

Archived Information



Exemplary Practices

B-1: Bringing Diverse Populations into the Teacher Certification Process

The College of Education at Wayne State University focuses on the preparation of professional educators for urban settings. In 1997 the College won the AACTE award for best practice in the area of supporting diversity in the teaching profession. Preparation programs at the College are field-based and work in close collaboration with the public schools, including the Detroit Public Schools. The theme of the College is "The Urban Educator as a Reflective, Innovative Professional."

History

The College of Education at Wayne State University has always been committed to recruitment of a diverse population of students. Approximately 25% of the 30,000 students at the University are from minority groups. Within the College of Education, however, small pools of students from minority groups were applying for initial teacher preparation programs. In an attempt to increase the number of certified teachers from minority groups, two major initiatives were developed: articulation agreements with local community colleges; and alternative pathways to teaching programs with the Detroit Public Schools.

Located in the center of Detroit, in close proximity to downtown, Wayne State University is commuting distance from the five campuses of the Wayne County Community College District. Henry Ford Community College is located in Dearborn, Michigan, also an easy commute to the campus of WSU. Both community colleges have open admissions policies and serve a non-traditional population with an average age of 27. Both institutions have high numbers of students who are members of minority groups. All three institutions are large and complex.

Since teacher certification programs have many specific requirements covering admissions, academic majors and minors, fieldwork in the schools and extensive state mandated testing, additional pipelines were needed to help students complete the programs. Articulation agreements were developed with these community colleges by an official Joint Development and Review Board. Included in these agreements are the following elements: assignment of a contact person from WSU to all community college students interested in pursuing teacher certification as soon as they indicate interest; special preparation for meeting University admissions requirements; arrangements on the WSU campus for community college students to use university resources (i.e. academic development, test taking seminars, etc.); assistance with scholarships and financial aid; guidance in selection of courses which transfer and apply directly for specific requirements for certification; monitoring of academic progress until completion of the program; and cohort group support.

The original Alternative Pathways Project with the Detroit Public Schools began with funding from the Dewitt Wallace-Readers' Digest Fund, through Bank Street College of Education. This program was jointly developed by faculty and administrators from Wayne State University College of Education and administrators and prospective teachers from the Detroit Public Schools. As a result of the success of the first program, four additional programs have been established using this model. All of the programs include teacher candidates who were already working in some capacity in the schools, but not as certified teachers. The programs provide financial support for tuition, monthly group meetings led by the students, experienced teachers who are mentors, an active role by principals in the program, special seminars and support services and on-the-job student teaching. The ongoing support and assistance of the Detroit Public Schools has been crucial to the success of these programs. The original cohort group included students in elementary education and secondary students from mathematics and science education. A second cohort group was modeled directly on the first group, and then additional cohorts were developed for bilingual education, special education and for minority males, the most under-represented group in teacher preparation. Students have made remarkable progress in the programs with most of the first two cohorts finishing their programs in 2-6 semesters, while continuing to work full-time.

We are now incorporating elements from these special programs into our regular preparation program, attempting to institutionalize the "best practices" developed in these alternative pathway programs. Faculty

are enthusiastic about working with students admitted through these programs, because of their unique abilities and the richness they bring through their diverse backgrounds. We all believe these students will make significant contributions to the teaching profession, based upon their performance to date and the obvious commitment to their chosen profession.

Mission

Wayne State University is a national research university with an urban teaching and service mission. The university aspires to implement its curricula in ways that serve the needs of a non-traditional student population that is racially and ethnically diverse, commuting, working, and raising families. Most students are from the first generation in their family or neighborhood to attend a university. There are 14 Schools and Colleges within this state supported institution. The College of Education has over 3,700 students in undergraduate and graduate programs and certifies approximately 700 students per year. All teacher preparation programs are field based and students do multiple field placements before student teaching. The College is NGATE accredited. Wayne County Community College District is designed to be an affordable, comprehensive, contemporary, "open door," urban/suburban and multicultural institution, whose mission is to promote the educational, cultural, and economic development of the community by providing quality education. It serves over 11,000 students, 58% of whom are from minority groups. The city of Detroit is located in Wayne County.

Henry Ford Community College is dedicated to the education and enrichment of its students and community. It is a public, comprehensive non-residential community college striving to meet the diversified post-secondary educational needs of the community. The main campus is in Dearborn, Michigan and there is a Dearborn Heights Center. Together they serve over 13,000 students.

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Exemplary Practices

B-2: Bank Street College's Unique Approach to Teacher Education

History

Bank Street College, long a beacon of progressive education, was recently named by the National Commission on Teaching and America's Future as one of seven exemplary learner-centered teacher education programs in the US. Founded in 1916 by Lucy Sprague Mitchell as the Bureau of Educational Experiments for New York City, Bank Street continues to emphasize the individuality of each learner and the importance of community-building in the reconstruction of a more just society. This very sensible approach has enabled Bank Street to make number of important contributions over the years:

- The Bank Street Readers put children of color into textbooks.
- The Little Books anticipated the whole language movement by providing young children with individual books and stories.
- The Bank Street Writer was the first word processing program for children.
- The Voyage of the Mimi was the first interactive multimedia curriculum (and it's where Ben Affleck got his start!)

Based on a teacher education program hailed as a "model of coherence" by the Holmes Group, all Bank Street programs link coursework and supervised fieldwork through an intense process of advisement staffed by senior faculty. This approach to advisement is designed to encourage Bank Street graduate students to reflect deeply, to forge a connection between personal and professional development, to pursue the integration of theory and practice, and to maintain an enduring commitment to collaboration for the benefit of young people and families.

Today, Bank Street graduate faculty are preparing teachers and school leaders, as well as educators for day care centers, museums, clinics and hospitals, to serve the broader range of children and families who will build this nation's future. Well aware of the striking disparity between a mostly white, middle-class, and female teacher corps and the accelerating diversity of our student population, we are currently engaged in efforts to help all educators recognize the strengths and needs of every child - including students with disabilities, newcomer children from different nations, who may or may not be English language learners, and the many children of color from communities who have long been under served.

Mission

We recognize that young people and those who teach them, especially in our large urban centers, will need to draw on everything available that can inform and extend learning. Importantly, this includes educational technology and the arts as well as the many sources of knowledge that all of us bring from our homes and communities. As our colleague Sal Vascellaro affirms eloquently, a key aim of the project we share with partners both in and beyond the NYC school system is to continue "widening the circle of affiliation."

Key Partnerships

Bank Street College's partners include the New York City Board of Education, the Lincoln Center Institute for the Arts. Bank Street is also a member of the Holmes/UNITE project.

Judith Rizzo is Deputy Chancellor of the New York public schools. Specifically Bank Street is in partnership with districts 10, 5, 7, 3 and selected schools in district 2.

Scott Noppe Brandon is the Director of the Lincoln Center Institute for the Arts and is responsible for their higher education collaborative.

Randi Weingarten is the president of the United Federation of Teachers.

Augusta Souza Kappner is the President of Bank Street College.

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Exemplary Practices

B-3: The Open University's Postgraduate Certificate in Education: A Pre-Service Teacher Training Programme

History

The Open University's Postgraduate Certificate in Education (PGCE) is the largest provider of postgraduate initial teacher training (pre-service teacher credentialing program) using Supported Open Learning methods in the UK and Europe. The PGCE programme began in 1994 to provide access for those who, for personal, professional, financial or geographical reasons, had been unable to undertake preservice teacher training by conventional routes. The development of the programme was supported by a 2.4 million pound grant by the UK government.

The OU PGCE is an 18-month part-time programme operating nationally in England, Wales, and Northern Ireland with two primary lines (age range 5-11 year), specializing in early and later years, and seven secondary lines (age range 11-18 years) in English, Mathematics, Science, Design and Technology, Modern Foreign Languages (French), History, and Music. The intake of trainee teachers each year is approximately 1000. The course leads to an academic university award, the Postgraduate Certificate of Education, and a professional qualification, Qualified Teacher Status (QTS), conferred by the UK government.

The OU PGCE is characterized by:

- Supported Open Learning through extensive multi-media teaching materials
- School-based partnership - local to the trainee- which operates as a site for teaching, support and assessment
- An explicit framework of outcome assessment standards incorporating subject and professional knowledge, teaching competences and professional qualities
- A portfolio model of formative and summative assessment that integrates theory and classroom practice
- A network of support via local tutors, regional seminars and workshops
- A regional and national e-mail and e-conference system for information, teaching and support
- National availability
- Part-time, asynchronous study

These features contribute to a programme with distinctive differences in structure and operation when compared to conventional initial teacher training (ITT) routes, and have enabled the OU PGCE to make a major contribution to teacher education in the UK context. Its successful record in attracting mature, second career, ethnic minority, and disabled groups to the teaching profession has enhanced teacher diversity and made a significant contribution to teacher recruitment and retention in a decade of teacher supply crisis in the UK. It has worked in partnership with a significant proportion of schools and trained school staff to undertake a professional development role transferable to other school-based staff development and, thereby, made a contribution to school improvement. Ratings by schools and alumni of the effectiveness of the programme and the performance of its Newly Qualified Teachers (NQTs) have been very positive, particularly in the area of professional commitment and competences in Information and Communication Technologies (ICT). It has also provided high quality resources for the UK ITT sector as a whole.

The success of the programme is evident from the extent of international interest in this model of teacher education, resulting in collaborative projects in Europe, Africa and the US. The OU PGCE model has been successfully adapted to provide professional development for pre-service and in-service teachers in a number of different contexts where there is a need for a distance-learning and school-based solution to teacher education issues, most commonly teacher quality and teacher recruitment. Most recently, working with CSU on the development of Cal-State Teach, a state-wide teacher credentialing program for emergency licensed teachers.

The programme design enables the trainee teacher to carry out part-time supported self-study at home and progressive blocks of full-time school experience in local partner schools.

Course content and materials

All PGCE subject and phase course lines have a common framework to ensure integration of study material, school experience and assessment. The extensive range of multi-media material provides major teaching and training elements. The course materials have been designed to:

- Ensure consistency and quality of teaching across all lines
- Provide training and education that explicitly supports the development of the assessment outcome standards and provides a strong basis for further professional development
- Provide access to extensive library resources
- Provide access, through AV, to a range of school contexts and effective teaching models integrate school-based and study elements of the course; ensure continuity and progression at each stage of the course
- Integrate teaching and assessment elements
- Allow the trainee teacher to develop responsibility for their own professional learning in terms of planning, managing, subject knowledge auditing and self-assessment

The partnership model

The OU PGCE Programme forms a partnership with a local school to provide training, assessment and support for the trainee teacher. It is a genuine partnership in that the school has a role and responsibilities in all aspects of the course. The school as the critical site for teaching and assessment for teacher education is a key principle of this model.

Teaching and assessment model

The teaching model is a framework of interconnecting support comprising course materials, the partner school teaching staff, OU regional academic staff, and trainee teacher self-help groups. Roles and responsibilities are explicit and follow a structured framework to ensure a coherent learning experience for the trainee teacher.

The OU Supported Open Learning model provides face-to-face tutor support in regionally based groups through subject-specific seminars/workshops and tutorials, and an extensive network of computer conferencing at tutorial, regional and national level.

The OU PGCE assessment strategy is based on end-of-course demonstration of assessment outcome standards organized under subject knowledge, teaching competences and professional qualities headings through submission of a prescribed professional development portfolio. The assessment model incorporates the UK government regulations for initial teacher training. The assessment strategy is characterized by:

- Explicit assessment outcome standards incorporating professional qualities and teaching competences used by all involved in assessment
- Formative assessment at each stage and summative assessment linked to assessment outcome standards
- Prescribed assessment activities at each stage that integrate theory and classroom practice and ensure appropriate evidence is produced against assessment outcome standards
- Explicit assessment roles for school staff, university staff and trainee teachers (self-assessment) that allows triangulation of evidence against the assessment outcome standards
- Regular feedback for trainee teachers on progress towards assessment outcome standards at each stage and additional support for trainees who fail to make progress at each stage of the course
- A profiling system to identify strengths and weaknesses for ongoing professional development external review of assessment procedures by independent examiners appointed by the university

Quality assurance

QA systems are in place for all aspects of the course: admissions; partnership; course structure; teaching; assessment; and employment estimations. Parallel systems are in place to monitor quality in both the university and school-based elements of the programme and inform future developments.

There are a number of principles that underpin the range of QA systems in place for the OU PGCE:

- The importance of quality input
- A prescribed common framework
- All elements are interconnected
- Comprehensive monitoring - both to check on quality of provision and inform
- Future development
- Procedures for responding to 'unsatisfactory' elements
- Extensive databases to support individual tracking of trainee teachers
- Inter-regional, inter-subject, comparisons

Institutional Mission and Content

The Open University has been widely hailed as the most important innovation in higher education in the UK of the last quarter-century. Since its foundation in 1969, it has become the largest university in the UK, teaching over 200,000 people every year. It is ranked in the top 15 of all UK universities.

Teaching is by means Supported Open Learning via specially-produced textbooks and assessment materials, broadcasts on national TV and radio, audio-visual components, computer technology, home experiment kits and other media. Personal tuition is provided through a network of local study centres, and many courses also have short residential schools. Courses are prepared by teams of academic staff, educational technologists, BBC producers, editors and designers, and external consultants. OU courses are intended mainly for adults studying part-time in their own homes or places of work.

The Open University's mission is:

- Open as to people
- Open as to places
- Open as to methods
- Open as to ideas

The School of Education presents a wide range of courses leading to undergraduate (BA and BSc) and postgraduate awards (Advanced Diploma, Certificate in Professional Development, MA in Education and Doctorate in Education). Since 1994, the School has presented a range of Professional Qualifications including the Postgraduate Certificate in Education (PGCE), National Professional Qualification for Headship (NPQH), and Specialist Teacher Assistant Certificate (STAC). In 1999 it became the largest provider of teacher in-service training in Information and Communications Technologies.

In broad terms, the School of Education offers the widest range of subjects, academic level, and qualifications for the education profession within the UK and has given study opportunities to over 100,000 teachers since 1971; currently has over 14,000 student registrations annually. The SOE also provides opportunities for teachers to train and update wherever they may work and reside; has the largest Masters in Education programme; is one of the largest initial teacher training providers through the PGCE; gained a 4 rating in both the Research Assessment Exercises.

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Exemplary Practices

B-4: Cincinnati Professional School Partnerships

History

The harsh criticisms of schooling in America of the early 1980's had a major impact in Cincinnati. Among the proposed solutions were increasing the intellectual rigor of teacher preparation, providing induction for beginning teachers, recognizing and rewarding achievement in teacher knowledge and skill, linking schools with universities, and making schools better places in which to teach and learn. Cincinnati has embraced all of these solutions. The Cincinnati Federation of Teachers, an American Federation of Teachers affiliate, heeded the call to professionalize teaching by entering into partnership with the district and creating a peer assistance and review program in 1985 and a career ladder in 1987. The University of Cincinnati began the redesign of teacher education in 1988. New programs were designed to be dual degree (bachelors in arts and sciences and education) with a year-long teaching internship in a professional practice school. During the internship year, students teach half-time and take graduate level classes. The district, union, and university met to begin planning for professional practice schools (PPS) in 1989. Design parameters were identified and piloting began in 1992. Currently there are 9 PPS in which 100 interns are teaching. Internship positions are created by teacher vacancies in PPS due to attrition or other reasons. The position is identified as a graduate student intern position. The salaries of all the identified positions in all of the PPS are pooled and equally divided among all of the interns. Mentoring and support costs are shared equally between the district and the university.

Although this model is costly and labor-intensive, many benefits have been derived:

Better Prepared Beginning Teachers

- **Hiring Rates:** 85% of PPS trained teachers are hired in the year following certification in contrast to a 30 to 45% hiring rate for newly certified teachers in Ohio
- **Induction Year/ Peer Review:** Within Cincinnati Public Schools, PPS trained teachers are rated higher than graduates from other programs
- **Principal Assessment:** Principals rated PPS trained teachers higher on 17 of 20 instructional performance items than graduates of our old programs (an improvement made clearer given that the survey was conducted when PPS trained teachers were only 4 months into their first full time teaching jobs)
- **Leadership and Collaboration:** PPS trained teachers report collaborating with other teachers and assuming leadership role among peers more often than graduates of our old programs

Professional Development of Experienced Teachers

- PPS teachers assume more leadership roles than their peers
- PPS teachers are more likely than their peers to become National Board for Professional Teaching Standards certified
- PPS teachers are more likely to use research-based practices than their peers
- PPS teachers are more likely to embrace comprehensive school reform

Professional Development of University Faculty

Because of the intensity and duration of their time in Cincinnati Public Schools, university faculty report an increased sense of efficacy and more innovation in their own practice.

Although a year of classroom teaching should result in a better prepared beginning teacher than the traditional ten to fifteen weeks of student teaching, our research suggests that longevity is not the key to well prepared beginning teachers. Organizing interns, teachers, and university faculty into teams the only economically feasible model has yielded many unanticipated benefits. Our own research shows that teams model the process teaching and learning in ways that cannot be replicated in the university classroom or in the traditional mentoring dyad or triad. Team-members present novices with multiple, valid perspectives on classroom issues. Because of the competing perspectives team members must articulate their thoughts clearly, by linking them to educational standards and by providing evidence to support their opinions. The team structure, then, avoids the traditional power imbalance between novices and experts or proteges and mentors, which can shortcut true understanding. Too often mentors or university supervisors advise, "Try this" or "Try that," without providing the novices with strategies for analyzing the situation and without

providing alternative interpretations of the situation. Within the team structure, interns are not given the "right" answer, but must choose from a number of strategies and assess the results.

Team based mentoring also provides an authentic context in which the consequences of one's actions as a beginning teacher, experienced teacher, and teacher educator, are immediate and significant. With the internship a year-long, load-bearing experience, feedback to university faculty about the interns' teacher education program and about the quality of course work is immediate and significant. First of all, faculty observe the beginning teachers in their classrooms (not in co-operating teachers' classrooms). As one faculty member stated, "it's really humble to watch an intern doing exactly what you've said to do and bombing in the classroom." Programmatic weaknesses become apparent. Course sequences have changed, and requirements for practica have been made more stringent. Everyone interns, and experienced teachers and faculty-can decide effectiveness of the latest, research-based strategies.

As the teachers of record, interns learn that the basis of effective teaching is ongoing relationships with students. Interns have an entire year to work with their students and can repair mistakes, resolve issues, and develop trust and mutual respect. Interns have the opportunity to try, fail, and learn. Because of this opportunity, interns can extend the same opportunity to try, fail, and learn to their students.

While our own experience and national organizations - Holmes Partnership, the National Commission on Teaching and America's Future - recommend year-long, authentic teaching internships in professional practice schools, establishing and maintaining such programs is difficult, as evidenced by paucity of them. The presenters will address the strategies and logistics that enabled our success from their various perspectives, including:

1. University politics carving out the time and resources for a historically low status college to design and implement a model program.
2. Professionalizing teaching-building structures and capacity among the ranks.
3. District Administration prioritizing in the face of budget cuts.
4. Change strategies in the university context.
5. New and reallocated resources: Governance, collaboration, and evolution.

Institutional Mission and Context

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves world wide for their creative pedagogy and research, especially in problem solving and the application of their of their discoveries. The University system is designed to serve a diverse student body with a broad range of interests and goals. It is a place of opportunity.

In support of this mission, the University strives to provide the highest quality learning environment, world renowned scholarship, innovation, and community service, and to serve as a place where freedom of intellectual interchange flourishes.

The College of Education at the University of Cincinnati is a professional college committed to serving schools, agencies and communities, by

- preparing students for using best practices
- creating and disseminating knowledge to further professional practice,
- linking pedagogy and research to learning,
- preparing students to work within diverse communities,
- serving as a model of and resource for diversity,
- developing a community of life-long learners, and
- developing and assuming leadership in professional communities at the local, national, and international levels.

The mission of Cincinnati Public Schools is simple: to educate all students to meet or exceed the district's defined academic standards. The district has 47,000 students in 77 schools.

Cincinnati Professional Practice Schools have the tri-fold purpose of supporting student success, providing induction to beginning teachers and professional development for experienced teachers, and promoting inquiry into the improvement of practice. Our PPS also strive to attain the Holmes Partnership's professional development school principles:

1. Teaching and learning for understanding.
2. Creating a learning community.
3. Teaching and learning for understanding for everybody's children.
4. Continuing learning by teachers, teacher educators, and administrators.
5. Thoughtful long term inquiry into teaching and learning.

Additionally, our partnerships have been participating in the National Council for the Accreditation of Teacher Education's pilot for the Professional Development Standards.

Key Partnership Representatives

University of Cincinnati:

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Arlene Harris Mitchell, Associate Dean for Academic Affairs, College of Education

Cincinnati Federation of Teachers:

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Exemplary Practices

B-5: Model Collaborations Between the University of Colorado at Denver and Local Public Schools

History

This session describes two partnerships between the University of Colorado at Denver and the P-12 schools in the urban and metropolitan area, one supporting initial education of teachers at the graduate level and the second supporting ongoing professional development for educators. Since 1994, the University of Colorado at Denver's initial teacher education program has been organized and operated in partnership with five metropolitan area school districts and fourteen partner schools. A graduate program, we admit students after they have completed an undergraduate degree and require that they spend much of a full academic year in a partner school as they participate in required university courses. Each partner school is supported by a university faculty member who spends one full day per week in the school and a site coordinator, who is an experienced teacher released full time to support the partner school functions. Teacher candidates co-teach with experienced teachers throughout the year and construct portfolios that demonstrate mastery of five "teaching responsibilities" that structure the program: teacher as scholar, teacher as leader, teacher as professional, teacher as student advocate, and teacher as instructor.

Our structure provides for shared governance across the partner schools and university about admissions, curriculum, clinical experiences, and evaluation of teacher candidates. Workload and faculty incentive policies support the program in ways that allow regular university faculty from several parts of the School of Education (and, increasingly, elsewhere on campus) to be engaged in partner schoolwork. At the institutional level our partnership is supported by the Colorado Partnership for Educational Renewal and the National Network for Educational Renewal.

Most graduates of the initial teacher education program have chosen to teach in high-need districts where our data suggest they are viewed as skilled teachers in diverse, standards-based classrooms.

The second partnership, focusing on ongoing professional development, is a more recent venture. Several pilot projects and conversations over the past two years among the twenty P-12 districts in the Denver metropolitan area and the University of Colorado at Denver led to creation of the Front Range BOCES for Teacher Leadership. The goal of this BOCES is to combine resources across the districts and universities in ways that allow us to offer innovative and sustainable professional development programs that influence classroom practice and affect student learning. The BOCES is structured so that a Board of Directors, consisting of executive leaders from each member institution, establishes priorities for professional development programs and charters "joint faculties" to develop programs in these priority areas. These joint faculties are structured around content areas and include university, district, and community experts. Each joint faculty is responsible for developing programs that engage teachers in learning that affects classroom practice and sustaining ongoing networks of teacher leaders in the content area. We are currently engaged in the restructuring that such a partnership requires in the School of Education and expect that the joint faculties and teacher networks will become an integral part of our organization and governance.

Institutional Mission and Context

The University of Colorado at Denver is the urban, non-residential institution in the University of Colorado system and is committed to high quality undergraduate, professional, and graduate programs that serve the needs of the metropolitan area as well as achieving more general advances in knowledge and practice. The University shares a campus in the center of Denver with a community college and an open enrollment undergraduate college, and supports partnerships with these institutions, area school districts, and business and community organizations.

The School of Education provides graduate level programs for initial teacher and counselor education and educator advancement, offering both Masters and doctoral degree programs. In addition to traditional emphasis on the quality of individual course instruction and research, the School has emphasized the development of capabilities for offering coherent, typically cohort-based programs and design and management of core academic programs in partnership with schools and community agencies. The twenty school districts involved in our partnership employ over half the teachers in the state, serve over half the state's children, and include the majority of the schools most affected by poverty and diversity in the state.

Key Partnerships

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Exemplary Practices

B-6: Restructuring and Assessment for Quality Teacher Preparation

History

Can university personnel collaborate successfully with high school faculty to prepare secondary teachers? Can a partnership between two such groups create a broad sense of ownership among the faculties of both institutions? Believing the answer to these questions to be yes, over the last six years Maryville University and Parkway South High School have attempted to reinvent preparation for high school English, social studies, science and mathematics teachers and to redefine the nature of professional development for all those who participate in our partnership. In the process of developing our collaboration, a true sense of common identity has emerged. Our goals are ambitious: to prepare outstanding teachers; to enhance the learning and achievement of students at Parkway South; to enhance the professional practice of all those involved in the partnership; and to expand the scope and increase the depth of the partnership's influence at both institutions.

Together, the faculty has designed a program consistent with the mission of both institutions that builds upon a strong clinical preparation coordinated with the coursework in both Arts and Sciences and the School of Education. It is the constant interplay of the work of the two institutions, as well as carefully coordinated assessments of performance that guide students through the program in both an urban and a suburban setting. The specific components of the program that make it distinctive follow.

1. All students would enter with a B.A. and appropriate content requirements for the state certification requirements.
2. A "mentoring team" of an Arts and Sciences, School of Education and Parkway South faculty member would be formed for each discipline. This group would be substantively responsible for the teacher candidates from admission through exit of the program. Team members would screen applicants together and meet with them throughout the year to develop their expertise in content and teaching strategies (replacing a methods course). During the year, they would help the teacher candidates formulate an action research proposal and develop their professional portfolios. This mentoring team has become an entity that has really transcended boundaries and brought about meaningful conversations about teaching and learning.
3. Teacher candidates would work in clinical settings throughout the program. They would follow the schedule of the high school year rather than the university academic year. As well as working at Parkway South, a comprehensive suburban high school, a partnership with Roosevelt High School, and an urban high school, the program would provide additional internship and partnership opportunities for all faculties. Teacher education coursework will be coordinated with clinical experiences.
4. A summer school designed for innovation and enrichment (at Parkway South), an urban comprehensive high school, and spring semester at Parkway South High School would provide clinical experience. The partnership councils at the two schools would screen and make recommendations for these placements (along with the mentoring teams).
5. The internship experience would be structured to provide multiple opportunities for interactions with the entire school community and would expand outside of the cooperating teacher's classroom. Assessments have been structured around not just the teaching experience, but the experiences in the life of the schools.
6. Action research by the teacher candidates would focus upon their own practice. Teacher candidates would choose an inquiry project that helped them took at their own classroom in an analytical way. Cohort III invited more than 50 faculty members and administrators to a presentation of their work.
7. Courses in reading in the content areas and in psychology of the exceptional child would be taught by instructors with secondary teaching experience who have been in both partner school settings.

8. Supervision of the teacher candidates would be the joint responsibility of the mentoring teams and an on-site coordinator at Parkway South. The inclusion of many professional colleagues in this process would provide input for all to prepare secondary teachers who could commit to the principles of the Coalition of Essential Schools and provide active, engaging learning for the high school students at Parkway South and Roosevelt High School.
9. Clinical experiences would move beyond the traditional practicum and student teaching experiences to include time with teachers from other disciplines, opportunities for team teaching, service opportunities within the school, enculturation into the school community.

Faculty at both institutions have remained committed to the work of the partnership. They report that the work together has changed their teaching practices. Teacher candidates from this program have had success in several area high schools, and have been hired to work in both partner schools. A more careful look into the nature of the disciplines that the candidates will teach has resulted from the collaboration in the program. Successful elements from this program (including assistance with teacher portfolio development) now have informed the work in other certification programs at Maryville University.

Mission

Maryville University of Saint Louis is an independent, comprehensive, community-oriented university of 3000 students. It is committed to the education of the whole person through programs designed to meet the needs of traditional and non-traditional formats. Primarily an undergraduate teaching, university, Maryville also offers select graduate programs in professional areas. The liberal arts and sciences are recognized as the foundation of all academic programs.

The School of Education, along with Harris -Stowe State College, Parkway School District, Webster Groves School District and St. Louis Public Schools are the 16th setting in John Goodlad's National Network for Educational Renewal. We are committed to the simultaneous renewal of schools and teacher education to prepare teachers for public schools in our democracy.

Parkway South High School has been a member of the Coalition of Essential Schools. It is a comprehensive high school of more than 2000 students in St. Louis County. Its recent move to block scheduling was in response to efforts in the school community to personalize the school atmosphere to enhance the learning of all students.

Key Partnership Representatives

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Kathe Rasch, Dean, School of Education, Maryville University
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Exemplary Practices

B-7: Preparing Tomorrow's Teachers to Use Technology

History

The University of Northern Iowa has been building its capacity to integrate technology into the learning process for the past 10 years. Each of the elements described previously are considered to be our essential building blocks for the integration of technology campus wide.

Our model has been evolving over the past 2 years and represents our attempt to place technology in its appropriate role as a tool in the facilitation of student learning.

The University-wide development team for the Catalyst Grant is just now being formed and a portion of the work of the group should be available in beta form at the beginning of the next academic year.

This presentation overviews current initiatives in the College of Education at the University of Northern Iowa as part of the US Department of Education's Catalyst Grant Program-Preparing Tomorrow's Teachers to use Technology. The session will introduce a model that incorporates technology throughout the curriculum with a focus on the teacher's enhancement of student learning. The model incorporates students at the center of their own learning, principles of good learning, information processing skills and dispositions, content standards and education for democracy.

The session also describes plans for the development of a series of video vignettes that illustrate the model and implementation of technology competencies to be achieved by pre-service and in-service teachers.

As a background the session will also present how technology initiatives have been developed at the University of Northern Iowa over the last ten years. Information will be presented on:

- How hardware and software are provided to the faculty
- How faculty are trained and supported
- What administrative support is necessary
- The key role of a Curriculum & Technology Specialist
- Technology Competencies for our students
- Technical Support Staff
- The Iowa Communications Network

Key Partnerships

Longwood University
Eastern Michigan University
Emporia State University
Southeast Missouri University

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Exemplary Practices

B-8: Extended Teacher Education Program (ETEP)

History

In the late 1980's, public school leaders in the southern Maine area criticized the quality of USM's teacher education graduates. They were said to be ill prepared in content knowledge and lacked the pedagogical skills that K-12 schools were seeking. As a result, a bold decision was made to eliminate the four-year undergraduate teacher preparation program at the University of Southern Maine. At the beginning of the 1990's, a collaborative effort between USM and selected Southern Maine Partnership school leaders lead to the birth of the Extended Teacher Education Program (ETEP). Southern Maine Partnership schools, part of John Goodlad's National Network for Educational Renewal (NNER) became the host professional development schools and the heart of the fifth year, graduate level program. ETEP continues as a collaborative effort between selected Southern Maine Partnership school personnel and university faculty who have joined together in planning, delivering, and evaluating the program.

ETEP has two distinct but related levels. The first level features an undergraduate degree, with a major in the arts and sciences, or an undergraduate degree with at least 60 credit hours in liberal arts courses. Eligible USM undergraduates may choose an 18-credit hour minor in educational studies. The second level offers a graduate program in education, which combines teacher certification with opportunities for continued studies culminating in a master's degree. The initial phase of the graduate program, the internship year, includes the professional education coursework and field experiences needed to qualify prospective teachers for certification in the state of Maine. Upon successful completion of the internship year and meeting criteria for continued study, students have the option of completing a master's of science in education degree.

The Internship Year

The internship phase of ETEP consists of 33 to 36 credits of graduate coursework. Applicants are accepted as interns at the elementary, middle or secondary levels. Middle and secondary level interns may teach English, foreign languages, mathematics, physical and/or life sciences, or social studies.

The internship year of ETEP is an intense full-time experience, which integrates theory and practice in a school-based program. During the first semester interns spend approximately half of each school day in a classroom with a mentor teacher. Afternoons are spent in professional education coursework. During the second semester, interns work with their mentor teachers during the entire school day. Remaining coursework is completed in late afternoon or evening sessions.

Professional Development Schools

ETEP interns study in Professional Development Schools in five selected sites within the Southern Maine Partnership. These sites include urban, suburban and rural school settings. Each year approximately 90 interns join the faculties of some of Maine's best schools.

As part of the NNER, USM and its partner schools are committed to the simultaneous renewal of K-12 education and teacher preparation. This pursuit is dependent upon a rich and full relationship among K-12 and higher education faculties and their institutions. In the Professional Development School (PDS) model that USM has adopted, partnership is not an end but a means by which we seek to accomplish four purposes:

1. Provide an exemplary education for all students,
2. Provide a quality clinical setting for pre-service education,
3. Provide continual professional development for teachers and professors,
4. Promote and conduct inquiry into teaching, learning and schooling.

ETEP is committed to the PDS goals by joining school and university-based faculty to teach courses, mentor interns, learn together in joint professional development activities, and conduct collaborative action research.

Expected Outcomes

Essential qualities of the successful ETEP graduate and teacher educator include:

1. Knowledge of child/adolescent development and principles of learning: The teacher demonstrates respect, concern for children, and an understanding of how they continue to develop and learn. S/he uses this knowledge in collaboration with families to plan and guide instruction and to create a challenging, supportive learning environment.
2. Knowledge of subject matter and inquiry: The teacher understands the framework of the subject matter(s) s/he teaches and makes accessible to students the discipline's tools of inquiry, central concepts, internal structure, and connections to other domains of knowledge, in a manner that promotes the learner's independent inquiry.
3. Instructional planning: The teacher consistently plans and evaluates instruction based on knowledge of the learner, the subject matter, the community, the intended student outcomes, and the curriculum.
4. Instructional strategies and technology: The teacher understands and uses a variety of teaching strategies, including appropriate technology, to promote learning and independent inquiry for all students.
5. Assessment: The teacher enhances and documents learning through continuing use of formal and informal assessment strategies, communicates feedback, and promotes guided self-evaluation in learners.
6. Diversity: The teacher demonstrates methods of ensuring equity and fairness in the practice of education. The teacher models respect for individual differences among students and coworkers. He/she plans and creates instructional opportunities with sensitivity to individual learners.
7. Beliefs about teaching and learning: The teacher clearly communicates his/her beliefs about learning, teaching, assessment, and the role of education in society, and demonstrates practices that support those beliefs.
8. Citizenship: The teacher understands principles of democratic community and plans instruction to promote ideals, values, and practices of responsible citizenship.
9. Collaboration and professionalism: The teacher demonstrates professional responsibility to school and community. S/he works ethically and collaboratively with colleagues, parents, and community members to improve the conditions of learning for all students and adults.
10. Professional development: The teacher recognizes that s/he is, above all, a learner. S/he continually reflects on and evaluates choices and actions, and seeks out opportunities for professional development as well as ways to improve teaching and learning.
11. Classroom management: The teacher understands and implements classroom management techniques that support individual responsibility and the principles of democratic community.

Reflection and Inquiry

ETEP provides opportunities for students and faculty to acquire teaching strategies, expand knowledge, and explore professional and social dimensions of teaching. Journals, videotaping, dialogues with faculty and peers and activities connecting coursework and classroom experiences weave together to foster a spirit of inquiry. This reflective posture encourages participants in the program to remain sensitive to their own beliefs and practices as well as to the learning of the students with whom they work.

Teachers are Learners

The principle that teachers are learners connects all aspects of ETEP. Teachers apply themselves to the same commitment to learning expected of the school-age students with whom they work. They share the excitement and uncertainty of new learning and recognize that professional development is a process in which an individual engages before, during and after the formal teacher education program.

Institutional Mission and Context

The University of Southern Maine (USM) has a long-standing tradition of preparing teachers, from the days of the Western Maine Normal School in the 19th century to the present. The University's mission affirms "an historical and special commitment to elementary and secondary education through the preparation of teachers and educational leaders."

The faculty of USM's College of Education and Human Development collaborate with school-based faculty in the Extended Teacher Education Program (ETEP), from which teachers emerge well grounded in an academic discipline as well as in educational knowledge and practices supportive of quality teaching. Individuals come to ETEP from a wide variety of backgrounds and with a broad array of life experiences. They may be recent graduates or career changers.

The teacher education faculty believes that the process of teaching is actually a process of learning. Effective teaching is grounded in knowledge, experience, critical reflection, and a commitment to preparing children and youth for the future. Such teaching encourages inquiry that leads to independent thinking. Teaching is a complex enterprise. It is an art, a craft, a science, a collection of skills, and common sense. Teachers and students together foster a lifelong pursuit of learning, which encompasses personal growth and global awareness. The College of Education and Human Development is committed to providing experiences that promote this learning process. Our mission statement represents beliefs that form the foundation for the University of Southern Maine's Extended Teacher Education Program.

Key Partnerships

University of Southern Maine College of Education and Human Development
Southern Maine Partnership, c/o USM
Gorham School Department, Gorham, Maine
Portland Public Schools, Portland, Maine
Yarmouth School Department, Yarmouth, Maine
Sanford School Department, Sanford, Maine
Wells-Ogunquit CSD, Wells, Maine
York School Department, York, Maine
School Administrative District #55, Hiram, Maine
School Administrative District #61, Bridgton, Maine
School Administrative District #72, Fryeburg, Maine
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Exemplary Practices

B-9: Meeting the Challenge of High Quality Teacher Education: Why Higher Education Must Change

History

"It was a hot El Paso morning. I put on the brand new dress I had bought especially for my first day as an intern at Ascarate Elementary. I arrived at school on time and after going through the formalities of introductions, I was kindly escorted to my assigned classroom. As I walked down the hall, I could hear, smell, and feel learning going on. My sense of excitement hit its peak when I entered the room. . . "

Juanita Garcia, teacher preparation intern, e-mail journal

This scenario has been repeated twice a year for the past 25 years at the University of Texas at El Paso (UTEP). For 20 of those years, students preparing to become teachers enrolled in classes for seven semesters and did practice teaching in a school during the final semester. But for the last five years, teacher preparation has changed dramatically at UTEP. We have become more clinical and field-based, working closely with our colleagues at local schools. Teachers are now prepared more like doctors and nurses, and less like philosophers and historians. Our teacher candidates spend more time in the classroom, and they are there earlier in their college careers.

What events led to this change in teacher preparation? In 1992, UTEP was invited to join the National Network for Educational Renewal, led by John Goodlad. College faculty held meetings with public school teachers and administrators to examine teacher preparation. The group recommended that the preparation of new teachers should shift to a clinical model by the year 2001. The College's mission for the remainder of the decade was charted. That same year, the University president brought together key business and local government leaders; representatives from UTEP and the El Paso Community College; superintendents from the three local public school districts; and EPISO, a grassroots community organization, to form the El Paso Collaborative for Academic Excellence. This partnership has already achieved impressive results in turning around the academic underachievement of local students.

The El Paso area is an urban community that is among the poorest in the United States. Eighty percent of the 135,000 students come from Hispanic and mostly under-educated families. In order to improve student achievement, teacher improvement was identified as key to the Collaborative's systemic educational reform effort. And in 1993, the College of Education received a three-year grant from the state to become a Center for Professional Development and Technology. A new vision of what teacher preparation candidates should know and be able to do and the role technology could play became a part of the College's overall mission. Grant funds paid for staff development, as well as hardware and software for the College and the schools in which our students did their practice teaching. Two five-year Challenge Grants in Educational Technology, sponsored by the U.S. Department of Education, added an emphasis on telecommunications, teacher training in the uses of technology, and parent involvement.

To fulfill our new mission, the College has had to change, and the schools where our students practice-teach have had to change, simultaneously. All candidates entering teacher education are now prepared following a new model. Partnerships are created with the schools in which pre-service teachers do their internships. All major stakeholders participate in planning and evaluating the teacher preparation program, including the teachers and school administrators.

We can't prepare 21st-century innovative teachers and send them to old-fashioned schools, nor can we prepare old-fashioned teachers and send them to innovative schools. It was not easy to strengthen our collaborative partnerships and redefine the roles of university and public school faculties, but it was essential. Now our new teachers are prepared to enter schools that have themselves undergone change.

". . .when I entered Mrs. Valencia's third grade classroom, I immediately saw Erika, Joaquin, and Brenda sitting at three computers with CD-ROMs. There was also a scanner and printer. It reminded me of my math class at the College when each of us would sit at a computer to practice the concepts introduced by the professor. . . Later, Mrs. Valencia told me that she is taking a sequence of four graduate courses at UTEP on how to enhance the curriculum using various technologies. . . "

One of the areas in which teacher preparation has changed dramatically is incorporating technology with effective teaching practices. Through numerous grants, the classrooms in which our interns practice, as well as the college labs, have been outfitted with the latest hardware and software. Professors teach classes using interactive video, displaying their work on projection panels; classroom teachers help kids prepare projects using multimedia technologies; and interns e-mail journals to their professors and notes to their pupils. Each of our partner schools has an average of 100 state-of-the-art computers and related equipment in its classrooms.

“ . . . I just came from a home visit. I noticed that Mrs. Perez had checked out one of the laptop computers the school has in the Parent Center for parents to use at home. She told me she was writing a resume in order to get a new job. She was taught these skills by the parent educator. Now several parents help each other. . . .”

One new component of the teacher preparation program is to learn how to work with parents, particularly low socio-economic and minority parents. Interns take a course on parent engagement, which requires home visits. The partner schools have opened Parent Centers designed to offer professional development opportunities for parents and provide them with the skills to volunteer in the classroom and be advocates for the school in the neighborhood. The Parent Centers make computers accessible to parents, who can check out one of 10 laptop computers from several of the partner schools.

At UTEP, we are changing public schools and teacher preparation programs at the same time. Students preparing to be elementary and secondary teachers now work in cohorts, are scheduled to take their university classes together, and spend two semesters in the field at Partner Schools under the joint supervision of university faculty and public school teachers who act as clinical faculty. This new approach to teacher preparation is a major paradigm shift, characterized by the following features:

- 1. Pre-service teacher education is collaboratively designed and managed.** Public school personnel, university faculty (including Arts and Science faculty), and community members work together to design, implement, and evaluate the restructured teacher education program.
- 2. Teacher preparation is field-based.** Elementary, middle school and secondary interns go through the program in cohorts and spend two semesters in the classroom for a total of 650 contact hours of fieldwork.
- 3. The integration of technology and effective teaching receives high priority.** All participating professional development school classrooms, as well as university teacher education classrooms, are equipped with at least one multimedia computer workstation. Effective teaching practices such as problem-based learning, cooperative learning, and computer-based instruction are utilized at the university and at the schools.
- 4. The quality and relevance of staff development receives high priority.** The El Paso Collaborative for Academic Excellence provides teachers, mentor teachers, and administrators with continuous staff development activities. Nationally recognized authorities in teaching and school administration provide workshops and seminars which are available to mentor teachers and university clinical faculty.
- 5. Authentic assessment methods are utilized to evaluate student progress.** Interns document their mastery through electronic journals, logs, case studies, lesson plans, and videotapes of their classroom work.
- 6. A parent engagement component has been added to teacher preparation.** Interns, mentor teachers, university faculty, and administrators spend time visiting with community members at housing sites and agencies. Critical pedagogy readings and discussion are part of a required course designed to foster the involvement of educators with parents and community.

As a result of these innovations, a new breed of educators is reaching the classrooms of the El Paso region. Juanita Garcia is one of these teachers.

The University of Texas at El Paso—Institutional Statistics

- Regional university with 15,000 students ; 12,500 undergraduates and 2,500 graduates.
- 54% female and 46% male
- 67% Hispanic, 18% Anglo-American, 3% African American, 9% Mexican National.
- 60% full-time enrollment, 40% part-time.

- 85% reside in El Paso County.
- Average age for undergraduate students is 25 and for graduate students 35.
- Most popular major: Elementary Education (1,500 students).
- Undergraduate degrees offered: 64. Master's degrees: 57. Doctoral degrees: 8.
- Partner Schools : 35 public schools in three urban districts (135,000 students).

Key Partnership Representatives

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Exemplary Practices

B-10: Synergistic Partnerships: University of Tennessee at Chattanooga and Hamilton Co. Department of Education

History

Since its founding as Chattanooga University in 1886, the University of Tennessee at Chattanooga has developed an institutional excellence, which rests on an unusual blend of the private and public traditions of American education. The mission of the University of Tennessee at Chattanooga is the education of students: to assist in the enlightening and disciplining of their minds and their preparation for ethical and active leadership in civic, cultural, and professional life. The educational experience at UTC goes beyond the traditional classroom and laboratory as befits an institution where service is also a high priority and whose identity as a metropolitan campus is firmly established. UTC faculty members bring their professional expertise to bear on the concerns of the larger community. Moreover, the University takes advantage of its metropolitan location to provide firsthand learning experiences to students through career related work experience.

The mission of the College of Education and Applied Professional Studies is to prepare qualified practitioners to be professional leaders in various roles within educational institutions and professional agencies, both public and private. The College seeks to combine quality and innovation in its programs, relating intellectual life to the contemporary problems in the professional fields they serve and creating centers of service to those professional communities.

The College takes pride in its position as a program that has managed to remove the often touted "disconnect" of professional teacher education from the educational setting through authentic, deep and systemic changes in what we do, how we do it, and with whom we work. This has been largely accomplished through a partnership with the Hamilton County Schools that is primarily focused on the integration of the two systems around the preparation of professional educators and the support of the school system's reform initiatives.

This partnership has begun to afford a group of K-16 educators a strong motivation to create something new. They know that the worlds of preparation and practice will have to come together in ways that have never been tried before. Massive amounts of professional development will be required for K-12 faculty and higher-ed faculty, and that technology will drive the 21st century triad of change, complexity and competition in ways that we can not yet completely understand.

This partnership manifests itself in numerous major intersects from professional development schools which provide full-time placements for students as juniors and again as seniors to technical support for school planning and improvement initiatives. Touted as one of the most unusually comprehensive partnerships, the U.S. Department of Education has awarded UTC/HCS grants in four major federal initiatives. In 1999, we were the only partnership in the nation to be funded in the four categories: Title II Quality and Title II Recruitment, GEAR-UP, and Teacher Technology.

A unique aspect of the College of Education and Applied Professional Studies is the attachment of special programs. Most of these are direct partnerships with the local school district, while the others connect with and support teacher training programs, AmeriCorps/ America Reads members tutor children who are at risk or school failure in twelve Hamilton County Schools. Corps members assist with the improvement of reading levels of students while serving as tutors and mentors. PRISM is a joint endeavor with the Hamilton County Schools funded by a federal TRIO grant. This grant program brings high school students to campus, where they participate in research projects under the direction of UTC faculty in the Colleges of Arts and Sciences and Engineering. Institutes for local math and science teachers and institutes for faculty in the College of Education and Applied Professional Studies are an integral part of this program. The Title I School Support Services, in concert with the Tennessee Department of Education, provide support planning in Title I school-wide projects for approximately 17 school districts and over 60 schools in southeast Tennessee each year.

The Challenger and Children's Centers provide opportunities for field experiences for UTC students as well as providing model programs in their respective areas. The Challenger Center provides simulated space

missions, allowing middle school students to apply math and science concepts to real life, and provides teacher training and curriculum materials for classroom use. Two staff members are teachers on loan from the school system. The Children's Center, accredited by the National Association for the Education of Young Children (NAEYC), provides a developmentally appropriate early childhood education program for the 75 children enrolled in the Center. The Center provides preschool experiences for a limited number of HCS students with special needs.

The first Professional Development Schools were organized in 1994 in order to provide junior-level students with an early and broad field experience so that they might better understand the culture and organization of schools.

Students are assigned full-time at the PDS I school and attend classes on site. Coursework from the University is delivered through a team of professors who co-teach 15-18 hours on site. Activities related to the coursework are practiced by the students in their respective site classrooms.

The success of the PDS I experience led the College in 1997 to redesign the student teaching program to reflect this close working relationship between UTC full-time faculty and selected schools. In Professional Development School II, the student completes a second full-time semester-long placement. PDS II allows UTC to effectively partner with school sites who "buy in" to teacher training as an entire school. The Professor-in-Residence at each school, a full-time UTC faculty member, is able to develop partnerships specific to each school's need and offer a wide variety of services from the University. The responsibility for evaluation resides with the PDS II on-site faculty, and Tennessee's Framework for Evaluation is used as the evaluation instrument and is administered by K-12 faculty,

A new initiative, the Alternative Certification Program, was forged in partnership with the Hamilton County School System in response to a continuing need for qualified teachers, especially in high school math and science, special education, foreign languages and ESL. A non-traditional program of study was designed to meet the specific needs of the Hamilton County Schools. This alternative licensure program requires that entering students have achieved a bachelor's degree with a GPA of 2.5 or higher. The students must meet content area requirements for the specific area of certification they choose and agree to participate in and complete the entire Alternative Certification Program of study, including any additional coursework or training indicated by test scores and/ or on-site evaluation. Entering students are agreed upon by UTC and the Hamilton County Schools jointly. Upon completion of the program, they must agree to teach in the subject area designated for a period of three years after the internship year. UTC and the Hamilton County Schools are one of the 28 partnerships to be awarded a Title II Teacher Recruitment Grant (TRI-IT!) to fund this project for the next three years.

The newly funded GEAR-UP project provides academic support to all the seventh graders and their parents in three Hamilton County middle schools. The support will continue with these families for five years. The goal is higher academic expectations and acquisition for these at-risk students. The Title II Teacher Quality Project (Urban IMPACT) will create the opportunity for licensure candidates to gain expertise in teaching in urban settings through coursework and field placements. Regarded as a promising teacher dropout prevention strategy, the school system and university will jointly develop the curriculum and coordinate held placements in successful urban schools.

As a result of these and other jointly run initiatives, the school system and the University share the services of a grant writer who provides technical support in seeking funds to support and expand the partnership. The inclusion of these special programs in the College enhances the faculty and students by their link to the "real world." This step outside the traditional role of colleges of education as purely academic units allows us opportunities for Connection to the world of practice that are subtle yet powerful.

Mission

The University of Tennessee at Chattanooga is one of the four major campuses of the University of Tennessee. It's metropolitan mission and major focus is on excellence in undergraduate education and in selected areas of graduate study. The University's wide diversity of degree program has attracted a current enrollment of 8,500 plus students from 74 Tennessee counties, 41 states, and 41 foreign countries.

The College of Education and Applied Professional Studies offers baccalaureate, masters and specialists degrees and serves approximately 1500 undergraduate and 400 graduate students.

The College of Arts and Sciences is the largest college on campus, serving 2,530 students in 20 majors. It provides 80% of the coursework to teacher education students and provides the academic content major to all secondary education candidates.

The Hamilton County Department of Education (HCS) provides, through its 81 elementary, middle and secondary schools, education to 40,000 students. The system has been engaged in a three-year-long standards-based instructional reform project for which it has received national recognition. It has also been recognized for its character education and magnet schools program.

Key Partnership Representatives:

Bill Stacy, Chancellor, The University of Tennessee at Chattanooga
Jesse Register, Superintendent, Hamilton County Schools
Mary Tanner, Dean, UTC College of Education and Applied Professional Studies

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Exemplary Practices

B-11: Improving Pre-service Teacher Preparation

History

Wyoming is the ninth largest state by area with 98,000 square miles and ranks lowest in population with only 500,000 citizens. Wyoming's educational system encompasses one university, seven community colleges, and 48 school districts. The great distances between cities and the sparse population spread across the state create unique challenges for education in Wyoming. Technology can be utilized to address these challenges.

The University of Wyoming, under the direction of Dr. Barbara Hakes, planned and designed a statewide compressed video system during 1989-91. This compressed video system was named the Video Education Interactive Network (VEIN) and was implemented beginning with 3 remote sites in 1992 and increasing the number of sites to 15 over the next two years. These sites include regional education and community centers and the community colleges. During 1998-99, this compressed video system was upgraded to the Tandberg Videoconferencing system and expanded to include over 35 community and educational sites and all 65 K-12 schools in the state of Wyoming. This statewide system can be utilized for the delivery of courses and to conduct on-line meetings for statewide task forces and committees. It can also be used for meetings with pre-service students out in the field during their junior and senior years during their practicum and residency in teaching semesters.

During 1990-91, several revisions to the pre-service teacher preparation curriculum were proposed and adopted beginning with the fall semester, 1992. These revisions included a requirement for a technology course emphasizing teaching with technology; and the requirement that each pre-service student complete a portfolio including a videotape of their field experience, practicum, or residency in teaching experiences. These two requirements were already being taught and were part of the expectations for students prior to being adopted as part of the required curriculum.

The professional portfolio contains a representative sample of indicators course objective fulfillment and documents the accomplishments of the pre-service student. Recent additions of technology have allowed this print-based portfolio to be produced electronically and pressed to a CD-ROM. Several formats are being developed to produce the CD-based portfolio including multimedia authoring software and web development programs.

The ITEC 2360 Teaching with Microcomputers has been developed to introduce pre-service students to teaching in a technological environment. This course is required for all education students and is taken during their freshman or sophomore year. The course includes a 2-hour lecture and a 2-hour lab per week. The lab is designed to help students gain technological competence and develop applications of technology that are related to their field of study. The topics covered include the basic operations of the computer and network; developing multimedia application for student instruction; and developing content for web based support of their future classrooms.

The lecture covers integration strategies for incorporating technologies into the classroom setting and gives the students examples of effective, appropriate and innovative ways to integrate technologies into a variety of classroom settings. The major focus of the course derives from three areas of literature: 1) Change Theories and particularly the diagnostic tools within the Concerns-Based Adoption Model (CBAM); 2) Entrepreneurial Leadership with Technology; and 3) Systems Thinking.

CBAM is used to equip the students with an understanding of the change process and how it applies to their learning within a technologically rich environment. Entrepreneurial leadership with technology begins with the identification of an opportunity for the integration of technology into the learning environment. The students then proceed to generate an educational lesson or activity utilizing technology to address that opportunity in an appropriate, effective and innovative manner. Systems thinking is utilized to help the students form a rich language for describing a vast array of interrelationships, patterns of change, and circles of causality within a technology equipped classroom.

Institutional Mission and Context

The University of Wyoming is the public doctoral research university serving the State of Wyoming and the surrounding region. The University of Wyoming enrolls over 11,500 students within seven different undergraduate colleges. UW offers more than 85 undergraduate majors, 65 master's degree programs, and 28 doctoral programs with over 600 faculty.

The College of Education enrolls almost 1500 students within the 9 undergraduate degree programs and the master's, educational specialists, and doctoral programs with a faculty of 54. The College of Education offers degree programs leading to teacher licensure in elementary, secondary, and K-12 education with a variety of majors available. The college of Arts and Sciences enrolls over 3500 students within 40 undergraduate degree programs, 28 masters and 11 doctoral programs with a faculty of 295 full-time faculty.

The Wyoming School University Partnership (WSUP) was established in 1986 and includes members from the University of Wyoming (Colleges of Education and College of Arts and Sciences), the department of education, and the office of the State Superintendent for Public Education. Also included in the partnership are the community college system, and 42 of the 48 school districts in the state of Wyoming. The mission of the WSUP is to implement collaborative efforts among its members directed simultaneously toward the improvement of teacher education and the renewal of public schools. This mission is supported by four task forces and councils: 1) The Centers for Teaching and Learning Operations Council; 2) The Technology Task Force; 3) Staff Development Task Force; and 4) The Inquiry Task Force.

Key Partnership Representatives

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Exemplary Practices

B-12: Partnerships for Teacher Preparation: An All University Effort with Milwaukee Public Schools

History

The exemplary practices highlighted in this session are in various stages of development and build on a strong history of partnership activity. A recent inventory, for example, identified over 140 cooperative endeavors between The University of Wisconsin - Milwaukee (UWM) and the Milwaukee Public Schools (MPS). Throughout the winter and spring of 1999, several additional local partners built upon these cooperative endeavors and developed a comprehensive proposal in response to the call for proposals issued in the Grants For Improving Teacher Quality by the U, S, Department of Education. In September of 1999, they were notified that their collaboratively developed proposal was one of 25 selected for funding. Major goals and strategies outlined in that proposal are shared here, and will be highlighted in the presentation.

This proposal was put forward by a new and extended partnership comprised of the University of Wisconsin - Milwaukee (UWM), the Milwaukee Public Schools (MPS), the Milwaukee Teachers Education Association (MTEA), the Milwaukee Board of School Directors (MBSD), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC), and Ameritech. A prior history of partnership activity has resulted in the development of nontraditional programs designed to prepare teachers for urban schools and school communities. As a result of their intensive planning for this proposal these local partners decided to develop a new and unique governance structure. The Milwaukee Partnership Academy for Teacher Quality, dedicated to coordinated planning for teacher education endeavors intersecting with urban school renewal.

The overarching goal of the Academy is to develop a comprehensive teacher education prototype preparing K-8 teachers for high need schools. The prototype calls for aligned changes in the letters and sciences, professional preparation, and entry into the profession so that the outcome is a more coherent, protracted and potent form of teacher preparation. Primary goals and activities include:

Grounding teacher preparation in a robust and contemporary view of teaching and learning that stresses self-regulation, application to real problems, responsiveness to diversity and the utilization of modern communications technology,

Providing multiple access through a teacher education continuum which begins with paraprofessionals and extends to advanced leadership preparation for veteran teachers in a coordinated cluster of traditional and non-traditional programs.

Implementing curriculum changes for prospective elementary teachers in the Letters and Science, both in the content areas they teach and in the development of a unique cultures and communities sequence of courses designed for them to better understand and draw on the rich resources of urban communities.

Emphasizing access and support for prospective minority teachers with the goal of greatly increasing the number of such teachers in MPS.

Engaging veteran teachers in all aspects of initial teacher preparation, including letters and science, professional programs and entry year.

Expanding the role of higher education faculty in K- 12 school reform initiatives to ensure the alignment of teacher preparation with school innovation.

This partnership is designed to sustain a coordinated and comprehensive response to the needs of the children and youth who attend the Milwaukee Public Schools and to help assure that each of them has a caring, competent, and highly qualified teacher. The Milwaukee Public Schools serve over 100,000 students in 160 buildings, with a teaching force of over 6,000 teachers. Each year for the next five years MPS will need to hire between 800-1,000 new teachers, In previous years fifty percent of those who graduated from UWM in teacher education have taken positions in MPS. This fact, together with UWM's

location in the city and the fact that its future students are largely graduates of MPS, underscores that UWM has a special responsibility for improving the quality of the teaching force in Milwaukee.

The Academy is committed to responding to the sheer need for increased numbers of teachers who are committed to teaching in MPS by providing multiple entry points into teaching and particularly multiple entry points to increase the number of prospective minority teachers. Programs in the cluster serve undergraduate, post-baccalaureate, and two-year degree students at technical colleges, as well as paraprofessionals at both the undergraduate and post-baccalaureate levels. The range and focus of these programs enables the partnership members to begin to think in terms of going to scale; one preservice program is unrealistic to meet this challenge. Thus, a unique cluster of traditional and nontraditional preservice programs is linked by a commitment to a set of core values and practices. This cluster of programs calls for these elementary teachers to demonstrate a high degree of pedagogical content knowledge and skill but given the emphasis on urban contexts to anchor their teaching in valuing and actively drawing upon the urban context in which their students live as well. Further, an overarching goal is to embed modern communications technology across all aspects of teaching,

The Academy is committed to supporting a direct-connection between the University and the local schools and their reform through the central role of practicing, experienced MPS teachers. These carefully selected teachers will participate in every aspect of the preservice experience including letters and science experiences, the professional programs and through clinical work in MPS schools that bring UWM faculty and preservice students directly into the schools on a sustained basis. These experienced teachers will be linked by their participation in an ongoing, joint leadership development program that is a direct function of the work they do in improving the quality of prospective teachers. In summary, six broad goals drive the work of the Academy:

1. To implement a shared governance structure, the Milwaukee Partnership Academy, based on joint responsibility and authority that includes the executive officers of the key agencies with a vested interest in teacher quality in the greater Milwaukee area.
2. To develop a comprehensive K-8 teacher preparation prototype for high-need schools that begins in the College of Letters and Science, continues through a redesigned cluster of professional programs and extends into the first year(s) of teaching while substantially integrating the use of technology into teaching and teacher preparation.
3. To increase substantially the number of teachers and especially minority teachers, to take positions in urban schools and particularly MPS.
4. To increase substantially the retention of beginning teachers by continuing teacher education in an articulated manner into the first year of teaching, and by strengthening the current mentor program.
5. To increase substantially the retention of experienced teachers by designing and implementing a unique, post-master's leadership development program for experienced teachers. After their tenure in assisting with initial teacher preparation and participating in the joint leadership development program, they will return to their K-12 schools to work in shared leadership roles with school administrators with responsibilities for school renewal and continuing professional development.
6. To facilitate a strategic redesign process for the adaptation of components and related high-quality materials from this local prototype across a national network of urban partnerships.

Mission

The University of Wisconsin, Milwaukee (UWM) is Wisconsin's premier public urban university and one of two public doctoral research universities in the state. A priority is its cooperation with the greater Milwaukee community to ensure that its teaching, research and service contribute to the community and to draw in a continuing manner on the rich resources of the community. UWM enrolls over 23,000 students and serves them with a faculty and instructional staff of almost 1,400. They are located in eleven different schools and colleges offering more than 100 undergraduate majors, 47 master's programs and 17 doctoral programs,

The School of Education offers a variety of programs leading to teacher licensure in early childhood, primary/middle, middle/secondary and exceptional education with dual majors possible. The School enrolls almost 2,500 students with over 1,700 of those pursuing a teaching license.

The College of Letters and Science is the largest academic unit on the campus with as many as 7,600 students enrolled at any one time. With a faculty of 330 it offers a wide range of programs at the baccalaureate and post-baccalaureate level ranging from Africology and Anthropology to Political Science and Urban Studies.

The Milwaukee Public Schools (MPS) serves over 105,000 students in twenty secondary and 138 middle and elementary schools. The student population is predominantly African American (61%), followed by Caucasian (17%), Hispanic (14%) and Asian (5%). MPS is known for its range of school innovations including comprehensive wrap around schools, year round schools, and several charter schools, including ones sponsored by UWM.

Key Partnership Representatives

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