the proposed FY 2008 budget and its potential impact on STEM education.

Members of the Triangle Coalition include the following businesses:

- 3M
- ADC Foundation
- Carus Corporation
- Delta Education
- E.I. DuPont de Nemours and Company
- Emergent Design and Development, Inc.
- Ferrio Associates
- Ford Motor Company Fund
- LJ Technical Systems Inc.
- Medtronic Foundation
- Merck Institute for Science Education
- Pearson Education
- ShillerMath
- Target Marketing
- Texas Instruments Incorporated
- Verizon Communications
- Vernier Software & Technology

Illinois members include:

- Center for Mathematics, Science, and Technology, Illinois State University
- Illinois Mathematics and Science Academy

National Alliance of State Science and Mathematics Coalitions (NASSMC)

The National Alliance of State Science and Mathematics Coalitions (NASSMC), which is based in Arlington, Va., describes itself as an umbrella organization for state coalitions of business, education, and public policy leaders united for systemic change in science, technology, engineering, and mathematics (STEM) education for all students. NASSMC serves as the national advocate for the state organizations. It defines its objectives as follows:

- All US students will have the necessary knowledge of, understanding of, and skills in mathematics, science, and technology, so they can be productive in their personal, work, and civic lives.
- The nation will have a competent and competitive workforce that continues to meet the challenges of the global economy. NASSMC's member coalitions work to bring coherence and added value to the separate efforts of many individuals and organizations.

The organization assists local coalitions by helping them develop state-specific strategies, linking state coalition leaders to each other and to major national initiatives; providing a national discussion forum for STEM-related issues; and disseminating pertinent information.

NASSMC began as a 1989 project of the Mathematical Sciences Education Board of the National Research Council. For five years, the project focused on developing coalitions of state-level leaders committed to promoting adaptation and implementation of new state standards for school mathematics and, later, science based upon national models. In 1994, directors of the state coalitions decided to establish NASSMC as a national not-for-profit organization. NASSMC has designed and executed projects testing processes and materials for strengthening the structure and programs of its member coalitions. Working with the Education Commission of the States and NASA, NASSMC has developed a state-based model for building multi-lateral coalitions to foster improvement in school mathematics, science, and technology. NASSMC also established an Internet-based service disseminating information about programs, research results, and public opinion relating to mathematics, science, and technology education.

NASSMC's work with state coalitions has been supported by grants from Carnegie Corporation of New York, ExxonMobil Foundation, Ford Foundation, IBM, the John D. and Catherine T. MacArthur Foundation, NASA, National Security Agency, SciMathMN (the NASSMC state affiliate in Minnesota), The Medtronic Foundation, W. K. Kellogg Foundation, The National Science Teachers Association, and US West Foundation.

Illinois is represented in NASSMC by the Illinois Mathematics, Science and Technology Alliance (IMSTA), which became a member in August 2003.

NASSMC also has online planning tools for state coalitions, which include:

- Developing a Strategic Plan
- Making the Case for MSTE
- Assessing a State's Performance in MSTE
- Surveying a State's Education Policy Package
- Assessing a State's System of Standards-Led Development

The Business Coalition for Student Achievement

The Business Coalition for Student Achievement is a vehicle for the business community to express its support of No Child Left Behind. It's a joint project of the Business Roundtable and the U.S. Chamber of Commerce. It defines its mission as follows:

The Coalition views the No Child Left Behind Act as one of the critical tools needed to transform U.S. education. We are committed to working with Congress and the Administration to strengthen and improve NCLB provisions and funding, while respecting the fundamental features of this historic education law that are designed to raise student achievement and close achievement gaps.

The Business Coalition for Student Achievement is co-chaired by Craig R. Barrett, chairman of Intel; Arthur F. Ryan, chairman and CEO of Prudential Financial, Inc.; and Edward B. Rust Jr., chairman and CEO of State Farm. Its goals are:

- All students proficient in reading and math by 2014
- Accountability for all groups of students reaching proficiency on annual assessments
- Public report cards that include data on the performance of each student group
- Highly qualified teachers in every classroom
- Options for students in persistently low-performing schools; and
- Identification and intervention in schools that need improvement.

The Business Coalition for Student Achievement emphasizes the importance of increasing the quality of STEM education and making educational choices on the basis of data. It has specific objectives to increase the quality of teachers and principals:

- Shift current definition of “highly qualified teachers” to a focus on “highly effective teachers.”
- Focus resources on supporting and rewarding both teacher and principal effectiveness at improving student achievement by funding programs that align preparation, recruitment, induction, retention and professional development with the knowledge and skills needed to improve student performance and enable all students to graduate from high school ready for postsecondary education and the workplace.
- Require the institutions and other entities that receive funding for these purposes to evaluate their impact on increased educator effectiveness.
- Institute performance- and market-based pay programs that: reward educators whose performance contributes to substantial growth in student achievement, attract and retain effective math and science teachers and adjunct faculty, and draw effective teachers and leaders to high-need schools.
- Develop evaluation systems based principally on improved student performance.
- Implement policies and practices to quickly and fairly remove ineffective educators.

It also hopes to amend the NCLB accountability system as follows:

- Provide guidance on ways that states can differentiate among districts and schools that are close to or far from making adequate yearly progress, and ensure that resources for improvement focus on those with the highest concentrations of underperforming students.
- Permit states to use rigorous measures of year-to-year growth in student academic achievement and other methods verified by the Secretary that are consistent with the goal of all students reaching proficiency in reading, math and science.
- Close loopholes that allow states to use statistical means to “game” the accountability system and undermine the intent of school restructuring.
- Require districts to provide parents with timely and easily understood information on their options and allow them to choose either supplemental education services or moving to a higher performing public school.
- Fund development of better assessments for special education students and English language learners.

Its goals for encouraging school innovation are as follows:

- Increase capacity of states and other entities to better assist schools that need help making AYP and that are facing corrective action and/or restructuring.
- Target funding, assistance and distribution of effective educators to high-need schools.
- Continue support for innovation, such as charter schools, diverse provider models, and techniques that effectively integrate technology into appropriate aspects of teaching, learning, and management.
- Fund R&D on promising ways to improve school and student performance.

National Association of Manufacturers

The National Association of Manufacturers also has organized a coalition of businesses to register support of NCLB. It defines itself as “a broad-based ad hoc coalition of leading companies and associations. ...that believe(s) that the current efforts by the Administration and both parties in Congress to redefine federal government's role in education is both timely and necessary. While many states have made enormous strides in recent years to achieve systemic reform in the public school system, much more needs to be done to ensure that our children receive the world-class education that the 21st century demands.”

A Framework for a Partnership Model in a High-Need Urban School District, by David A. Walker, Christine K. Sorensen, Portia M. Downey

Author Bios

David A. Walker is an Associate Professor of Educational Technology, Research and Assessment at Northern Illinois University in DeKalb.

Christine K. Sorensen is Dean of the College of Education at Northern Illinois University in DeKalb.

Portia M. Downey is the manager of Project Rockford Education Alliance for Northern Illinois University and a former fifth-grade teacher in the Harlem School District of Machesney Park, IL.

Abstract

This article examines a school-university partnership, which initiated a professional development school-intervention model in a high-need urban district, as a mechanism toward improving student achievement. Scholarly literature-based strategies are examined as part of the model's framework. The strategies pertain to forming and sustaining the partnership in a context of considerable instability.

A School-University Partnership Model

Project Rockford Education Alliance (REAL) is a comprehensive school-university partnership among Northern Illinois University (NIU), Rock Valley College (RVC), and Rockford Public School (RPS) District 205. The focus of this partnership is to improve student performance and enhance the quality of teacher-educators. Key factors for ensuring a successful collaboration among the partners are 1) shared decision making, teacher recruitment, and teacher education reform; 2) extending pre-service clinical experiences and professional development; and 3) enabling effective instructional. The overall goal of the partnership is to raise student achievement in mathematics and reading so that 75% of RPS students in the four PK-12 partnership schools meet or exceed standards on State of Illinois assessments within five years. To assist in achieving the goal of the partnership, the partnership pursues six objectives:

- 1) Creating Shared Decision-Making
- 2) Developing a Future Teacher Pool
- 3) Reforming Educator Preparation
- 4) Expanding Clinical Experiences
- 5) Providing Professional Development
- 6) Enhancing Managerial and Leadership Skills



Partnership Overview

Partnerships between schools and universities have played an important role in improving teaching and learning, specifically within the realm of teacher education preparation and professional development (Osguthorpe, Harris, Harris, & Black, 1995; Winitzky, Stoddart, & O'Keefe, 1992). For example, partnership models have been at the center of the professional development school (PDS) movement (Holmes Group, 1986) and within the assessment/accreditation community, such as the National Council for Accreditation of Teacher Education (NCATE) (Walker, Sorensen, Smaldino, & Downey, 2007). In higher education, research on designs for measuring the plausible value of partnerships in terms of student achievement, teacher retention, or leadership initiatives (Walker, Sorensen, Downey, Smaldino, & Lieberman, 2006) has become prevalent at international research conferences, such as the American Educational Research Association.

According to Teitel (2003, p. xiii), partnerships between schools and universities often are realized through PDS initiatives in which student learning and teacher development are paramount outcomes. A PDS has a four-part mission: new teacher preparation, faculty development, improvement of teacher practice, and improved student achievement. Additionally, NCATE's PDS standards (2001) focus on 1) creating a positive learning environment that supports both professional and children's learning; 2) upholding professional standards for teaching; 3) developing a university/school community with shared responsibility; 4) ensuring professionals are prepared to meet the needs of diverse learners; and 5) providing resources and structures that support the partnership work. Project REAL's partnership schools undertake these PDS principles through clinical placements for teacher candidates, on-site professional development for classroom teachers, collaborative curriculum development at both the university and PK-12 school level, and joint research on teaching and learning.

Purpose

We will discuss the framework behind the partnership model, focusing on the practical and research-based merits of partnerships at various educational levels as an integral part in the improvement of teaching and learning. Specifically, we will focus on how to cope with partnership change in a PDS context, once the partnership has been established in a high-need urban setting of considerable instability.

Partners

The partnership's urban school district has a unique history of being under federal jurisdiction for not progressing in academic areas typically measured to determine educational success. In view of that, how did this partnership coalesce and prosper when confronted with initial low morale and perpetually changing leadership and educators? One plausible explanation, in relation to the partnership's operating model in Figure 1, is in the overarching theoretical framework and actual practice in the following areas: PARTNERS:

P — Positive Change
A — Accountability
R — Respect
T — Time
N — New Concepts
E — Engage Leadership
R — Resilience and Persistence
S — Strategic Thinking

P: Positive Change

We found that partnerships should view change as positive, given that change is inevitable in any partnership endeavor and is endemic to complex partnerships. In response to change, partnerships should revise, rework, and rethink, and the assessment of how change affects the goals of the partnership (Wong & Glass, 2005). We saw change as positive in its function as a critical mechanism for the following processes:

- Responding to change and taking action
- Creating new opportunities
- Bringing new strengths and perspectives
- Forcing re-evaluation of the partnership direction

A: Accountability

Partnerships need a defined system of accountability in which partners remember and remind one another at various levels that everyone is responsible for adhering to and realizing the goals and objectives of the partnership from its

conceptualization through realization (Teitel, 2003). We found in our partnership that accountability impacted the following areas:

- Structure of the partnership
- Consistency of the partnership vision
- Educating and re-educating partners
- Communication with partners and other participants
- Orientation for new partners and participants
- Expectations

R: Respect

If there is little or no respect, including little engagement and the marginalization of voices within the partnership, the partnership eventually will be unsuccessful, with potentially harmful consequences (Murrell, 2001). Building trust and respect at the various levels of the partnership is difficult, given partners' diverse cultures and climates of operation; however, trust and respect are critical components of any sustainable partnership. Within our partnership, we found that respect was given and endured through a systematic approach involving:

- Mutual respect for partners
- Priority setting and re-evaluation
- Organizational structure
- Administrative direction

T: Time

Like any form of collaboration or relationship, partnerships take time to coalesce. Partnerships need many forms of time-saving and time-sensitive initiatives, such as time for training, disseminating research results, conducting meetings, and reflecting (Hunkins, Wiseman, & Williams, 1995). We found that the following structure to our partnership operated the most effectively in terms of developing relationships, meetings, and commitments (see Figure 2). The value of time allowed our partnership to do the following:

- Plan and implement simultaneously
- Build relationships
- Attend meetings
- Respect partners' time and commitments

N: New Concepts

Over the course of a partnership, partners will initiate new concepts and inquiry, often quite different from the original concepts and analysis that drove the need for creating the partnership (Hunkins et al., 1995). We found that the generation of new concepts and modes of examination should be valued and discussed due to the persistently evolving nature of many partnerships and the contexts in which they operate. Thus, we advocated that partners embrace new concepts and new learning for the following processes:

- Educating and re-educating
- Creating a Professional Development School model
- Developing other partnerships
- Rethinking pre-service training
- Mentoring

E: Engage Leadership

All partnerships need to engage the leaders of the entities involved in the partnership. Within the scope of PK-12 and the university/college, the engagement of all levels of leadership, such as assistant principals, building liaisons, teacher-mentors, superintendents, associate deans, and deans, is especially vital to the sustainability of the partnership (Winitzky et al., 1992). The engagement of leadership in our partnership has shown to accomplish the following:

- Inspire leaders to support the vision
- Articulate the partnership message
- Create new networks and new connections
- Share decision making through communication

R: Resilience and Persistence

If a partnership is going to have prolonged sustainability and impact, partners need to be resilient and persistent in their partnership goals and objectives in the face of both changing contextual forces and internal and external factors involved in the partnership (Teitel, 2003). We found that persistence was a fundamental factor in the early and the sustainable phases of our partnership. Persistence enabled us to do the following:

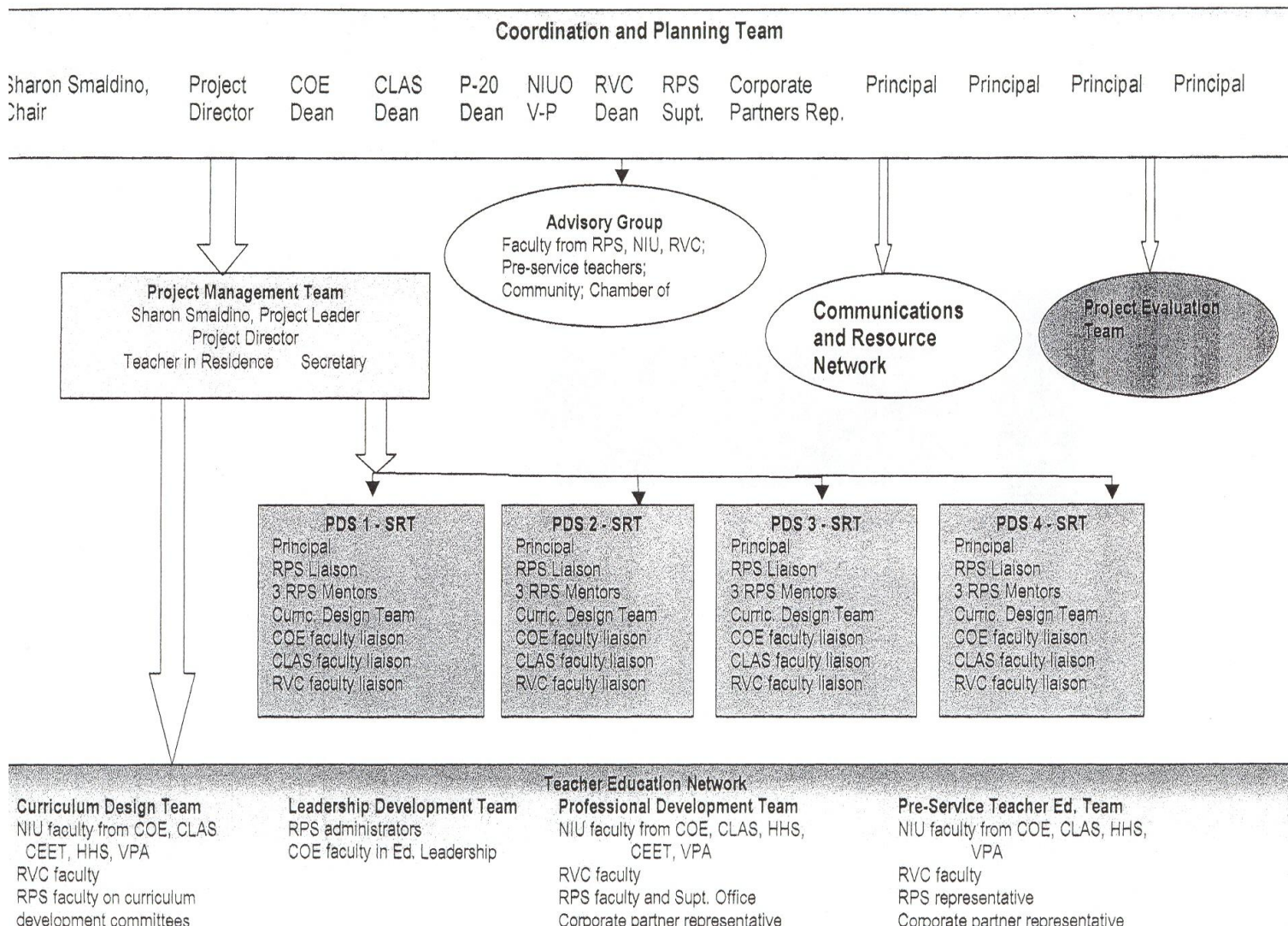
- Stay focused
- Address complex issues and road blocks
- Communicate
- Continue a shared vision

S: Strategic Thinking

Finally, strategic thinking, which in Figure 2 can be seen as an interconnected concept throughout the numerous levels of the partnership, is of primary importance to the vitality of the partnership. In dealing with the frequent changes within our partnership, the partnership stayed focused on its foremost goal of student achievement and continual assessment of this achievement in relation to the PDS partnership (Wong & Glass, 2005). Thus, strategic thinking enabled the partners to accomplish the following:

- Maintain focus
- Assess strategies
- Collaborate on partnership implementation
- Review progress and the future direction of the partnership

Rockford Education Alliance: Project Real Organization Chart



Conclusion

The PARTNERS model will continue to serve both as theoretical framework and as actual practice of our PDS partnership to enable us to achieve the goal and objectives of the project and to safeguard its enduring sustainability. Data derived from the partnership, lessons learned, and ongoing practices in teaching and learning among the partners indicates that this partnership will persist, evolving as school-university needs and circumstances dictate in the core areas of PARTNERS. That is, “positive change” will be the accepted norm with new endeavors related to Project REAL. Partners will be more comfortable accepting change related to the partnership because of the known “accountability” factor. We anticipate that “respect” for all partners will continue to expand, whether it’s the university instructors who are conducting research or the school district’s choice of curriculum. We will continue to take “time” to nurture the partnership and identify new concepts as the need arises. “Engaging leadership” at the district and university levels will remain a critical component emphasizing shared decision making and the importance of all partners. “Resilience” and “persistence” will continue to be essential factors for the sustainability of the partnership and the continual goal of increasing student achievement through “strategic thinking” and the future direction of the partnership.

References

- Holmes Group. (1986). *Tomorrow’s teachers: A report of the Holmes Group*. East Lansing, MI.: Author.
- Hunkins, F. P., Wiseman, D. L., & Williams, R. C. (1995). Supporting collaborative inquiry. In R. T. Osguthorpe, R. C., Harris, M. F. Harris, & S. Black. (Eds.), *Partner schools: Centers for educational renewal*. (pp. 99-123). San Francisco, CA: Jossey-Bass, Inc.
- Murrell, P. (2001). *Community teacher*. New York: Teachers College Press.
- National Council for Accreditation of Teacher Education. (2001). *Standards for professional development schools*. Retrieved February 9, 2007, from <http://www.ncate.org/documents/pdsStandards.pdf>
- Osguthorpe, R. T., Harris, R. C., Harris, M. F., & Black, S. (Eds.). (1995). *Partner schools: Centers for educational renewal*. San Francisco, CA: Jossey-Bass, Inc.
- Teitel, L. (2003). *The professional development schools handbook: Starting, sustaining, and assessing partnerships that improve student learning*. Thousand Oaks, CA: Corwin Press.
- Walker, D. A., Sorensen, C., Downey, P., Smaldino, S., & Lieberman, J. M. (2006, April). *When your experimental schools are pre-determined: A research design for selecting control schools for future examination of professional development endeavors*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Walker, D. A., Sorensen, C., Smaldino, S., & Downey, P. (2007). *A model for a professional development school intervention: REAL findings*. Manuscript submitted for publication.
- Winitzky, N., Stoddart, T., & O’Keefe, P. (1992). Great expectations: Emergent professional development schools. *Journal of Teacher Education*, 43, 3-18.
- Wong, P. L., & Glass, R. D. (2005). Assessing a professional development school approach to preparing teachers for urban schools serving low-income, culturally and linguistically diverse communities. *Teacher Education Quarterly*, 32, 63-77.

Successful Collaboration, *by Tom Conley*

Author Bio

Thomas Conley has taught high school biology for the last seven years at Quincy Senior High School in Quincy, IL. Prior to that, he taught the subject for 30 years at Parkway West High School in St. Louis County, MO. He currently is the LEA Program Developer of the TQE-P grant for Quincy University's implementation of a professional development school model for undergraduate education majors.

Article

As I write this, I feel like an outsider looking in. I have been in education for 37 years, using my expertise to teach biology to young people so they can be better prepared to live in today's changing world. I perform this role as a high school biology teacher rather than as a university professor. Several years ago, Quincy University participated in drafting ACI's TQE-P grant proposal. When the grant program was implemented at Quincy, I became the LEA Program Developer, which entailed a crash course in teacher education. As I enter my third year of implementing a Professional Development School (PDS) teacher preparation model at Quincy, I have had a thorough education in what makes for a strong collaborative partnership.

First, there must be at least one partner dedicated to the idea that the PDS model of teacher education is better than the current model. In addition to research and dedication to this ideal, this person must be a strong communicator. The advantages of the PDS model—new to many—must be explained clearly and persuasively to all constituents. The administration at both institutions has to be fully supportive of the changes that will occur in teacher preparation, professional development, and curriculum and instruction if a PDS model is to be successful. These changes constitute a paradigm shift from college-driven to collaborative decision-making, campus-based to school-based instruction, college faculty to faculty-school teacher team teaching, and from methods learning in the college classroom to a school-based, theory-practice pedagogical learning.

Once the PDS paradigm shift has been accepted, there needs to be at least one person from each institution who will take hold of this concept and make it a reality. These individuals must work closely with all the stakeholders in developing the specifics for implementing the PDS vision. For us, this was accomplished by researching different PDS models and then bringing together all of the stakeholders—Quincy University's School of Education and arts and science faculties, K-12 faculty, John Woods Community College faculty, administrators, education majors and K-12 parents—to discuss, evaluate, and reflect on the vision of the PDS model. Through this process, a conceptualized model for implementation of our PDS took shape and became the road map for building our collaborative effort. As the model was refined over time, we came to recognize the importance of close communication between the dean of the School of Education and an administrator from the partnering schools. Moreover, all partners needed to be involved in the changes that inevitably occurred.

After all constituents accepted the model, we became aware that having sufficient time to prepare properly for implementation was imperative. For each new course taught in the K-12 setting, two semesters of collaborative time for course development was provided. It is paramount that the staff at the K-12 setting and the university instructor has time to mold their course together. The university instructor must first understand that the class cannot be taught in the same manner as in the past; the differences go far beyond having a new setting. The content might be the same, but the manner of instruction has changed. Professors are not the sole purveyors of content; K-12 teachers impart content in their classrooms by demonstrating the pedagogies the pre-service teacher-candidates have learned in their methods classes and by participating in the reflective process at the end of class. The teachers also might share their expertise by co-teaching a class with the college instructor. Professors and teachers cooperatively develop new syllabi for the courses they will co-teach, laying out the expectations for the roles of each. As the course implementation occurs, this open dialogue needs to continue in order to assess the program's effectiveness in meeting course goals and to address concerns of the professor and K-12 teacher.

The partner schools have to be willing to provide instructional facilities, classroom technology, and some flexibility as a university schedule typically does not coincide with a K-12 bell schedule. The principal at the school is a key player in the success of the model. Communication has to be kept open with the staff, students, and parents. The principal must make sure that the goals of the school are not being compromised by the inclusion of the university class.

The teacher candidates likewise have to buy into this change. Even though it might require more work from them, they have to understand the advantages of the new PDS model. We accomplished this by having teacher-candidate representatives at all of our research events and planning meetings. We also held school-wide meetings to inform education students of the change to the PDS model, to explain the need for the change, and to listen to their concerns.

After our planning meetings, we established a steering committee consisting of representatives from each of our stakeholders. This group meets monthly during the school year to provide open lines of communication. This group provides policy guidance, support, ideas for change, and assessment of the model. Its diverse makeup allows any idea to be analyzed from different view points before a decision is made. In summary, the keys for a successful PDS collaboration are open communication, time to plan before implementing any change, continuous evaluation, and agreement of all partners with the PDS model.

Aurora University's New Teacher Academy: An ACI TQE-P Grant, by Saib Othman, Judy Swaggerty, Jay Thomas

Author Biographies

Dr. Saib Othman has been an Assistant Professor of Mathematics at Aurora University since 2002. Dr. Othman earned his PhD in Mathematics from the University of Iowa in 1996 and his BS degree in Mathematics and Physics from United Arab Emirates University in 1988. Currently, he is working on projects in math education and technology in the classroom.

Judy Swaggerty is an administrative assistant for the Institute for Collaboration at Aurora University. She earned her BA in English from the University of Wisconsin Eau-Claire. Judy supports the campus leadership team assigned to implementing the Associated Colleges of Illinois (ACI) Teacher Quality Enhancement Partnership grant. She provides oversight for the grant's data collection and analysis.

Dr. Jay Thomas is an Assistant Professor of Education and University Assessment Coordinator at Aurora University. He is Vice-President of the National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology (NCSSSMT), which is made up of more than 90 schools for students gifted in math, science, and technology. Dr. Thomas is editor of the *NCSSSMT Journal* and co-author of the forthcoming *Foundations of Meaningful Classroom Assessment* (McGraw-Hill).

Abstract

This paper provides an overview of the New Teacher Academy developed at Aurora University, reflection of its successes, and makes recommendations for future offerings. Instead of following the mentoring models found in the professional literature, the New Teacher Academy draws on the perspectives of experienced teachers and school leaders for its program of seminars and workshops on professional topics. Novice teachers identified the topics the Academy addresses, focusing on issues of diversity, classroom management, and the implications of No Child Left Behind.

Context for the Academy

In recent years, colleges of education and public school administrators alike have attempted to address the high rate of attrition among novice teachers, especially in high-need schools. Nearly 10 % of first-year teachers and 20 % of teachers with fewer than three years of experience leave the profession. A number of studies have attempted to isolate the factors that contribute to such levels of attrition (e.g., Rosenow, 2005; Stinebrickner, 1998; Grissmer and Kirby, 1997.) Recently, the particular needs of teachers of specialized groups, such as those with exceptionality, have received significant attention in the research literature because attrition rates among these teachers is higher than in the general teacher population (Olivarez and Arnold, 2006) and because of the mandates of No Child Left Behind. A significant body of literature analyzes why teachers of exceptional students leave the classroom (e.g., Billingsley, 2004; Nichols and Sosnowsky, 2002), but there is limited research on factors that encourage teachers to remain in a diversely populated setting.

Furthermore, research findings have suggested that the two most significant factors influencing a teacher's departure from the profession are salary and classroom management issues (Liu and Meyer, 2005). Salary is a systemic issue although perhaps negotiable, but discipline and classroom management are issues over which teachers display very different levels of professional efficacy.

In recent years, a body of literature has emerged on the effects of professional mentoring programs for new teachers. Such programs often address the efficacy of a mentoring program in a particular discipline, such as music or science (e.g. Edwards and Dendler, 2007), or at a particular level, such as high school or the community college. The New Teacher Academy described in this paper does not reflect the characteristics of the mentoring models found in the

educational literature. Instead, it offers a timely, collegial setting for novice teachers to listen, question, and collaborate on focused professional topics in large and small group settings.

Bearing in mind the still limited research on the long-term effects of mentoring programs among new teachers, this paper presents an innovative program addressing the problem of novice teacher attrition. The program's purpose is to introduce novice teachers to the perspectives of experienced teachers and school leaders through a series of workshops and seminars. The topics for the workshops — diversity, classroom management, and the implications of NCLB — were identified by novice teachers. Significantly, the topics aligned with issues raised in the educational research literature.

Setting and Participants

In September 2006, Aurora University (AU) hosted a series of seminars to benefit and support its pre-service teacher-candidates, novice teachers in neighboring district schools, and faculty and staff who work with teacher education students. The seminar series was sponsored by the AU Institute for Collaboration and supported by ACI's Teacher Quality Enhancement grant.

"One thing I really enjoyed about the sessions was that everyone. . . was in the same boat," commented a first-year teacher from District 129. "For the most part everyone was a beginning teacher and had many of the same questions. Several times, when someone asked a question or shared something with the class, it was something that I was also curious about."

The idea for a new teacher academy took shape in 2005 through the coordinating council, a group that seeks to strengthen collaborations between AU and neighboring school districts for discussing challenging issues and providing support for district teachers. The coordinating council is composed of AU faculty and principals, teachers, and administrators from Aurora School Districts 129 and 131.

Although principals and administrators expressed confidence in the content knowledge of their new teachers, they felt that novice teachers would benefit from additional training in the difficulties of managing a diverse student classroom in the high-need schools that surround the university. Consequently, four September seminars were designed to present strategies for addressing some of these challenges to in-service novice teachers and AU pre-service teachers.

New Teacher Academy Topics

The topics chosen for the New Teacher Academy grew out of informal discussions with student teachers and recent AU graduates. Novice teachers were asked for input on what they found most challenging in their diverse classrooms. Additional input was received from informal surveys and discussions with neighboring school district principals, assistant superintendents, and professional development staff.

The following topics were chosen:

- How Diversity Shapes Today's Classroom
- How "No Child Left Behind" Impacts Today's Classroom
- Classroom Management
- Getting Ready for Parent/Teacher Conferences

The first session used a lecture format. After feedback from the initial session was reviewed, the remaining sessions were structured around a 45-minute presentation followed by a break and then an open discussion between the

presenters and novice teachers. This format provided novice teachers with an opportunity to interact and ask questions about issues in their classrooms.

Speakers, chosen from elementary, middle schools, and high schools, included novice teachers, seasoned professionals, and administrators who were as culturally diverse as the attendees from the districts.

How Diversity Shapes Today's Classroom

The city of Aurora is representative of changing demographics in today's school classrooms. The seminar focused on increasing awareness of students' varying cultural backgrounds and learning styles. The first session addressed how to assist students with special needs and how to choose suitable teaching methods for English language learners. It raised these questions:

- How do you help all students achieve?
- How do you reach out to immigrant parents?
- How do you support students with learning challenges?
- How do you bridge cultures with classroom strategies?
- How do you bridge the equity gap?
- Are you willing to do what it takes?

The presenters provided comprehensive statistics on the demographics of the surrounding school districts. They emphasized that educators need to adapt their teaching styles to their increasingly diverse classrooms. One of the session leaders, a local high school administrator, advised new teachers: "You must always think of your students and what different styles and cultures may exist. Teachers should be aware of the trends and the different cultures of their pupils. Teachers need to structure classroom activities that split students up into diverse groups. Ask what languages are spoken at home. Require students to speak and write in complete sentence, and encourage all pupils to participate in discussions."

How "No Child Left Behind" Impact's Today's Classroom

This session presented the "No Child Left Behind" mandate and its implications for local schools as well as for new teachers. It included a discussion of "Annual Yearly Progress" (AYP), the organizational pressures that come with meeting this goal, and the consequences of not meeting AYP. It also included options for improving schools in a corrective action status. It addressed what it means to be a "highly qualified" teacher and strategies to help schools to meet NCLB goals.

Classroom Management

The following topics were addressed:

- Earning students respect
- Setting classroom rules and limits
- Enforcing rules and dealing with troublesome students
- Motivating students to keep them on task

The leaders of this seminar were a veteran teacher who shared her classroom management techniques, a novice teacher who shared how he survived his first year of teaching, and a district administrator who presented case study scenarios. Seminar attendees met in groups to decide how they might address negative behavior in positive ways.

Getting Ready for Parent Teacher Conferences

This seminar addressed the importance of starting the year on a positive note by contacting parents prior to parent-teacher conference time. The seminar was scheduled just before novice teachers were scheduled to participate in their first parent-teacher conferences. The following concepts were addressed:

- The important role of parents in their children's education
- The importance of building partnerships with parents
- The importance of sharing samples of student work
- Diverse families and non-traditional families
- Different cultures with language barriers

The Evaluation Methods

Written Evaluations

Each seminar attendee completed a hard-copy evaluation instrument at the end of each seminar. Below is a descriptive analysis of the survey results. The numbers in the table indicate the frequency of response to each item.

Table 1: This activity increased my knowledge and skills in my area of certification, endorsement, or teaching area.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Total
Group					
Diversity in the Classroom	0	2	14	12	28
NCLB	0	3	9	22	34
Classroom Management	1	4	16	12	33
Parent/Teacher Conferences	0	3	12	11	26
Total	1	12	51	57	121

Table 2: The relevance of this activity to ISBE teaching standards was clear.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Total
Group					
Diversity in the Classroom	0	1	11	19	31
NCLB	0	0	6	26	32
Classroom Management	1	0	14	10	25
Parent/Teacher Conferences	0	0	13	12	25
Total	1	1	44	67	113

Table 3: It was clear to me that the activity was presented by persons with education and experience in the subject matter.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Total
Group					
Diversity in the Classroom	0	0	4	27	31
NCLB	0	1	2	32	35
Classroom Management	0	0	6	33	39
Parent/Teacher Conferences	0	0	8	25	33
Total	0	1	20	117	138

Table 4: The material was presented in an organized, easily understood manner.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Total
Group					
Diversity in the Classroom		1	6	27	34
NCLB		2	6	26	34
Classroom Management		0	7	32	39
Parent/Teacher Conferences		1	11	31	33
Total		4	30	106	140

Table 5: This activity included discussion, critique, or application of what was presented, observed, learned, or demonstrated.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Total
Group					
Diversity in the Classroom		2	6	23	31
NCLB		2	7	21	30
Classroom Management		0	10	20	30
Parent/Teacher Conferences		1	9	22	32
Total		5	32	86	123

Reflection Papers

Participants from West Aurora High School who attended all four sessions were given the opportunity to write reflection papers about their experiences. West Aurora High School, as part of its new teacher induction plan, offered new faculty a menu of opportunities to demonstrate reflection on their experiences as novice teachers. One of the options was to write a reflection paper on their experiences in the New Teacher Academy. Eight New Teacher Academy attendees chose to participate. Their thoughts are included in the “What We Have Learned” section below.

Focus Groups

We also wanted to learn participant perceptions of the long-term benefits of their New Teacher Academy experience. We solicited participation from East Aurora and West Aurora high school novice teachers who had attended all four

sessions. Three teachers and a district administrator formed a focus group to share their thoughts. Their summarized responses are summarized in the “What We Have Learned” section.

What We Have Learned:

- The topics chosen were relevant and probably will be used in future Academy offerings, along with additional topics.
- Sessions should be scheduled at 4:30 p.m. so that teachers can arrive on time. Sessions should begin at the scheduled time. Presenters should arrive by 4:00 p.m. to test presentation equipment. We were downgraded on evaluations because of late starts due to equipment issues.
- Sessions should be shorter in length and more focused on specific topics. They also should be scheduled later in the fall and offered every other week to make it easier for novice teachers to attend. The number of sessions should be increased to six.
- Pre-service candidates and novice teachers should be offered a menu of topics from which they can choose. For example, some teachers already knew a lot about “No Child Left Behind,” but others who were less informed gained a great deal from this session.
- All sessions should be structured as forums with significant opportunity for open discussion.
- A novice teacher and an experienced teacher should be presenters for each topic. Whenever possible, the attendees should be divided into elementary and secondary groups for discussion purposes. Teachers from different levels want the sessions to speak directly to their needs.
- In order to serve pre-teachers who are currently enrolled in a methods practicum or student teaching, sessions should be held on days that do not conflict with their scheduled classes.
- For some topics, more than one level of discussion should be offered, depending on whether the audience is composed of pre-teachers or novice teachers. For example, the first level of classroom management should be directed to pre-teachers and should address how to structure the classroom for effective management. This should come at the very beginning of the school year. The second level should focus on how to reclaim the classroom when students misbehave and the discipline system isn’t working as well as expected. This level needs to be later than September, perhaps in early to mid-October.

Where We Go from Here: Plans For Next Year’s New Teacher’s Academy

AU is hosting the New Teacher Academy again during Fall 2007 with support from ACI’s TQE-P grant. We met with our partnership school districts (East Aurora and West Aurora) over the summer and have chosen the following topics for our seminars:

- How to be an Effective Teacher: The First Days of School
- Getting Ready for Parent-Student-Teacher Conferences
- Professional Support and Professional Development
- Classroom Management: What to Do When Things Get Out of Control

In response to last year’s evaluation forms, each of these sessions will be shortened to 90 minutes. Also, the sessions are scheduled to start at 4:30 instead of 4:00 p.m., which will allow teachers to attend the session directly after school. We also have moved away from the lecture format. All of this year’s sessions are intended to be highly interactive to allow questions and comments at any time during the session. To ensure better attendance by AU teacher-candidates, two of the four sessions will be scheduled as part of the weekly seminar attended by all teacher-candidates completing their student teaching semester.

The first two sessions of 2007 were held on September 5 and September 20. Both were well attended and had lively discussions. The other two sessions are scheduled for October 4 and October 17. The initial response from the teacher-candidates to this second iteration of the Aurora New Teacher Academy has been quite positive, leading us to investigate the possibility of offering these seminars during the spring semester as well.

References

- Edwards, K. & Dendler, D. (2007). Mentoring student teachers in the music classroom. *Music Educators Journal*, 93, 5, p44-50.
- Grissmer, D.W. & Kirby, S. (1997). Teacher turnover and teacher quality. *Teachers College Record*, 99, 45-56.
- Liu, X.S. & Meyer, J.P. (2005). Teachers' perceptions of their jobs: A multi-level analysis of the teacher follow-up survey for 1994-1995. *Teachers College Record*, 107, 5, 985-103.
- Olivares, M.M. & Arnold, M. (2006). Personal and demographic characteristics of retained teachers of special education. *Education*. 126, 4, 702-710.
- Rosenow, D. (2005). Stress, burnout, and self-esteem among educators. *Journal of Border Educational Research*, 4, 87-90.
- Stinebrickner, T.R. (1998). An empirical investigation into teacher attrition. *Economics of Educational Review*, 17, 127-136.

Illinois College and Dr. Pedro Albizu Campos High School Collaboration on a Type 9 Certification Program, *by John W. Fritsche*

Author Bio

John Fritsche is a Professor of Education and Director of Teacher Education at Illinois College in Jacksonville, IL. He has been with Illinois College since 1989 when he received an Ed.D. in Curriculum and Instruction from Illinois State University. He is co-author of the book, *Turning Points in Middle Schools: Strategic Transitions for Educators*, and was a Fulbright Senior Scholar to Cyprus in 2002.

Abstract

Illinois College, in Jacksonville, IL, and the Dr. Pedro Abizu Campos High School (PACHS), located in the Puerto Rican community in Chicago's Humboldt Park neighborhood, collaborated to create a Type 9 certification program with a Latino focus. Implemented in Fall 2007, the program is directed at teachers from alternative schools in Chicago. The teachers all had BA degrees and had completed the required courses for Illinois College's ISBE-approved certification programs. The two-year program, which is receiving funding through the Associated Colleges of Illinois (ACI) a Transition to Teaching grant, will culminate in Spring 2009, when teacher-candidates complete their student teaching obligations. Illinois College and PACHS currently are exploring how to expand their program into a graduate program.

Article

According to Jose Lopez, Executive Director of the Juan Antonio Corretjer Puerto Rican Cultural Center, one of the major disappointments in American public education has been the persistent failure to educate Latino youth. This was documented in a report by the American Federation of Teachers (2004), which stated: "Educational outcomes for Latinos have not improved dramatically in the last 30 years. Latinos continue to have low academic achievement and the highest dropout rate in the nation, as well as low college-preparatory course enrollment and post-secondary attainment." This report, like so many others, is concerned with the gap in achievement outcomes of Latino youth relative to white students. Too many Latino youngsters are dropping out of school without developing and mastering the skills needed for today's global society and economy (Dilworth and Brown, 2001).

In 2003, the U.S. Department of Labor's report, "Futurework: Trends and Challenges for Work in the 21st Century," pointed out that Latinos have the highest dropout rate of any major ethnic group in the United States, even when Latino immigrants are excluded from the data (American Federation of Teachers, 2004.) That statistic takes on even greater significance in light of the growing number of Latino youth, ages 10-19. The current estimate is that Latinos will make up 30% of all U.S. youth by 2050 (OCHA, 2007). Lopez maintains that such growth presents both challenges and opportunities for policy makers and schools. According to Lopez, a major initiative is needed to create teacher training programs that focus exclusively on preparing teachers to serve Latino youth. The collaboration between Illinois College and the Dr. Pedro Abizu Campos High School, planned in 2006 and initiated in 2007, speaks to that challenge.

Lopez, a former Chicago school teacher, has been an educational and civic leader in Chicago since 1971. In addition to being Executive Director of the Puerto Rican Cultural Center, Lopez lectures in Latin American Studies at a number of Chicago universities. A visionary known for his efforts to stabilize and transform his community, Lopez is responsible for the creation of the Dr. Pedro Albizu Campos High School (PACHS), Centro Infantil Childcare Center, the Juan Antonio Corretjer's Puerto Rican History & Culture Museum, Vida Sida Aids Project, and the Borinquen Bakery. As part of his duties at the Cultural Center, Lopez serves both as local historian and promoter of social service programs that answer health and education needs, while reaffirming the neighborhood's cultural legacy (Inklebarger, 2006).

Illinois College's Type 9 certification program was created in collaboration with Lopez, PACHS, and the Puerto Rican community in Chicago's Humboldt Park. The program is funded through ACI's U.S. Department of Education Teacher

Quality Enhancement Recruitment grant, which enabled Illinois College to strengthen its teacher preparation program by supporting secondary teacher-candidate internships in the Alternative School, in Jacksonville, IL. It also has facilitated staff development training for college interns and the faculty from the Jacksonville Alternative School.

The outcomes of the program have exceeded all expectations, strengthening the Jackson Alternative School's learning environment. The central purpose of the program is to examine ways in which teacher education can incorporate a true critical pedagogy as a means of improving the school experiences of Latino youth in Chicago-area alternative high schools. The courses are addressed to transforming the curriculum so that it incorporates Latino culture-centered knowledge, bilingual education, and a model of community-based student-centered education.

In the course of searching for staff development providers from Chicago to implement the grant, I contacted Marvin Garcia, director of the Alternative Schools Network (Chicago) Praxis Project. He arranged a meeting with members from the Abizu Campos High School, including its Director of Instruction, Matt Rodriguez. In November 2006, Garcia, Rodriguez, and three students from Dr. Pedro Albizu Campos High School came to Jacksonville to provide a staff-development program component to Illinois College teacher-candidates and the Jacksonville Alternative School faculty. The high school students, who were the principal speakers, explained their experiences at PACHS and what they found to be successful and beneficial in their educational program and persistence towards graduation.

Soon after, Lopez and Lourdes Lugo, director of the Dr. Pedro Albizu Campos High School, spoke with me about the possibility of developing a Type 9 teacher certification program with an urban Latino focus. Initially, the program was referred to as a "grow your own" teacher certification program, consisting of a number of qualified Latino teachers who were committed to the goals and philosophy of the school's programs, but who did not hold Illinois teaching certificates. Since then, I have met numerous times with Illinois College's Chicago partners to explore the unique needs of the alternative schools and the teacher-participants in the program.

Lopez believes that the Type 9 certification program will offer experiences that challenge many established practices, especially traditional teacher training, which he believes, is one of the most serious problems in urban education today. "Teacher training schools do not train teachers that deal with our (Latino) children," Lopez stated in June 2007, at a meeting with teachers interested in participating in the program. "And because they are not trained, they find incredible difficulties." For example, "they have difficulties because they do not validate the culture, language, and experiences of these young people."

Teachers who participate in this program will enroll in three of Illinois College's Type 9 certification programs — Math, English/Language Arts, and Social Science/History) —which have been approved by the Illinois State Board of Education (ISBE). Teachers seeking certification in Spanish will enroll in the state-approved Type 10 Spanish language program.

One of the purposes of this program is to increase the Illinois College's outreach in the inner-city Latino communities of Chicago. Another is to serve teachers who are interested in developing teaching and learning skills and strategies that are unique to Latino urban learners. Integral to the programs is a teacher training process that will prepare professionals for the multilingual and multicultural student populations who will dominate 21st century classrooms. This program will enhance and be consistent with Illinois College's mission of excellence, access, diversity, and community.

The first course offered, "Multicultural Issues in Education," met for three days on the Illinois College campus. Thereafter, the course met on Monday evenings at the Puerto Rican Cultural Center, the community's intellectual anchor. The program's curriculum is designed to include the same courses and program requirements as other Type 9

certification programs but with an explicitly Latino focus. The teachers enrolled in the program will take courses during Fall, Spring, and Summer of the 2007-2008 term and Fall of the 2008-2009 term. In Spring 2009, they will return to their classrooms for student teaching.

The need for teachers who are responsive to the cultural backgrounds and learning styles of Latino youth today is fundamental to efforts to improve academic achievement (Nieto, 2004). Several research studies have validated this insight by showing that understanding the culture gives rise to a greater level of learning than is possible under culturally insensitive conditions (Dilworth and Brown, 2001). "Language; posture; relationships with teachers, parents, and peers; and communication styles are all factors that, when misunderstood, can prove to be detrimental to academic achievement. Educators who are attuned to these variations in ethos and mores are highly desirable and apparently are more effective."

Interviews with Mexican American educators (Espinoza-Herold, 2003) underscore the need for more Spanish-speaking educators in schools as well as the need to address "the larger social dynamics that create social and political repression for Hispanics." The consensus is that the people who are in the best position to do this are those who share the same culture and language. There is much to suggest that teachers with backgrounds similar to their students are able to leverage this knowledge more effectively than those with dissimilar backgrounds. As M.E. Dilworth argues, "Given their culturally diverse backgrounds and the academic training defined by the white majority, Hispanic and other minority teachers possess a consummate understanding of the relationship between education and this society." (Dilworth and Brown, 2001)

Seen in this light, the shortage of minority teachers in urban schools in the United States is particularly disturbing. Espinoza-Herold (2003) cites statistics from the National Education Association indicating that urban schools are facing a 73% shortage of bilingual teachers. Moreover, 42% of urban schools in the nation do not have an Hispanic educator (National Education Association, 2003). According to the American Federation of Teachers (2004), two million new teachers are needed during the coming decade. The shortage is especially severe at the high school level and in critical content areas, such as science, math, and English as a Second Language.

Like many private liberal arts institutions located in rural Illinois, Illinois College has a limited number of Latino high school graduates enrolled in the college and, consequently, in its teacher preparation programs. One reason may be the rural location, although a neighboring town within 25 miles of the school has a large population of Mexican immigrants. Another reason may be its traditional liberal arts curriculum, which offers few courses on the history and cultures of Latin America and the Caribbean. Many Latino students gravitate to these classes, which often are their first opportunity to study their culture and history.

The high school drop-out rate among Latinos is another important reason why few Latinos attend Illinois College. Those who do graduate, however, are more likely than any other ethnic group to enroll in community colleges (AFT, 2004).

A goal of the Type 9 certification program at Illinois College is to establish a culturally responsive learning community within a cohort format to examine issues in Latino education and ways to enhance the academic achievement of greater numbers of Latino students. Because the teachers in this program are mostly Latino and teach in schools with large populations of Latinos, their insights and understanding of the curricular requirements best suited for the academic achievement of these students is invaluable. In addition, research in this area suggests that insights derived from the application and practice of innovative ideas contribute significantly to the learning process (Dilworth and Brown, 2001).

The majority of the teachers in the initial cohort are from PACHS, which serves as the lead partner in this collaboration. Additional teachers enrolled in the program are associated with El Cuarto Año High School and Latino Youth Alternative High School. The Type 9 program is being designed around the philosophical orientation and successful practices of the Dr. Pedro Albizu Campos High School, a community-based institution founded in 1972.

Dr. Pedro Albizu Campos High School is committed to the development and maintenance of a learning community whose teachers understand the cultural nuances that are necessary to the development and delivery of a culturally responsive pedagogy. Located above the Puerto Rican Cultural Center on Division Street in Chicago, the school provides approximately 120 students with a standards-based multicultural curriculum of intensive academic and community-oriented learning experiences in the context of Puerto Rican and Latino life. PACHS is a working partner of the Juan Antonio Corretjer Puerto Rican Cultural Center and a participating member of the Alternative Schools Network and the Youth Connection Charter School.

According to the vision statement by the PACHS Committee for Curriculum Development, the education of youth in Humboldt Park, a community known worldwide for its leadership in education and social justice, is heavily integrated into the culture and social ecology of community life. Education focuses on promoting an understanding of the interrelationships of environmental, economic, and political concepts of community building and social empowerment. The school embraces an ideology of holistic education, which places a strong emphasis on social and environmental values and respect for indigenous knowledge systems, while creating action-based opportunities for youth to address social and environmental issues in the Humboldt Park community.

This pedagogical approach to education, heavily influenced by the teachings and writings of Paulo Freire, the famous Brazilian educator, is designed to make learning as personally, socially, and politically relevant as possible. Last year, for example, high school students participated in a community gardening project that had them growing vegetables and herbs, which were sold at the local farmers market. Students learned urban agriculture, were engaged in their community, and applied their knowledge so that the end result was an educational product that was culturally and economically significant to them and to their community.

The educational vision of PACHS calls for a curriculum designed to encourage students to construct knowledge and self-define their ability to influence social and environmental factors in positive ways. The curriculum, which is aligned with Illinois Learning Standards for Math and Science, focuses on integrating the study of social ecology and urban agriculture across disciplines. Urban agriculture provides a means through which students study social ecology and gain a deeper understanding of the natural world and their interdependence with the environment. This reconnection with the environment is critical as youth are becoming increasingly disconnected from the natural world and more dependent on the products of industrialization and technology.

This grassroots, ecologically-based framework, which fully integrates teaching and learning with community life, makes the PACHS approach a unique and valuable setting for teacher training. Teachers become skilled at engaging students in authentic learning experiences, which prepare them with the skills and knowledge they will need to lead their generation in meeting the growing social and environmental needs of their community.

A major component of the PACHS vision includes building strong relationships among students, community members, and organizations. For example, students have opportunities to become involved in Community Organizing for Obesity Prevention (COOP), an organization that represents Humboldt Park, the Farmer's Market, and the Puerto Rican Cultural Center in their diabetes prevention efforts. Community members also have opportunities to mentor students and share intergenerational knowledge, which contributes to the richness of community life in Humboldt Park. Furthermore, organizations benefit from these relationships by developing and drawing on the social capital created

by the students. Students involved in these activities are active participants in a community-building process, which extends the integration of the curriculum across organizations, cultures, and generations within the community.

Beyond its association with Illinois College, PACHS has engaged in mutually beneficial collaborations with other higher learning institutions, including DePaul University, Dominican University, Northwestern University, and the University of Illinois at Urbana-Champaign.

At an introductory meeting with teachers interested in the Type 9 program, Jose Lopez explained that discussions were initiated with Illinois College to accomplish more than simply certifying PACHS. In a meeting with the teacher recruits for the Type 9 program, Lopez asserted, "There are many certified and credentialed teachers in Chicago Public School, but they are not effective with our children." Lopez anticipates that this Type 9 certification program is only the beginning of a much bigger enterprise, which eventually will become a very specialized teacher training program with a Latino focus for pre-service and in-service teachers who will earn graduate degrees in education and certification in Illinois.

The distinction referred to by Lopez harks back to themes of a symposium that the Alternative School Network of Chicago conducted in 1975 with Paulo Freire. Since then, the Dr. Pedro Abizu Campos High School has put many of Freire's principles into practice. One noteworthy Freire philosophical principle is the notion that teachers must constantly be learners who are validated as intellectuals, in the words of Henry Giroux (1988).

According to Lopez (June, 2007), "teachers must learn through the real struggles of people . . . and it is in this spirit that we need to create a teacher training institute to focus on teachers' work with Latino-based schools." The changing demographics of the next 15 years lead Lopez to believe that schools are going to change drastically as new challenges are presented, requiring teachers to be able to validate language, culture, and community. "You cannot underrate those things," claims Lopez. "No one can be a good teacher if you extrapolate yourself from the community of people you are engaged in."

Lopez's passion for this program goes back to his education studies at Loyola University. He did his student teaching at Tully High School, in Chicago, the precursor to Roberto Clemente High School. An honor student, Lopez recalls that he was advised not to go to this school because it was situated in a "bad community with bad kids." Rejecting the view that the communities and children were the problem, Lopez decided to promote the community as an intellectual space. "We want teachers to validate the community where they teach as an intellectual space," he recalls. "And where the bridge with culture is produced, reproduced, renewed; and if we don't look at it that way, we're finished. Because there is no way we can keep up. You can duplicate and replicate some [externally introduced teaching] systems, but you are not really engaging students. And you may reach 25% of the student body but you lose 75%." (June, 2007)

In 1969-70, Lopez participated in the very first study conducted on Puerto Rican dropouts in Chicago. The study's findings, known as The Lucas Report, indicate that 73.9% of Puerto Ricans who went through Chicago Public Schools dropped out. Lopez does not believe that the conditions addressed by the report have been alleviated in subsequent years. He says he has asked himself over the years, "Is it because, genetically, Puerto Rican students are stupid and don't want to go to school, or is there something wrong with the system that is causing this problem? And for me, it was obviously something with the system." He expects Type 9 certification programs to be carefully designed so that teachers learn to validate culture, community, and language in a culture of humility.

Creating a culture of humility requires that teachers approach their students as "awesome" human beings from whom they have much to learn, as opposed to being "know-it-alls." By engaging teachers as intellectuals but treating

students as fully engaged and dynamic human beings who possess and produce knowledge, the program will expand and prosper.

Funding is one of the biggest challenges for the program. The program has received financial support from the Alternative School Network (ASN) of Chicago and ACI. ASN provided \$20,000 to support the first course, and Illinois College will receive crucial funding through ACI's Diversity at the Blackboard initiative and its U.S. Department of Education Teacher Quality Enhancement Recruitment Transition to Teaching grant. The ACI funds will assist with planning costs and the teachers' tuition expenses. In addition, Illinois College has agreed to provide each teacher with a scholarship to significantly reduce tuition costs.

In spite of the challenges to funding the program, Illinois College is intent on linking its Type 9 ISBE-approved program to a Latino community and a process certain to yield new insights about teaching and learning. An additional challenge for Illinois College is transforming this program — which has been designed with a legacy of commitment to achievement, standards, and scholarship for traditional undergraduates — into a teacher- education graduate program to accommodate the needs of the Latino teachers in the alternative schools in Chicago.

Lopez' hope is that the program will be one of the best for teacher training by linking the high quality of Illinois College's teacher preparation programs to the legacy of student success at the Dr. Pedro Albizu Campos High School. The teachers enrolled in the program will be teaching concurrent with certification, a process that meets the approval of the ISBE because these alternative schools are not part of the Chicago Public Schools. During the certification program, the Latino youth also will become a part of the process because the teacher's experiences in the classroom will be used to refine, define, and redefine her understanding of the experience of educating these young people. This is the dialogical process that Paulo Freire wrote about in his classic text, *Pedagogy of the Oppressed*. The students will be engaged in a way that makes them teachers while their instructors will become learners. Illinois College and the Dr. Pedro Albizu Campos High School will be able to achieve the best practices in teacher credentialing and teacher professional development through an authentic real focus on the importance of language, culture, and community. In sum, the teacher education curriculum at Illinois College offers great promise for Latino youth in Chicago.

References

- American Federation of Teachers. (2004). "Closing the Achievement Gap: Focus on Latino Students," www.colorincolorado.org/article/12929?theme=prin
- Dilworth, M.E., & Brown, C. E. (2001). Consider the difference: Teaching and learning In V. Richardson (Ed.), *Handbook of research on teaching*. (pp. 643-667). Washington D.C.: American Educational Research Association.
- Espinoza-Herold, M. (2003). *Issues in Latino education: Race, school culture, and the politics of academic success*. Boston: Pearson Education Group, Inc.
- Giroux, H.(1988). *Teachers as intellectuals: Towards a critical pedagogy of learning*. Westport, CT: Bergin & Garvey.
- Inklebarger, T. (July 27, 2006). *Stirring the melting pot*. Retrieved Oct. 23, 2007, from <http://www.chicagojournal.com/main.asp?Search=1&ArticleID=1987&SectionID=25&SubSectionID=55&S=1>.
- National Education Association. (April 28, 2004). Are Male Teachers on the Road to Extinction? *Press release*. Retrieved on Oct. 22, 2007, from <http://www.nea.org/newsreleases/2004/nr040428.html>

Nieto, S. (2003). *Affirming diversity: The sociopolitical context of multicultural education*, (4th ed.) Boston: Allyn & Bacon.

Oregon Council for Hispanic Advancement. (Jan. 25, 2007), "Latino Youth Work to Close Achievement Gap." *Press release*. Retrieved on Oct. 22, 2007, from http://www.ocha-nw.org/Documents/NEW_VISIONS_GRANT_PRESS_RELEASE1.pdf

Collaborations: Building Strong P-20 Relationships, by Sherry R. Eagle and Gary D. Jewel

Author Bios

Sherry R. Eagle is Superintendent of CUSD 129.

Gary J. Jewel is Executive Director of the Illinois Center for Education and Health Services.

Introduction

Sustaining our local schools as high-quality learning institutions depends, to a great extent, on our ability to work collaboratively as educators. From preschool to graduate school, we need to solve problems, make decisions, and design programs that best meet the needs of our students. Collaboration and P-20 partnerships are essential in a nation built on federalism, which delegates responsibility for education to the states. This is particularly true in Illinois, where a long tradition of local control relies on people delivering programs at the community level.

For our aspirations to bear fruit, we have to make them doable, school-by-school, district-by-district, throughout the state. We live in a state where things are done and real decisions are made very close to the classroom. For improvement to occur, practitioners must be in the decision-making loop to shape quality teacher-education programs. Furthermore, veteran classroom teachers in partnership with the university must take responsibility for inducting the next generation of educators.

The Need for Partnerships

As John Goodlad has noted, partnerships cannot achieve excellence in teaching and learning through professional education communities without a document that establishes the conceptual framework of the collaboration. The document is essential to implementing the partnership's goal. Goodlad (1985b) advocated for school-university partnerships that are symbiotic, assuring that the mutual interests of the two parties are well-served.

"This symbiotic mutualism is more than 'working with,' it is working with in order to satisfy the mutual self-interest of the two (or more) agencies involved. It is not enough that the agencies are equal in the relationship; they need to be mutually benefiting each other." (Sirotnik & Goodlad, 1988, p. 40)

Thus, the responsibilities of the university and the school for schooling are inseparable:

The argument for school-university partnerships proceeds somewhat as follows: For schools to get better, they must have better teachers, among other things. To prepare better teachers (and counselors, special educators, administrators), universities must have access to schools using the best practices. To have the best practices, schools need access to new ideas and knowledge. This means that universities have a stake in school improvement just as schools have a stake in the education of teachers (Goodlad, 1985b).

The term P-20 refers to the 20-year continuum of formal education — from preschool through graduate school — offered through our nation's educational systems, which have both public and private components. One can pursue formal education for longer periods but obtaining the highest degree generally engages the student for 21 years.

Implementing P-20 Partnerships

While we should view educating our nation's students as a single goal for the entire system, acting on that premise is very difficult. In many states, major issues of governance compromise the common drive for excellence. In Illinois,

governance issues are informed by our deep traditions of decentralization and massive numbers of local units. Achieving coordinated governance a difficult feat to accomplish when 900 school districts, the regional offices, intermediate units, a state board of education, a community college board, and a board of higher education share oversight. Teacher education takes this a step further, requiring a private system of colleges to be publicly monitored via the state certification board.

As if the structural issues were not enough, we are divided by deep divisions in vision and purpose between those in “higher education” and those who teach in and operate our “common schools,” as they were once called. When we do meet and try to find neutral ground, we rarely find a common language. The search for common ground can only change through the engagement of leaders at CEO level. Presidents of colleges and universities need to partner with and engage in dialogue with local school superintendents and other leaders of K-12 educational community.

All these proposed engagements face formidable obstacles. The discussion of partnering P-20 must begin as a “matter of scale.” The challenge is not to save the system or refashion the organizational paradigm but to try to take a local community and its P-12 system, and integrate it with the world of your local college and university, and see what a P-20 approach to issues might render. Develop a synergy that will help all simultaneously. You will not remake American education, but you can tell a story that may inspire others who are similarly situated to attempt such work or find other partners who could be surrogates for a college or university. Illinois has an incredible system of community colleges and universities, both public and private. We need to organize the state’s school districts so they might engage their regional universities and private and public colleges with teacher education programs to work together on school improvement.

Each system logically prepares students for the next. The goals are always set from the destination or goal and worked backwards. So, our PK-12 system always asks the question: “What must all 12th graders be able to do when they leave our system?” From a P-20 perspective, however, asking this question is like building a house without a roof. The answer lies with the expectations of a college graduate.

Similarly, higher education that fails to take PK-12 into account is like building a roof without a house. Lack of collaborative dialogue will lead our educational infrastructure to collapse, but the defining of specific standards at grades 14, 16, and 20 is an important beginning and will be critical in ensuring a successful college completion.

From this perspective, P-20 appears to be not an option but a requirement if we are to view our educational systems as seamless with common goals and objectives.

Summary

The future requires that educational professionals do everything possible to extend these P-20 partnership engagements. We may have to bend rules. Sometimes, we have to manipulate the system to allow closer contact with our children and their needs. All of these partnerships are predicated on mutual trust and respect. These two precepts stand as the cornerstones of all our work together. They are the very basis of strong personal and institutional relationships. As partners, we have turned our eyes from retrospective calculations about staying between the lines drawn in the past. As we look ahead to the future, we find new opportunities and collaborations to effectively serve our constituencies.

References

Goodblad, J. L. (1984). *A place called school: Prospects for the future*. New York: McGraw Hill.

Goodlad, J.L. (1988), "School-university partnerships for educational renewal: Rationale and concepts," in Sirontnik, K.A., & Goodlad, J.L. (Eds), *School-university partnerships in action: Concepts, cases and concerns*. Teachers College Press, New York.