On Common Ground

Strengthening Teaching through School-University Partnership

Image is available in print publication.

EDWARD LAMSON HENRY, *KEPT IN*, 1888

School and University: Bad Dreams, Good Dreams

By Roland S. Barth

Schools and universities are lively and peculiar places. Where the two cultures intersect is even more lively and even more peculiar. I have spent most of my adult life working in schools, as an elementary teacher and principal, and in universities, as a teacher and administrator. During much of this time, a foot rested in each world. For instance, while principal I worked closely with a university which placed a dozen student teachers with us each year. And when I began the Principals' Center at Harvard I found myself, at once, a resident of both school and university.

A close partnership between school and university is a powerful dream offering exciting possibilities for educators and enriched learning experiences for youngsters. Across the fence lie invigoration, new ideas, different ways of thinking about learning, knowledge, and teaching...and the unknown. But, despite notable exceptions, this is a dream as yet unfulfilled.

Many impediments transform the dream into a nightmare. Few school teachers and administrators in their careers have escaped being disappointed, demeaned, infantalized, or embarrassed by universities. Expectations have been held out and violated at the pre-service and in-service levels and in courses, workshops, consultations, and evaluations. And I know of few university faculty members who have worked closely with schools who haven't been badly scratched up by the

On Common Ground:
Challenges and Responses

By Thomas R. Whitaker

One reader of *On Common Ground,* responding to our invitation in Number 5 for an expression of your views, has asked that the periodical become "more gutsy." Number 6 may be a step in that direction. In previous numbers we have often emphasized the accomplishments of partnerships. In this number, though not ignoring important accomplishments, we put the main focus on some unsolved problems. We have invited several people to offer their challenges—and perhaps their responses—in the difficult area of educational organization and change.

The Essays: Some Connections

We begin with one who has been a citizen of two cultures. Roland S. Barth sketches the unfulfilled dream of close partnership, notes the impediments that can transform the dream into a nightmare, and concludes that universities as well as K-12 schools are desperately in need of "restructuring." He would encourage changes in reward systems, the creation of more dual citizenships, and efforts to bridge the gap between research and practice. But these, in his view, are just patches on leaky tires. He therefore concludes with a bold vision of a single culture, a "community of learners" which is also a "community of leaders"—for he believes that collegiality has not been recognized as either part of the problem or part of the solution. Some writers in this issue will disagree with Barth on that question—and indeed we must add that "collegiality" has been central to the efforts of the Yale-New Haven Teachers Institute that we described in Number 5.

We turn then to some university administrators, who take rather different approaches. Arthur Levine tells us that heads of institutions and foundations and an assortment of journalists are the "leaders" in the current partnership movement, which he finds to be without coherent focus or staying-power. He urges that we develop a "more clearly defined agenda for cooperative action." We

should note here that the Yale-New Haven Teachers Institute, which has always relied heavily upon teachers themselves as part of the leadership, now has an endowment that will guarantee its permanency. We would be interested in hearing from other partnerships that are working toward that goal.

For a variety of specific suggestions for cooperative action, we may turn to Sherry H. Penney, writing with William Dandridge. Schools, she says, must be viewed as places where new knowledge is created. University faculty and school-based practitioners must share the responsibility, risks, and rewards of working together on behalf of children. Schools of education and arts and sciences must reconsider their curricula. Universities must create support structures and philosophical contexts for their school initiatives. University reward systems must be reordered, and better indicators must be developed to help universities gauge the benefits of their investment in partnerships. The challenge, she thinks, can be met.

Rev. Edmund G. Ryan finds that both reward systems and the increasing fragmentation of curricula and structures are obstacles to partnership. He also urges that we hear more fully from those who will employ the graduates of our school systems. School-university partnerships must reach out to include those from the world of work. Fa-

ther Ryan here continues a topic that had been engaged by Thomas Furtado in Number 2, and by Secretary of Labor Robert Reich, Edward C. Kisailus, Thomas E. Persing, and Thomas Furtado in Number 3. And in this number, Foster B. Gibbs provides an instance of such a successful partnership, the Saginaw River Project.

What about the role of professional schools other than education? Gene I. Maeroff suggests that high schools and professional schools have much in common, and that improvements in both might result from their partnership. In medical and architecture schools experiential education forms a foundation for constructing knowledge, off-campus learning should be important, and performance-based assessment is crucial. Maeroff suggests, however, that rigid departmental structures have hindered discourse between such schools and those in pre-collegiate education. For an interesting effort in this direction, we would refer our readers to Kent C. Bloomer's account in Number 5 of his architecture seminar in the Yale-New Haven Teachers Institute.

Next we hear from a university professor who has been active for many years in school-university collaboration, and who has found the "human element" to be the most important contribution that the collabora-

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About the cover illustration: You may have seen Edward Lamson Henry's *Kept In* on the cover of Jamaica Kincaid's brilliant and poignant tale of coming of age in Antigua, *Annie John* (New York: New American Library, 1986). Henry painted *Kept In* a century earlier, during a year in which he travelled through the southern states. He was born in Charleston, South Carolina, in 1841, studied art in Philadelphia and Europe, saw service as a captain's clerk in the Union Army, and over the years painted many subjects drawn from the Civil War, country life, and developing transportation in America. Before his death in 1919 he was known throughout the country, largely through popular reproductions of his scenes of American life.

Kept In captures a moment of adolescent dreaming within the confines of an empty and well-worn classroom that has not been entirely congenial. The light and air coming through the windows, and the adults glimpsed there, speak of a wider world. The girl herself, with vigorous face, piercing gaze, red pinafore, and assured if meditative posture, looks beyond her environment toward a future that may realize her dreams. A century later, we are still very close to this subject, as Roland Barth's "Bad Dreams, Good Dreams" and Suzanne SooHoo's "The Loud Silence" will amply attest.

Educational Organization and Change

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tive movement can make to educational reform. Jay L. Robinson offers a forceful argument for the view that people are finally more important than structures—though of course they require enabling structures in order to make effective contributions—and that "collegiality" has indeed been recognized in some places as the key to successful school-university relationships.

We turn then to perspectives from within the schools. In this number we inaugurate a "Superintendents' and Principals' Forum," which will complement our continuing forum, "Voices from the Classroom." Thomas E. Persing here sounds a clarion call for all superintendents to exercise their leadership in developing partnerships with colleges and universities. Charles Serns speaks from a principal's position of ways in which school-university partnerships can improve the instructional climate in a school, and can help the school to establish its own leaders.

In a related article from a superintendent, Foster B. Gibbs offers a detailed account of how education in the Saginaw school district has been transformed by collaborative initiatives undertaken with the University of Michigan, Michigan State University, and Saginaw Valley State University. Gibbs offers a set of guiding principles for staff development that can inform such collaboration. In different ways, Persing, Serns, and Gibbs all understand "collegiality" to be a major part of the solution.

In "Voices from the Classroom," Carol Keck, Linda Tripp, and Ann Claunch offer a case for collaboration based upon their own experience in the Albuquerque Public Schools/University of New Mexico Career Development Program. They allow us to see how apprentice teachers, mentor teachers, and university supervisors can relate to each other in an atmosphere of trust, openness, respect and reflection. It is just that atmosphere, they argue, that makes possible growth through collaboration. They here seem in strong agreement with Jay Robinson's perspective from the university.

But what about the student perspective? Suzanne SooHoo argues that students should

participate in our dialogue about the restructuring of education. They should be regularly consulted, or at least informed. And she offers an interesting account of how the Alternative Assessment Project at Irvine moved in that direction, seeking student advice and learning from it.

We conclude this array of challenges and responses by printing three pieces that are

sharply critical of the current situation. Sophie Sa, Executive Director of the Panasonic Foundation, deplores the emphasis on the professional development of individual teachers. She admits to a suspicion that "perhaps the people in our teaching force simply do not have the capacity to improve." The solution, she argues, is the integration *(continued on page 8)*

ROMARE BEARDEN, THE LAMP, 1984

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briar patch of the schoolhouse. Schools are unforgiving places for academics, places that reject foreign bodies as a human body rejects organ transplants. The respect, capacity for reflection, success, and recognition that professors may enjoy within the ivory tower seldom accompany them into the schools.

Thus, both school and university people bring to new partnerships antibodies each has built up to ward off the other. It seems to many in the university that school people want to improve things without changing them very much; from the point of view of school people, university folks offer to change things but without improving them very much. These are hardly promising conditions for close cooperation.

There is common agreement these days that most of what educators do in K-12 schools is desperately in need of "restructuring." I would say the same about universities. The problem of all educational institutions isn't that they are no longer what they once were. The problem is that they are precisely what they once were, while the world around them is changing in revolutionary ways. It should come as no surprise then that the relationship between school and university is equally in need of reform, renewal, rethinking...and restructuring.

A major barrier between school and university is that neither rewards very much those crossing the border between them. Few professors work in public schools and few school people work in higher education. If one is not rewarded by the host culture for entering its boundaries, neither is one rewarded by one's own culture. Academics are not promoted for talking to PTA's, for consulting with classroom teachers, or for themselves teaching in the schools. First-class citizenship comes from reading, writ-

Roland S. Barth was the founding director of the Principals' Center and senior lecturer on education at Harvard University.

ing, scholarly research, and distinguished teaching. And not enough teachers and school administrators are rewarded by their systems with release time, pay increments, tenure, or public recognition for entering universities where they might read, write, reflect, and work. First-class citizenship in schools comes not from evidence of adult learning, but from promoting learning on the part of students and fostering satisfaction on the part of parents and supervisors. This is pretty much the way things have been. But things are changing.

Many noteworthy practices "out there" offer, I think, promising directions for strengthening the relationship between

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school and university and for moving towards the elusive dream of partnership.

Research

Traditionally, research has been the province of academia. To be sure, the stereotype of the remote academic, posing the questions, generating the ideas, diagnosing the problem, formulating a research design, conducting the research, and then offering prescriptions to schools to which teachers and principals respond—or don't—still holds some credence. One school administrator, for instance, recently observed that "Researchers start from a different place and serve a different public than do practitioners. The ideas and questions that inform their work are often irrelevant—if not downright bewildering—to those who work in schools or send their children there." (Ann Cook, as quoted in *Education Week*, September 28, 1994.)

Happily, we are observing promising changes. More and more university re-

searchers are coming into schools and classrooms as ethnographers to see what's going on there. Some even create a dual citizenship whereby they live in and are compensated by the university part-time, while they live in and are compensated by the school system the other part. Conversely, some school people are taking part-time responsibility in the university (developing curriculum or engaging in teacher training, for instance) while remaining in the schools the other part. There is probably no more powerful symbol and more promising way of integrating the two cultures than dual citizenship.

Additionally, more and more school people are actively collaborating as "co-researchers" with academics. These partnerships can bring the best of each culture to an examination of important questions of teaching and learning. The firsthand experience and craft knowledge of school people work alongside the research methodology and academic rigor of the academic.

And more school people, especially teachers, are conducting their own form of research...posing questions, carrying out investigations, reflecting on new learnings, and changing their practice accordingly. These "practitioner-researchers" enjoy, need, and increasingly find support, encouragement, technical assistance, and recognition from the university. And recognition is the commodity in least supply to school people these days.

The issue, then, is not whether school people know or can find out much of value to themselves and to others, but rather under what conditions they will reveal their rich craft knowledge so that it may become part of the discussion to improve schools. The voices of school people who have long occupied the place of what the academic calls the "dependent variable" are now coming to be heard as "independent variables"—and better still, as "interdependent variables."

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Running Things

A major obstacle to the close association between universities and schools has to do with the locus of theory and the locus of practice. The common rhetoric says, "Theory resides in universities and practice resides in schools." I find this conception both disturbing and inaccurate.

I know of no school teacher or principal who does not work from some organizing principles or, in university language, from a theory. Theories about teaching, parent involvement, curriculum development, and motivation abound in schools. Some of these school-based theories are good, some fragmentary, and a few elegant. Be that as it may, school "practitioners" are theory-makers as well as theory-consumers.

Conversely, most of my former Harvard colleagues are practitioners who run and do things as well as think and write things. Academics run schools of education, departments, committees, and research projects. Most also practice as classroom teachers. A professor is no less a practitioner than a teacher. Some university people are good practitioners, some bad, some modest, many immodest, and a few elegant. School people and academics must jettison this typecasting around theory and practice if they are to work helpfully together.

A major forum for fruitful school and university cooperation then is "the running of things." Here, too, we are witnessing hopeful realignments and possibilities.

Universities have long run certification programs for aspiring teachers and principals. It is not uncommon these days for teachers to be involved in, and even responsible for, training and inducting their colleagues into the craft. Principals in some states have become authorized to run seminars, institutes, and internships which prepare and certify their new colleagues.

And universities, which, with the exception of some laboratory schools, have seldom gotten their hands into administering schools, have joined the fray. Boston University's takeover of the Chelsea, Massachusetts Public Schools is a notable example. And the movement towards "charter schools" is involving more and more higher educators in actually designing and operating schools. In most of these efforts each culture enlists the assistance of the other. Committees with responsibility for program, budget, and personnel include not only school and university people, but parents and community members.

In short, school practitioners and university practitioners are beginning to cross the

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What if "schools and universities" were one place where teaching, learning, and research were occurring?

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boundaries which separate them. They are being rewarded for doing so, finding satisfaction in it, and making valuable contributions to the other culture.

A New Dream

Although these evolutionary changes can be seen as "restructuring," they hardly constitute what we call these days "a paradigm shift." They are, in my view, rather the application of fresh, strong patches onto defective, leaky tires. I wonder, just what would constitute a paradigm shift in our thinking about the integration of higher and lower education? Let me conclude with a vision: What if "schools and universities" were not two places, occasionally intersecting, but rather one place where all the time, teaching, learning, and research were occurring? What if human beings from preschool to post-graduate occupied the same geographic location and constituted an intergenerational community of inquiry? What if we refused to accept the given that there must be two distinct cultures and, instead, cre-

ated, anew, one culture, a "community of learners?" What if every citizen of this "school" were committed to the same goals: to be a life-long learner; to discover new knowledge; to help design and construct the learning organization; to share in the decision making; and to live and work as colleagues? What if?

How much more likely it would be that young people would become life-long learners if they could each day observe, experience, and work with adults who were life-long learners. How much more would teachers and youngsters learn if they were part of a culture replete with role models of reflective practitioner, scholar, and researcher? And how much more would the older scholars learn from the persistent presence of the younger scholars? And how much more relevant would the scholarship be? Research would be everyone's work. The ten-year-old researching the inhabitants of pond water and the doctoral student researching the inhabitants of pond water could become colleagues in researching pond water. "Teachers" and "students" would never again be seen in the same way. Nor would the pond water.

Strangely, collegiality is seldom mentioned in the school reform literature of the past decade. It is recognized neither as part of the problem nor as part of the solution. Relationships in schools—all schools—take several forms. One of them is described by the wonderful term from nursery-school teachers' parlance, "parallel play." Two three-year-olds are busily engaged in opposite corners of a sandbox. One has a shovel and bucket; one has a rake and hoe. At no time do they share each other's tools. Although in proximity and having much to offer one another, each works and plays pretty much in isolation. This description serves remarkably well as a characterization of human relationships in school and university alike.

My experience in schools and universities suggests that the nature of relationships be-

School-College Partnerships: Lessons of the Past

By Arthur Levine

tween adults and adults, between youngsters and youngsters, and between adults and youngsters has much more to do with a school's quality and character, and with the accomplishments of student and teacher alike, than does anything else. Why accept primitive relationships? Why not deliberately reconstruct these relationships and transform them from parallel play to collegiality?

What would happen if, in addition to becoming a community of learners, the new "school" were to become a community of "leaders?" In a law firm partners are vitally involved in running the larger organization as well as their particular practices. In schools and universities, administrators tend to look after the larger organization and the teachers and faculty look after their individual classrooms or research. I believe it far better for everyone to look after the whole organization...for the sake of the organization and for the sake of everyone.

How much more a learning environment could teach the values and spirit of a democratic system, to which we profess to be committed, if it resembled more a New England Town Meeting than a benevolent South American dictatorship. And how much richer the experience of all the inhabitants of the learning community would be if each were expected to, allowed to, and helped to make decisions leading to the ongoing development of a community of learners and leaders. Leadership is making happen what you believe in. A school can accomplish no higher goal than to empower everyone—students, teachers, administrators, parents—with the confidence and ability to make happen what they believe in.

A dream? Perhaps. But also a vision toward which we might move as we consider the future of the school-university relationship. And a dream which might help select, integrate, and reinforce the best of the school culture with the best of the research university, while purging the current pathologies of each. There is much common ground—and much high ground—here. What if?

S chool-college partnerships are in vogue today. They are being touted by government, foundations, national commissions, the press, and educators of all stripes. And despite all the hoopla, they actually seem to be a pretty good idea.

In fact, they are such a good idea that every few decades we as a nation, resurrect the notion of building a bridge between grades 12 and 13. Historical memory being what it is, there has been a tendency to view each resurrection as a birth rather than a rebirth or as an innovation rather than a renovation. This essay is a quick look backward at the first attempt at school-college partnership, which may have been the most successful cooperative foray. It was certainly the longest in duration, lasting from roughly 1810 to World War I.

Much about this first partnership is reminiscent of contemporary initiatives. Then, as now, schools and colleges were under public attack. They were said to be the root of most national problems, ranging across the economic and social fabric of the country from the moral decay of the nation and the worsening conditions of our older industries to the decline of civic engagement and the coddling of immigrants. The schools themselves were criticized for poor quality and diminishing standards. The curriculum was characterized as being anachronistic and incoherent, and including too much remedial education.

The leaders in the current partnership efforts were the leaders in the first era, too. They included the chief federal education officer, the heads of a few prominent schools and colleges, an assortment of journalists, and a few of the better-known foundation presidents.

Then, as now, there was an outpouring of reports and task forces, and one inescapable fact about school-college partnerships is that they have never been a friend to trees. The recommendations of the reports have not changed much over the years either. They initially proposed higher academic stan-

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dards, more rigorous curricula, a longer school year, better quality teachers, stronger student discipline and, of course, more school-college cooperation.

So much for *déja vu.* This is where the historical mirror ends. In two critical respects the first movement differed sharply from the current version. One difference is the nature of philanthropy. In the first era of cooperation, there were far fewer funders.

Their resources were larger, their goals were more focused, and substantial incentives were offered to schools and colleges for achieving specific goals. For example, perhaps the most influential force for bringing about planned change across secondary and higher education early in the century was the Carnegie Foundation for the Advancement of Teaching. It had sufficient revenues to offer a pension to the faculties of colleges that met its goals, which among other things, required, for admission, a four-year high school education, including 14 units of study, which consisted of four major classes taken five times a week. In demanding these changes, the Carnegie Foundation simultaneously changed the nature of collegiate and secondary education in the United States.

The point is not whether the Carnegie-induced reforms were good or bad but simply that the place of resources in school-college partnerships has changed. Today, philanthropic support is more diffuse and less effective. The number of foundations involved has expanded geometrically over the years. The size of their resources has shrunk in equal proportion. The result, in the main, is a cornucopia of underfunded and ephemeral initiatives, sponsored by lone foundations, which lack both the focus and the leverage to support substantial, long-term partnership activities.

The second difference between the two eras is that the first created permanent mechanisms to support the partnerships. Accreditation is an example. In 1885, the New England Association of Schools and Colleges was created to bring together the secondary and higher education communities. The idea

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caught on, and regional associations were created across the country. In 1901, one of them, the North Central Association, set standards for high school recognition or accreditation that included an annual calendar of 35 weeks of instructions, four to five major periods a day, and instruction in specified subject areas. The standards were widely adopted by the other associations, and by 1903 the regionals were not only accrediting schools, but also colleges.

Another example is the common college admission test. Created in 1901 by a newly established organization named the College Board, this exam was designed to replace the individual tests of the more than 400 colleges and universities in the country. In this sense the test became a vehicle for establishing common subject expectations for both college admission and high school graduation.

In contrast, the current partnership movement has not tended to produce "permanent" structures of this sort. Rather, the relationships between schools and colleges have been looser, more local, and more diverse in nature. Few offer much promise of surviving the current movement.

After more than a century of intermittently supported revivals of school and college partnerships, we have learned a few things. Maybe the most important is that cooperation is faddish. Historically, periods of high school-college partnership have been short. They have lasted only as long as public pressure persisted and colleges and schools could solve their problems better together than apart.

I have no illusions that the current effort will bridge the gap between grades 12 and 13, but I do believe we can make real progress in reducing the gap. We do not have a lot of time left to do this. If we are to make the most of it, I think we need to learn the lessons of the first reform period and engage in three activities:

- overcome the miasma of recommendations

LEWIS W. HINE, *STRUCTURAL STEEL (EMPIRE STATE BUILDING)*, ca. 1931

Whitaker: Challenges

of professional development into overall improvement plans for the school. In her view, providers in universities and foundations should require participation by school teams, and allow their participation only if they can show how the workshops or courses will fit into a plan for the whole school. (We should add here that the Yale-New Haven Teachers Institute, which for almost twenty years has successfully placed major emphasis on the professional development of individual teachers, is now working more extensively with "school teams" and is helping individual schools to establish Centers for Professional and Curricular Development.)

Deborah Meier, Co-Director of the Coalition Campus Project in New York, directs her criticism to an entire "ladder of disrespect"—but especially to the universities. We need, she says, environments in which teachers are engaged in thoughtful intellectual effort, in which students witness the play of ideas and have reason to join in such play. It follows that the "universities' first task, on behalf of school reform, is to reform themselves"—for the university must become what, in Meier's view, it has not been, "a place that takes the life of the mind seriously,...engages in respectful public activity,...treats all ideas with respect including naive ideas." Most of our readers will no doubt concur with Meier's goals. But those who read carefully Jay Robinson's or Foster Gibbs' essays in this number of *On Common Ground*—or, for that matter, the accounts of collaboration in Number 5—will surely find some reasons to disagree with the sweeping nature of her charges.

Kati Haycock, Director of the Education Trust at the American Association for Higher Education, is pessimistic about the results of confining attention to "handfuls of teachers here and there," and she too believes that further progress in school reform will require radical change in higher education. She argues for a comprehensive K-16 reform, with communities creating umbrella-type structures to oversee the work.

In This Challenge There is Real Opportunity

By Sherry H. Penney in collaboration with William Dandridge

In the years ahead, K-12, as it is commonly called, will have more and more in common with post-secondary institutions. Both already feel and will continue to feel the effects of change. Both will therefore need to undertake more truly collaborative efforts than ever before.

For several reasons the rate of change over the next 5-10 years is bound to accelerate:

l) Taxpayers appear less and less willing to pay the cost of education, or to continue a commitment to financial aid for students at the post-secondary level.

2) New technology is changing the ways in which we teach and students learn. It will become an ever more useful and necessary tool in student learning.

3) The population has already changed radically—into a rainbow of White, Black, Hispanic, and Asian faces. Data from our own city and campus reflect this. In 1990, African-Americans comprised 24 percent of its population; Latinos, 10.4 percent; and Asians, about 5.3 percent. Haitian and Southeast Asian communities have developed in the neighborhoods of Dorchester, Roxbury, Mattapan, Jamaica Plain and Brighton. The total minority enrollment at UMass Boston has increased in the last six years from approximately 17 percent to 27.5 percent, almost one third of our student body. In Fall, 1993, minority students comprised 43.8 percent of all new freshmen and 25.2 percent of new transfers.

4) Education in schools and universities will be less bound to the traditional academic calendars and more global in its focus.

5) Both sectors then will see greater emphasis upon learning than upon teaching. There will be less lecturing and more collaboration and cooperative learning. More internships will be created, and there will be more focus on the transition from school

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to career. There will be a greater need at both levels to develop leaders.

Because of changes in our society, the importance of education will be heightened at the same time that the taxpayer seems more unwilling to shoulder its costs. If K-12 and post-secondary education are to meet these challenges, they must find more and better ways to collaborate and to cooperate. That is, to me, the solution, the opportunity within the challenge.

Most institutions of higher education, of course, can already provide an impressive list of programs and services they offer to local schools. Since the late 1950s, there has been a dramatic increase in the number of university-sponsored programs for elementary/secondary students and teachers. Major funding from the U. S. Office of Education, the National Science Foundation, and major private foundations such as Ford, Kellogg, and Pew, has provided generous support for these programs. The question we must now answer is, have we made a difference for the children in those programs? We will be called to do greater reporting and develop accountability measures. The quest for more accountability provides us a much-needed opportunity to re-examine the assumptions and methods that have shaped the programs. We can now build on the lessons of the many programs and experiments that have made a measurable and significant difference, and phase out activities that no longer have a clear purpose and a successful conclusion.

The challenge is to create a coherent and well-coordinated framework that engages teachers and university faculty, and schools and institutions of higher education in a shared vision about how they together can address the educational needs of all the nation's children and young people. At the heart of this work must be a set of new understandings about schools and about the role of universities in that relationship. As I reflect on my own experiences in higher education and in school-college collaboration, I find some important lessons which can guide us in the future.

During my years as Associate Provost at Yale, 1976-1982, I worked closely with the Yale-New Haven Teachers Institute. It was an excellent example of collaboration between university faculty and New Haven teachers. Clearly, the seminars were exciting to both, the evaluations were more than positive, and the effect on the teachers themselves and the curriculum was profound. The Yale faculty were engaged with teachers in positive ways. Another example at Yale is Dr. James Comer's project, which also shows the impact a major university and its faculty can have on a city and its schools.

At the SUNY system, as Vice Chancellor for Academic Programs, Policy, and Planning for a 64 campus system of 380,000 students, I coordinated the work of a Chancellor's Task Force on Teacher Education and was involved regularly with the schools of education, their deans and their faculties. Like Yale, the SUNY campuses were each involved in their cities and communities in substantial ways, working with teachers and schools.

After coming to the University of Massachusetts Boston as Chancellor in 1988, I began to work with my co-author, who was the Dean of our Graduate College of Education. I found a number of exciting initiatives undertaken with the Boston Public Schools. As a commuter campus we serve many of the same families that use the Boston Public Schools. Our campus goal has been to create pathways to enable children and adults to pursue their educational dreams as far as their talents will allow. While many of our programs were started to serve specific populations, over the past five years we have worked to create a unified network that maximizes our human and fiscal resources. Our array of programs— over 30—serves gifted and talented students as well as those with learning difficulties. The approach is to connect youngsters to the appropriate support program and then move them to the next level.

One of the early campus initiatives was

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the Institute for Teaching and Learning. This Institute engaged children and teachers in issues that concern them in their schools and neighborhoods. Teachers shared responsibility for leadership. Successful programs now include our Urban Scholars Program, an after-school and summer program working with young people in the Boston Schools at the high school age to introduce them to the idea of attending college and to prepare them to do so.

One outstanding success in this program is a young woman from Dorchester's Jeremiah Burke High School. After completing Urban Scholars at UMass Boston, she went on to Wellesley and Brown University. She has now returned to UMass Boston as a member of the faculty in the English Department. Patricia Powell is the author of two novels. *Me Dying Trial* recalls her childhood in Jamaica; *A Small Gathering of Bones* is a reflection on AIDS. Professor Powell's development is clear evidence that the Urban Scholars is a collaborative program that works.

A second example is our Guaranteed Admissions Program, with three Boston inner-city high schools, to work with 9th graders. We provide tutoring and support systems to guarantee them admission to UMass Boston if they meet the terms of a contract they sign with us in the 9th grade. We have also raised scholarship funds to assist them on admission. A third example is Another Course to College, which allows high school students to take courses on the Boston campus.

These are all successful programs, although they are quite different from the Yale-New Haven Teachers Institute. We have a similar program through our Massachusetts Teachers' Academy. The Academy convenes teachers from across the state who represent elementary, middle and high schools in urban, suburban and rural communities to share their insights into best practices and the development of new curricula. The academy is sponsored by the Massachusetts Field Center for Teaching and Learning, which is part of our Graduate College of Education.

In all these programs, we have learned and continue to learn several lessons:

First, schools must be viewed as places where new knowledge is created rather than where consumers of information are developed for universities. We must find ways to tap into and preserve the rich experience base of the nation's teachers. We must find ways to capture their insights about the teaching/ learning process, and preserve those that work best for children.

Second, University faculty and school-based practitioners must share equally the responsibility, the risks and the rewards of working together on behalf of children. We,

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Universities need to create both support structures and philosophical contexts for their school initiatives.

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too, suffer from the failure of the schools.

Third, as the school reform and restructuring processes gain momentum, schools of education and arts and sciences will have to reconsider their curricula. We must certainly train students in the new technologies. Already many schools are ahead of higher education in their use of and access to computers. This also means we must pay increased attention to the professional development needs of our faculties.

Fourth, universities need to create both support structures and philosophical contexts for their school initiatives. Through promoting collaboration among a campus's different initiatives, a university can maximize the collective investment, and build a community of colleagues that share this interest and involvement with the schools.

Fifth, university reward systems will need to be reordered to give appropriate recognition to work in schools. Faculty who spend time working in schools are too often "punished" when they are considered for promotion and tenure. The institution may also be punished even further if this work is not seen as producing post-secondary teachers and administrators. Working in schools on issues of change is energy intensive, but it does not immediately produce information for scholarly publication. We must find ways to assess this work over time, so that we properly consider it in making professional judgements about faculty members. We must also find ways to count this as real work, so that university participating faculty—and their institutions—are not punished in funding decisions.

Sixth, because campuses may support these efforts with their own operating funds, and because trustees will exert increasing pressure to justify allocations of resources, better indicators must be developed to help a campus assess the quality of its work and gauge the benefits of its investment.

As we move into the future, an important part of my vision will be to build on these lessons from the past, but also to make working with the schools and the "seamless web of education" a goal of the entire University community. We have recognized at UMass Boston that working with the schools is not simply the responsibility of the Graduate College of Education. We have efforts in collaboration with the schools throughout the University. Our College of Nursing has provided health and nutrition information to the schools. The College of Management has been in exploratory discussions with school administrators in areas including accounting and purchasing. The University's Athletic Department and its facilities are creating alternatives to participation in gangs. These efforts will become yet more important in the future.

The future for education will need to be one of true collaboration. A breaking down of barriers between schools and universities, whether in finance or governance, and a promotion of the crossover of students and teachers between the two is our challenge. If we can meet it, and I believe we must, schools and universities will be one of the most important resources to their cities and regions.

Overcoming Obstacles to Wider Partnerships

By Rev. Edmund G. Ryan

In American colleges and universities during the twentieth century structures have proliferated. Departments have grouped faculty according to academic discipline. Separate schools of Education, Business, and Applied Science have brought a number of related disciplines together in one administrative unit. Faculty and university senates have been created to provide means for the faculty to participate in decision making. Yet each of these entities, as they worked for the good of their college or university, gained more and more power and authority.

Schools, departments, and senates frequently see attempts at innovation as a threat to their hard earned prerogatives. A proposal to establish partnerships between a college or university and elementary and secondary schools calls for faculty to spend time with teachers in local schools. But how will the Rank and Tenure Committee of the Senate weigh the time spent in collaboration with schools? The faculty member's efforts certainly constitute "service." But, unless a series of articles or a book result from the collaborating, will the faculty member be exempt from the publication requirement of the institution? How will one's department vote on the person's application for tenure or promotion given the same conditions?

Will departments speak up and declare that school, college and university partnerships are not included in their purview? The English Department believes that literature and textual criticism are their main concerns. Isn't the avowed purpose of the Department or School of Education to deal with what happens in schools from pre-kindergarten through the 12th grade? Why should members of the English Department deviate from their mission? Likewise how happy and comfortable will a School or a Department of Education be with an arrangement be-

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tween the Biochemistry Department and the Associate Superintendent of Curriculum for the local school? Previously the Dean of the School of Education was the liaison with local schools.

These obstacles to partnership described above are viewed from the campuses of higher education institutions. Undoubtedly school districts and individual schools have their own stumbling blocks that must be removed before they can reach out and clasp hands in partnership. But another group should also be heard from. About 45 percent of 18-year-olds use their high school diplomas to enter two or four year colleges. A greater number—55 percent—enter the world of work. Employers must be heard

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In the discussion of college and university partnerships with schools, employers should be invited to join in.

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from. Their stake in the national debate over educational reform is obvious.

On February 20, 1995, the Federal Department of Education released a study that showed employers lacked confidence in the ability of American schools and colleges to prepare young people for the workplace. The survey was prepared by the National Center on the Educational Quality of the Work Force at the University of Pennsylvania. Their researchers contacted plant managers or site managers at 3,000 locations in the United States with more than 20 workers. It included offices, factories, and construction sites.

This study indicates that schools are not preparing young students for participation in the workforce. Managers in offices, factories, and construction sites state that young people lack the skills and competencies needed for the world of work. The same managers also explained that many of the old routine jobs have been taken over by machines. But the new jobs in the 1990s and in the twenty-first century need higher skills and computer literacy. Young people

with newly awarded high school diplomas are ill-equipped to fill these jobs.

In the discussion of college and university partnerships with schools, employers should be invited to join in these collaborative efforts. The Pennsylvania study reveals that business and industry have very definite ideas on what students should be taught. Employers might not be experts in cognitive development, but they certainly know what skills and knowledge new workers must have. Their presence in the partnership will prompt educators to broaden the discussion beyond the teaching-learning process and to include study in what students should learn in order to be ready to take a job in America's new economy.

Thus the partnerships would reach out beyond the world of the classroom, beyond the continuum from pre-kindergarten through high school and college. They would accept as another partner persons from the world of work. That partner would encourage schools to graduate persons able to communicate, to socialize and to use new technology. Schooling and jobs would interact to the betterment of both.

How can colleges and universities encourage more faculty members to participate in the college-school-employer relationship? One way to enlist greater support would be to change the criteria for promotion and tenure. Let participation in such partnerships be recognized by the college or university as meeting requirements for both service and scholarship. The service element is evident. But let participation in collaborative efforts that shape curriculum, teaching methods and job training be considered scholarship. The changes in the schools certainly can be recognized as applied research. College-university-school and business partnerships take up a faculty member's time. That time could have been used to do research and to publish. If this new approach to defining research were accepted as policy in colleges and universities, more faculty would be glad to join in collaborating in partnerships to better the content and process of schooling.

Model Practices from Professional Schools

By Gene I. Maeroff

Partnerships can sometimes be built in places where people least suspect the potential for collaboration. High schools and professional schools at universities, for example, may have more in common than educators on either side are apt to realize. Advocates of school reform can find at the professional schools models of some of the very practices that they would like to see adopted by the nation's high schools. At the same time, those who desire to improve professional education have among colleagues in the secondary schools people whom they may discover are striving toward similar goals.

Some of the main objectives of educational reform at both levels are remarkably alike, and paradigms for change can readily be shared. These common interests cut across such diverse areas, for example, as experiential education, off-campus/out-of-classroom learning, integration of the curriculum, and performance assessment.

Activities in two areas of professional education in particular, medical schools and architecture schools, illustrate the possible commonalities. These two kinds of professional schools are in the midst of their own self-examinations, affected albeit by forces far less turbulent than those buffeting elementary and secondary schools. Nonetheless, conversations between those in high schools and those in medical and architectural schools might prove mutually fruitful.
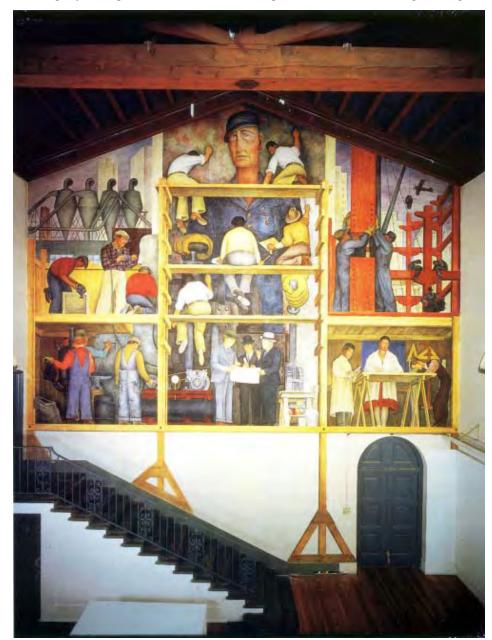
I have had the opportunity in the last few years to participate in studies of medical schools and architecture schools, as well as high schools. Continually, I have been struck by the echoes I hear reverberating across the normally silent educational divide. Those in professional schools and their counterparts in high schools would be surprised to hear—if they could attune themselves to the proper frequency range—how much their stated educational aspirations sound alike.

Take experiential education, for instance. The idea of hands-on education is all the vogue among would-be reformers at high schools across the land. Yet, precious few

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inroads have been blazed to allow students to go beyond the usual point at which they are passive recipients of knowledge. Learning by doing remains an unrealized aim throughout most of secondary education; even science labs are sometimes taught solely as demonstrations.

In architecture schools and medical schools, however, experiential education often forms a foundation for constructing knowledge. What better examples exist of learning by doing than architectural

education's design studio or medical education's clinical clerkship? Budding architects and fledgling physicians use the occasion of their schooling to perform, in a gradually more sophisticated fashion, some of the very tasks that will be central to the practice of their professions.

This is not to say that these professional schools have unfettered themselves from passive pedagogy. Quite to the contrary. Design studios and medical clinics withstanding, some of the most numbing teaching and

DIEGO RIVERA, *THE MAKING OF A FRESCO SHOWING THE BUILDING OF A CITY*, 1931.

most mindless rote learning in all of education occurs in the lecture courses of schools of medicine and schools of architecture. At the very same time, though, these schools exemplify in their hands-on courses a level of experiential education that high schools can only begin to imagine achieving. Those who would like to imbue secondary schools with a stronger sense of experiential education could do a lot worse than starting to study how professional schools carry out this mission.

Considerations of experiential education inevitably lead to the related area of off-campus, out-of-class-room learning. Service learning and expeditionary learning along the Outward Bound model represent major manifestations of the attempt by high schools to move education away from the classroom. But programs of this sort occupy only a narrow band of the gamut of secondary school offerings. More creative thinking will be required to enlarge the opportunities of high school students to learn away from the school.

The traditional model for medical education—with the last two of the four years of medical school set in clinics—presents a prime example of how the classroom can be abandoned in behalf of greater learning. In fact, medical schools now seek to extend learning even beyond the hospital clinics that they have used for generations and send medical students to neighborhood clinics, doctors' private offices, and other "ambulatory" sites consistent with the locales at which more and more physicians actually practice medicine. Proponents of ambulatory settings argue that students whose clinical education is confined largely to the wards of tertiary hospitals are likely to focus on pathologies, an orientation that can lead to a distorted view of the role of a physician, especially when prevention looms as ever more important. Furthermore, hospital stays today are shorter and more procedures are performed away from the hospital operating room.

Architecture schools, too, are slowly coming to the realization that out-of-classroom learning ought to be part of the regular curriculum. Boston Architecture Center, for instance, schedules courses only in the evenings so that its students can hold daytime jobs in the field to earn academic credits in connection with the school's work curriculum. The architecture school at the University of Cincinnati operates as a co-op program so that students can alternate between the classroom and the architecture office. But most architecture institutions have been notoriously lax in ensuring that their stu-

> Those who would like to imbue secondary schools with a stronger sense of experiential education could do a lot worse than starting to study how professional schools carry out this mission.

dents get formal learning experiences away from campus, though students and alumni say that this ought to happen.

So far as integrative education is concerned, both secondary schools and professional schools need to do more to bridge disciplinary barriers. Anyone who knows anything about high schools is aware of the fragmentation of knowledge, the utter failure to tie together the subjects that are taught. This issue pervades much of education.

In most architecture schools, for example, education in the design studio often proceeds as if students did not take courses in structures and materials, in mechanical and environmental systems, in professional practice and in architectural history. Frequently, little happens in architecture education to make the design studio an integrative place where knowledge from other courses is formally brought to bear. Such pockets of exception as the Southern California Institute of Architecture, which is trying to involve classicists, historians, and other non-design professionals in studio lectures, desk crits, and juries, represent an embarrassing challenge to other architecture schools.

Similarly, most medical schools continue to adhere to a bifurcated format that keeps the basic sciences separate from each other

and unrelated in any formal way to clinical education. Moreover, course content tends to lack coordination, and a student reviews the same material over and over in various courses from a slightly different perspective, perhaps with only a nod to relationships among the subject areas.

A promising integrative approach used by an increasing number of medical schools—exemplified by Canada's McMaster University and such American schools as Michigan State University and Southern Illinois University at Carbondale—calls for a problem-based format that can be a vehicle for integration, though the explicit goal may be to cultivate clinical reasoning or self-directed learning. Small learning groups of students (not unlike cooperative learning on the pre-collegiate level, incidentally) seek solutions to problems that usually cannot be solved without drawing on the knowledge of several disciplines.

Such other medical schools as Case Western Reserve University promote integration by pulling together the basic sciences in a coordinated organ-system approach that blends into the clinical sciences, as well. Teams of faculty members from different departments carry out this thematic instruction.

But these are the exceptions. For the most part, high schools and professional schools find it equally difficult to break out of the rigid departmental structure that separates areas of knowledge. In all of education, only some middle schools seem able consistently to put together the teaching teams that readily cross disciplinary lines to integrate content. Most medical schools, architecture schools, and high schools need to find ways to build on these interdisciplinary accomplishments.

The fourth and final of these areas of potential mutual interest is performance-based assessment, a subject of so much discussion in secondary education. The principle that instruction and assessment are opposite sides

University-School Collaboration and Educational Reform

By Jay L. Robinson

Thomas Toch ends his valuable examination of "the struggle to reform the nation's schools" with a chapter titled "Conant Was Wrong: The Human Side of Schools." Near the end of the chapter, while acknowledging that "significant strides have been made on some reform fronts, especially in the campaign to professionalize teaching and in strengthening the academic training of the nation's top students," he worries that progress will be lost, and quickly, "unless dramatic changes are made in the climate in the nation's public schools, unless schools become places where teachers want to teach and students want to learn." A change in climate, he argues, is of especial importance for students who have typically not done well in school, students usually labeled "the disadvantaged":

> ...the education of disadvantaged students is unlikely to improve without dissolving the alienation and apathy that pervade so many of the nation's public secondary schools. Unless schools "reach" disadvantaged students, instilling in them a sense of belonging and a measure of enthusiasm for learning, other reforms are unlikely to help them, and the central goal of the excellence movement, the broadening of public education's academic mission, is likely to fail. Indeed, unless a human element is added to the reform movement, the gulf between the educational haves and have-nots in public education and in the nation is likely to increase, for the excellence movement has strengthened the quality of academic instruction received by high-achieving students.

University-school collaboration has made its own special contributions to what Toch calls the excellence movement, with many programs contributing significantly to the improvement of academic preparation for students and the professionalization of teach-

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ers. But perhaps the unique and most important contribution the collaborative movement can make to educational reform is to add the "human element." And to its credit, the movement has committed itself both to the "haves" and to the "have-nots" in America's public and private schools: one is as likely to find collaborative projects in inner-city schools as in suburban ones.

Attending to the human element—to the persons behind the titles "teacher" and "student," to the very human relationships that must be established for collaboration to work—is the central task in collaborative projects. As educators, our various titles—"professor," "teacher," administrator"—most often serve to separate us, as do our roles and responsibilities in our separate institutions. Those of us who work in collaborative projects find ourselves struggling to find new titles for ourselves: "partner" serves sometimes, because it implies a common aim and joint responsibility in working toward it; "colleague" can be useful as long as its use is sincere—an acknowledgment of equality of status—and as long as its users realize that a new kind of collegiality has to be worked for to overcome separations that have been institutionalized and assigned differential status. In good collaborative projects, one hears the title "friend" more often than is customary in most professional gatherings, and first names are often all that is needed. Some students I worked with (in partnership with my friend and colleague Sharon Floyd) long enough to learn their first names came to call me "Doctor Jay." I hope the name acknowledged my humanity more than my degree, but even the playfulness of the name suggests the distances that in fact separate an inner-city classroom from the office of a professor in a self-consciously prestigious university.

Our struggle to find names for participants in collaborative projects is a healthy one, in human terms, and can be a useful reminder that in undertaking such work we are inevitably trying to establish new structures for educational change. Our capitalist, probably not post-capitalist, society has flourished

through specialization of expertise and through the assignment of differentiated roles, responsibilities, and rewards. The structures of our work separate us, as a glance at any institution's table of organization (certainly mine) will show, as the breakdowns in communication across unit boundaries show even more clearly. In our daily work, especially in the academy, we find ourselves often speaking mutually unintelligible languages, unable to find words for what we should have as common goals even as we have different means for reaching them. Collaborative projects must work across the grain of existing structures: that is why good projects are always innovative; why sometimes their effects are not recognized—at least not easily; why they offer as much promise as they do as catalysts for change. Participants in collaborative projects, all with different titles, have to find ways to work together, talk together so that the work will be productive, and find structures that will support, not get in the way of, the work they are trying to do.

Most collaborative projects I know, and know to be effective, are problem centered, and the participants in them are, or at least include, those who are primarily responsible for finding solutions for the problem, which is jointly identified as one worth working on, one whose solution will benefit students both immediately and to lasting effect. Teachers must be the active participants in collaborative projects and, given the current status attached to the title "teacher," empowerment must be one of the project's aims. Empowerment comes more easily and the term empowerment makes more sense, when both school and university partners call themselves "teacher" and when there is mutual recognition of common and differential experience and expertise, common and different needs and aims. In collaborative projects, the teachers have to be learners—as good teachers always are; university teachers especially must see themselves in the role of learner, never in the role of "professor," even though their specialist knowledge of subject matter is likely to be a valu-

able contribution to the joint work of the group. Good projects often include administrators among their participants to insure that innovations have some chance of finding their place—a more stable one—in existing structures and among budget priorities. But administrators in projects must at least imagine themselves as teachers who have things to learn about life in classrooms.

Putting things in more human terms as a university partner, I have found a recognition and confession of my own ignorance one of the best contributions I can make to the opening conversations about work that will be done in collaboration. Even though I am a willing learner and a pretty good observer, I'll never know as much as my school colleagues do about the circumstances of their work in classrooms, about the shapes of learning as these are influenced by forces within the school and in the community, about the lived lives of students and how those lives shape learning, about perspectives on subject matter that emerge in illuminating and valuable ways when one's charge is to teach all young comers in their quite splendid diversity of capacity and background.

In collaborative projects, local knowledge of the kind Clifford Geertz writes about is essential knowledge, and neglecting it can lead to offering silly solutions for serious problems. Some years ago, a group of us spent many frustrating hours planning a sequenced curriculum for some English classes for at-risk students. We made a nice curriculum, but we didn't know how to make it work until we faced the problem that really got in the way of our students' learning. These were not dropout students we were seeking to serve; rather they were drop-in students who attended class irregularly, often seemingly at whim, students whose lives outside school offered little in the way of sequence as those of us who are more privileged in some ways understand such a concept. One student, an able one as we were to find out, fed and dressed three small siblings before he could think about getting himself ready for school; the night before,

he worked until midnight to earn his essential share of the family's income. More than a half of the students in our classes were themselves real, not surrogate, parents and most took their responsibilities seriously. Our best writer among these students, one with genuine talent and committed to learning the craft, completed the course's final exam as the teacher held and rocked her infant son. He was recovering from pneumonia, which meant he could not be left in his usual day-care center while his mother attended school.

To meet these students' needs, we had to think of much more than curriculum; to give them the sense of belonging that Toch talks about, we had to try to restructure schooling to accommodate, in so far as we could, to the shapes and realities of these students' everyday lives to give them what so many wanted: a glimpse of possibility, a chance at learning that might help them re-shape the lives they led. In circumstances like these, the human element is the essential one; it must inform any curriculum that has as its end academic achievement. The human element is no frill; it is both basic and the basis of any learning.

Structural change almost inevitably results when professionals working together recognize and seek to meet a need which is not being met in the customary way of doing things [some examples from Saginaw—the use of prep time; group scheduling to allow movement across the hall; identification of student abilities that led to the breakdown of tracking; broad changes in how professional development is imagined and works].

In collaboration projects, teachers from the schools and teachers from colleges and universities meet in a *borderland*: a term that has recently been used productively by scholars who are interested in examining new structures of interaction that emerge when members of separate cultures find themselves, for whatever reason, working together and living together. Trying to find one's way in a borderland, old maps help some, but new maps must be made. Walking on uncommon ground, people have to

find new ways to talk about their work if they are not to get hopelessly lost; working together, colleagues have to find unaccustomed ways of interacting. The district providing space for our borderland in the Saginaw project called what we were doing "Staff Development;" but what emerged from our steps onto strange land took shapes unfamiliar to most practices usually described by that well-known term. We inhabitants negotiated the borders of our domain; we translated for one another; we found more comfortable modalities for talk when silence, or angry disagreement, threatened such common citizenship as we were forming. And always we tried to remember why we have ventured into our borderland: we keep our minds, always, on the children we hoped to serve better through our work in unfamiliar territory.

A school and a school district where I have worked as a university partner have adopted mottos as guides for their work on educational change and improvement. The school, an alternative one in the city of Detroit, uses a motto about ends and aims that is as blunt as one can get: "It's the children, stupid!" Few people miss the deliberate allusion to a parallel motto, used in a presidential campaign, which for many, now, serves as an adequate shaping end for American education: children imagined as commodities in a competitive corporate market place. Fortunately, most teachers and many administrators know full well that the children they see everyday are many more things than prospective employees, that their minds and imaginations can be kindled by other goods than productivity and profitability. In this school, "kid watching" is the research method used to find out whether or not kids are learning and what they are learning; kid watching offers the added benefit of finding out how many good things kids can be if our teaching is made accountable to them.

The school district, an inner-city one, deeply involved for years in cooperative and collaborative programs, has borrowed its motto from an old African proverb: "It takes a whole village to raise a child."

Superintendents' and Principals' Forum:

Introduction

The Editorial Board has felt for some time that *On Common Ground* needed an ampler expression of the viewpoints of superintendents and principals. Any partnership between universities and schools, if it is to succeed, must have their enthusiastic support. And not only are superintendents and principals, like administrators of other educational units, besieged by a multitude of immediate problems pressed upon them by their constituencies and by higher authorities, but they are also remarkably isolated from those who have comparable positions in other districts or schools. It would be helpful, surely, for superintendents and principals to have some easy means of communication—with each other and with the wider circle of those who may share their concerns.

Hence the idea of this Forum. We began, during the Editorial Board meeting in Santa Fe this past February, with presentations by Thomas E. Persing, who has had many years of experience as a school superintendent, and Charles S. Serns, who has also had a good many years of experience as a principal. What followed was a vigorous discussion in which the Board learned a good deal about the specific problems that such administrators confront and the opportunities that they may nonetheless—or therefore—find for embarking upon collaborative projects.

As our first Forum, therefore, we give you the position papers that Persing and Serns presented to us at Santa Fe, along with excerpts from the discussion that followed.

This Forum, we hope, will encourage superintendents and principals to imagine what might be accomplished in their own districts and schools. As one answer, we include a piece by Foster B. Gibbs of Saginaw, Michigan, which offers ample testimony of the ability of a superintendent and a school system to work together with people from universities to improve education for our children. We invite other superintendents and principals to send to *On Common Ground* their contributions for this continuing Forum.

Partnerships and the Role of the Superintendent

By Thomas E. Persing

This is an open invitation to all superintendents of public school systems to rise up and seize the high ground by exercising your leadership. The superintendent's leadership is *the* vital ingredient for initiating, nurturing and sustaining a partnership program. This is not to say that others within the school district do not play vital and important roles. Notwithstanding, it is the superintendent who possesses the power to make or break a university/school district partnership

In the current embattled arena of public education, it is commonplace to brand the superintendent as the culprit for *high* taxes and *poor* performance of the students under his or her charge. Therefore, one might ask why should another task be assumed by an obviously overworked individual. That is a fair and reasonable question which deserves an equally fair and reasonable answer.

Having been in education over forty years, and as a superintendent about thirty of those years, please allow me to share some personal experiences and observations. First, a university or college partnership will help you escape from the trap of day-to-day, operational, mundane, mediocre and mind-numbing chores that demand your attention and time, yet destroy your intellectual growth. That is, a partnership with a university will present an opportunity for you to engage and interact with academic scholars. This will give you time to explore ideas which will reinvigorate your professional life. Secondly, a university partnership will give the Board of School Directors, the pro-

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fessional and support staff, the media, and community a chance to view you as a leader who gives importance to what we are all about, i.e., academics, learning, curriculum, and children. Thirdly, partnerships will enable you to network with a newly found national group of other professionals who will present to you many new opportunities for personal and professional growth.

Here are some of the ways to get started:

- Investigate how the Yale University-New Haven Teachers Institute was founded and continues to be successful.
- Visit with a local university or college president and discuss the importance of a partnership and need for collaboration. Formulate a plan in cooperation with the board president. Have the college/university president present the proposal for a partnership to the board at a public meeting or at least send a formal letter of invitation to create a partnership.

Partnerships can take many forms:

- A professor with 8-12 teachers constructing new curriculum or improving the old curriculum in math, science, history, humanities, etc.
- The superintendent or others teaching at the university.
- Inviting a professor to teach at one of the district schools.

Having had the experience of starting a school partnership with the Lehigh Valley Consortium of Colleges in Allentown, Pennsylvania, I would be happy to help, in my way, to get your school district started with a college/university partnership. Please call.

Lastly, superintendents have the moral and ethical responsibility to *push the envelope* when promoting a positive image of public education. We must become more aggressive and bold in these types of endeavors, if superintendents are to be the recognized educational leader and truly a Chief Executive Officer of a learning organization. Stop thinking and **Just do it**!

A Principal's Voice in School/University Partnerships

By Charles S. Serns

The role of the principal is one fraught with ambiguity. The notion that the principal is the instructional leader of the school as well as the business manager, public relations expert, compliance officer, mediator and good person to all is a myth. The complexity of a contemporary public school finds principals in ever changing roles that are subject to the whims of school boards, legislatures, and powerful special interest groups whose agendas have little to do with teaching and learning. Given this state of affairs, what options are open to principals to allow them to focus on children and their need to make meaning of the world around them? Partnerships can prove to be part of the answer.
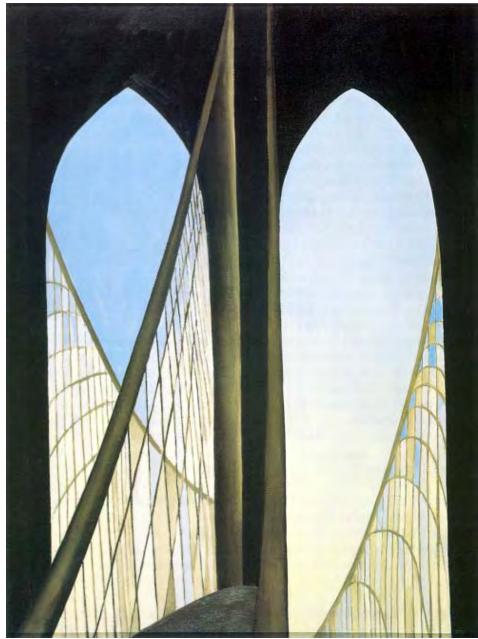
Principals who are able to make a variety of connections with the community as a whole are able to get out of some of the systemic mire and into constructive areas that meet the needs of children served by the school. Powerful partnerships between parents, community members and business offer opportunities and advantages. The principal, through a shift from system maintenance to learning facilitator, begins to manage the learning climate and professional environment of the school. One particular partnership that can greatly improve the instructional climate is the partnership between the university and the school.

Three of its advantages are an enhanced sense of a learning community, teacher empowerment and expanded leadership roles. Each allows the principal to move into leadership realms which are more powerful, more productive and significantly impact the teaching and learning process.

The establishment of a learning commu-

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nity is a multifaceted task. It is both a philosophical stance and an organizational necessity. The learners in the community are expansive and inclusive. Making meaning is more apropos than finding truth. This task can only be done with reflection and a willingness to be introspective on both a personal and organizational level. The partnership process allows for this format because it allows educators to examine the whats, hows and whys of daily practice. The collaborative efforts of school people and university people allow for a strong research base to be adopted to the practical setting so that children's learning is the result of carefully thought out and skillfully delivered activities. The meld of theory, practice, and

GEORGIA O'KEEFFE, *BROOKLYN BRIDGE*, 1948

Superintendents' and Principals' Forum:

(continued from previous page)

Serns: Principal's Voice

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delivery has the potential to improve learning and learners...both young and old.

Teachers are the professionals who face children on a day to day basis. The teacher is the person who is accountable not only for presenting the items to be learned but also for assessing what is learned and how it is applied. To assure that this process happens, professional development is a necessity. It is the means to analyze the best practice. Since this analysis is incomplete in isolation, partnerships offer educators a means to assess and improve practice by assessing and improving professional response. The knowledge gained in this process empowers educators by expanding the significance of choices, responses and analysis in regards to student learning.

A school that has a learning community and an empowered community allows itself to have expanded leadership roles at all levels for teachers and for students. This expansion allows principals the comfort of knowing that decisions are being made as a result of greater knowledge and from a broader range of stakeholders. Partnership and collaboration are key forces in establishing leaders. This agreement frees the principal from being all things to all people and from the impossible task of being an expert in all areas. The principal can focus the endeavor on the mission of the school and facilitate meeting the needs of children. By giving away some of the leadership roles and responsibilities, the principal's role is actually strengthened. Joining together as partners is more powerful and provocative than standing alone.

One of the most productive challenges a site based administrator faces is the forging of alliances and partnerships. University partnerships allow for increased learning for the partners and for best practice for students. It is a process that is renewing and invigorating and opens doors to possibilities far more profound than simply managing a school.

Discussion

Thomas Persing and Charles Serns each led the Editorial Board in discussing the issues they had raised. We bring you only a few highlights from what was often a free-wheeling and hard-hitting discussion:

PERSING: The superintendent must acknowledge the importance of collaboration. Quite frankly, many of my colleagues have no idea beyond what happens on a day-to-day basis within their own little fiefdom, one of the eighteen or fifteen thousand or so school districts in the United States. You must remember that we have outlived, in my judgment at least, the importance of local control. In order for a superintendent to get beyond the confines of a school district

EDITORIAL BOARD MEETING,SANTA FE, FEBRUARY 1996.

and start to think or acknowledge or wonder whether there is a life beyond that, they've got to have a board of school directors that in turn will encourage and maintain and sustain that. The superintendent must try to get them to recognize that it's a source of academic and intellectual growth. The guy wants gutsy stuff, we can give it to him if we start with this.

JULES PROWN: May some superintendents feel that collaboration is a threat to their authority?

PERSING: A good point. You know, the problem with so many of my colleagues is that they don't understand that the best way to get power is to try to give it away.

SERNS: The same is true of principals. If you can overcome that, and see the collaboration as a form of empowerment, it would be very healthy.

EDWARD KISAILUS: Is there something like a principals' school or a superintendents' organization where they can come together and discuss the state of public education?

PERSING: There are ways by which it can be done. But there are some districts that prohibit people from getting out of their school district.

MANUEL GÓMEZ: There are some board members in California who are publicly attacking the words "collaboration" and "partnership," board members who are indicating that this undermines the authority that they legally have as duly-elected trustees of their school district. They do not want that authority undermined or eroded by entering into arrangements with universities or other institutions that, in their perception, might be more powerful and want to take over.

JAMES VIVIAN: This really points up to me the value of this discussion for the upcoming issue, "Educational Organization and Change." Without the active engagement of superintendents and principals, the collaborative project is not going to have an organizational influence in the schools.

JAY ROBINSON: Have there been any articles addressing the issue of educating boards on the values of collaboration? Ways in which the superintendents and principals and teachers can involve themselves indirectly, because by education you can perhaps generate support for the idea.

PERSING: My strategy has been to get superintendents to understand that it is in their personal interest to get involved, that it is an opportunity for them to grow. And then they discover that it is not only their personal gain, as they start to influence more people, and they bring a lot more back to the school district.

JAMES VIVIAN: One of the things our present superintendent stresses when he is talking to principals is much in the same vein: it is not something extra or added that he is asking people to do; rather it is a powerful means of accomplishing what he has already asked them to do.

ROBINSON: You know, we ran a project called the Superintendents Study Group for three years, with external funding. There were 26 superintendents, who wrote the rules for what they wanted to do and came to the University of Michigan campus on a Friday afternoon. After listening to a speaker, and discussing the talk, they came together for a day as an informal network group. The superintendents quickly saw the advantages of it.

VIVIAN: Perhaps we could get a phone conference going, structured around the topics as Thom has framed them here, so that there was a conversation with participants from different areas of the country about how we might persuade superintendents that partnerships are in their own interest, and in that of the school district.

SERNS: Another issue: I think it is rare that the head of the public school institutions and the university organization see that they truly are connected, and I don't know how to foster that connection. The superintendent that talks to the university is rare; the college president that seeks out the superintendent on issues of teaching and learning is even a rarer bird. I have always found it amazing that your president would speak so favorably about the Institute. I doubt if our university president knows that there are collaboratives.

KISAILUS: I should think universities would want to be involved with the local school districts, especially if they are drawing students from those districts. But it just doesn't seem to happen.

GÓMEZ: I think this is happening more and more. I am surprised that this concept of partnership continues to grow in power, and continues to get the support of more and more powerful individuals in higher education. I think this trend is related to the continuing attacks upon education. As a case in point, the president of the University of California, President Atkinson, just convened a major high-level task force on the concept of collaboration and outreach, with chancellors and regents. It began as a direct outgrowth of the regents' resolutions regarding UC admissions, but nonetheless, they

are speaking with business leaders, CEOs, and others to try to figure out how to connect more effectively to public schools.

SERNS: We should recognize that principals are as isolated, at least at the elementary level, as the superintendent or the president of a college. The system doesn't see it as important for principals to get together and talk with one another. The mechanics of partnering are complex and often the principal is not even in the loop.

THOMAS WHITAKER: How can a principal, in contrast to a superintendent, take initiatives in facilitating partnerships?

SERNS: I have tried very hard with our staff to use partnership activities, which are limited in our district, to be part of the evaluation process—and to do that in a way that

THOMAS E. PERSING   CHARLES S. SERNS

hopefully breaks down the isolation of a teacher in a classroom and recognizes that expertise shared is stronger than expertise isolated. I've encouraged teachers to accept student-teacher roles, becoming part of the university's writing institute, and having that be part of their evaluation. The evaluative process every year is a natural way of going into that. But of course, when the possibilities of a particular university/school collaboration are limited, I am limited. There are occasions when we can talk to teachers to try to have the university come together with the schools. But the isolation of a teacher makes it their first job to teach children; collaboration is not high on their list of things they want to take on and champion.

VIVIAN: A rather different kind of question occurs to me with respect to principals and superintendents that I would put under

the heading of "the helping hand strikes again." Are there universities and corporations that come to you seeking some role in your school, and that may not be at all on your agenda, but there may be some political necessity to be welcoming to that organization? Are there ways to turn those initiatives from outside groups to your advantage so that they are more responsive to the needs you identify through the school?

SERNS: I see it as a question of prepositions and the question is: Is it "done to" or "done with"? The partnerships I've been involved with have been "done with," and there is a tremendous amount of strength in doing it with one another. The material is gone back to, the articles are re-read and re-thought about, the units developed are re-used and refined, whereas the kind of canned stuff that a lot of companies come up with, about how to teach kids better, that gets lost pretty quick—at least that's been my experience. But I think corporations now are much more willing to say, "Well, we don't have the answer either, but we're willing to work with you to find the answer," and I think that's a more positive environment.

PERSING: In closing, Jim, may I say one thing about how you get it done. One of the techniques that I have used is to have the president of the university or college come and address the board at a public meeting for five minutes, on record before a live audience, to tell the public and the board of school directors the importance of collaboration. Every time I was able to do that, the collaboration was successful.

Levine: Partnerships

(continued from page 8)

and develop a shorter and more clearly defined agenda for cooperative action;

- use existing mechanisms or create new arrangements which will carry out that agenda, even after the enthusiasm of the moment has passed; and

- target philanthropic dollars specifically at the short, cooperative agenda and give those revenues leverage and longevity.

Staff Development and School Improvement

By Foster B. Gibbs

The relationship between the Saginaw Public Schools and the University of Michigan is one that has had a tremendous impact on teaching and learning in an urban school district, and can serve as a roadmap for school districts seeking systemic change through successful staff development partnerships. Saginaw is beset by the same urban problems and issues that affect cities throughout the county. According to census data, Saginaw is the seventh poorest city in the United States, with nearly one in three of its 70,000 citizens living below the poverty line. The Saginaw Public Schools have an enrollment of 13,500 students, two-thirds of whom are minority. Nearly 75 percent of our students qualify for free or reduced lunch. Many of our students come to school without desirable conditions for learning. Many have little or no hope or vision of their future. Yet despite demographics that would suggest otherwise, the district has earned a statewide reputation for quality schools, innovative programs and financial stability. It hasn't happened by accident and we didn't accomplish it alone.

When I was named Superintendent of Schools in Saginaw in 1978, public education was beleaguered. Coleman, Jencks and other university researchers were telling us that schools couldn't make a difference in the lives of poor children, that socio-economic factors controlled their destiny. The situation became magnified in 1983 with the publication of "A Nation At Risk" and dozens of other studies eager to spotlight the so-called "failings of American public education." For teachers in districts like Saginaw, the constant criticism of urban schools cut deeply.

It took the "effective schools" research of Edmonds, Eurick, Lazotte and Brookover and others, to refocus the nation on the belief that all children can learn, even those from the most economically disadvantaged

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backgrounds, and that schools can make a difference if they concentrate on the variables that lead to academic success. In Saginaw Schools, the work of Edmonds and others triggered our first ten-year plan for school improvement and we began to seek out staff development and training programs to support our work. At the same time, we were strengthening our school improvement infrastructure, which already included a re-

> It was crucial that our staff development efforts focus on not just arming teachers with the latest theories and techniques but on empowering them as professionals.

search, testing and evaluation capability to enhance our data based decision making and a zero base budgeting process that enabled us to direct our financial resources to the highest priority needs of the district.

As we expanded and sharpened the tools of change, we began to see results. Test scores began to increase. Morale began to improve. Our dropout rate began to drop dramatically. We began to see that a staff development program linked to specific school improvement concepts could have a positive impact on student achievement and staff performance. But we also knew that in order to achieve fundamental, long-term, systemic change, it was crucial that our staff development efforts focus on not just arming teachers with the latest theories and techniques but on empowering them as professionals. The traditional approach to staff development could carry us only so far.

The UM Connection

In the mid 1980s, we began to design a staff development program that would support fundamental organizational change. We set out to find individuals who shared our optimism in the future of urban education and who had a "break-the-mold" attitude. At the University of Michigan's Center for Educational Improvement Through Collaboration (CEIC), we were fortunate to find a

group of university people who were looking to forge a similar relationship with public education. Dr. Jay Robinson and Dr. Patti Stock believed that staff development was a two-way street, that public school teachers and university professors could learn from *each other*. What evolved was a symbiotic relationship: They had the content knowledge; we had the experience of teaching in an urban setting. The University of Michigan team presented themselves to our staff as colleagues, not experts, in the same way we envisioned our teachers working with their students.

Saginaw's association with the University of Michigan began a decade ago with a seminar for teachers and administrators, entitled "Thinking About Thinking in Michigan," through which staff and UM professors had the opportunity to simply discuss issues and share opinions about a variety of topics. Out of this seminar grew the idea of teachers as researchers who could contribute to their profession in ways they had not yet imagined.

The first major partnership between Saginaw Schools and the University of Michigan was a high school language arts collaboration entitled "The Assessment of Writing Project." While improved student writing was the overt focus of this effort, it was apparent from the beginning that a new method of staff development, linked to instructional improvement, was taking shape in the classrooms. Dr. Robinson and Dr. Stock were in our classrooms, teaching and modeling behavior and learning from our teachers and students. They were working with our teachers in the same way we wanted our teachers to work with students—as colleagues in learning. The UM team walked the halls of our two high schools, got to know the students, taught classes alone and in tandem with their teaching partners, marveled at some students' abilities, agonized over ways to reach others who struggled academically, and attended staff meetings and school events.

The most visible products of this ten-year association are two anthologies—*The*

Bridge, published in 1988, and *Footsteps*, published in 1991—based on the real-life experiences of students in our two high schools. The most long-lasting product, however, continues to be the rejuvenated and refocused teachers in our schools who will never go back to the traditional methods of teaching.

Not long after the start of the Writing Project, we approached another University of Michigan professor, Dr. Bill Stapp of the Department of Natural Resources, who had developed an approach to teaching environmental science using a similar hands-on, applied, real-world, team-oriented process. Dr. Stapp also became a part of our schools, working with teachers to design and implement a water quality testing program that would have as its classrooms the Saginaw River and its tributaries. Through this project we realized the importance of expanding our staff development efforts to include business and industry representatives. Teachers, university instructors and industry professionals, with General Motors taking the lead role, began to change the way we deliver science education to our elementary, middle school and high school students, taking them out of their textbooks and into a real life situation that included the quality of the water they depend on for daily living. Students from our most economically disadvantaged neighborhoods, and their teachers, were working side-by-side with university instructors and chemists, environmental engineers and water quality specialists as partners in learning. The Saginaw River Project, which involves hundreds of students each year, has become nationally recognized for its innovative approach to teaching and learning. More importantly, our staff has found new ways of teaching science and motivating reluctant learners through a collaborative approach.

What We've Learned

Through our work with the University of Michigan, and subsequently Michigan State University and Saginaw Valley State University, we have developed a set of guiding principles for staff development. They include the following:

- **Let the Mission Drive the Process**: In Saginaw Schools, professional development is geared to the district's mission and graduate standards that have been developed with the help of our direct customers—business, industry and higher education. It is tied to the district's school improvement goals and to each school's annual educational plan.

- **Listen to Those Closest to the Situation**: More and more, we are attempting to link staff development with the needs of individual schools and the classroom teacher. Teachers play a major role in charting its direction. Those closest to the level at which teaching and learning occur have the best knowledge of what they need based upon what works, and what's not quite perfect yet.

- **Make Long-term Commitments**: From our experience, professional development must be a planned, lifelong process of continuous learning that is best received when it occurs as a natural outgrowth of one's work.

- **Develop a Symbiotic Relationship**: Experience has taught us that the most effective staff training programs occur when there is a partnership in which benefit accrues to all stakeholders.

- **Select Your Partners Carefully**: In addition to being caring, sensitive, empathetic and mission-driven, the partner must philosophically believe in organizational development through human development.

- **Be Consistent**: Don't drop and add new programs and approaches every year. Educators are wary of change, and if you aren't consistent over time, many will be rightly skeptical and simply wait out the latest trend. Long-term commitment to a long-term vision is critical.

- **Address Fundamental Beliefs First**: A change in human behavior occurs only when preceded by a change in the fundamental belief structure of the individual. Organizational change is preceded by a shift in the culture of the group. Do I really believe that all children can learn? Do I believe in teamwork? What does empowerment mean to me? Can I teach without a textbook? Can I feel comfort-

able taking risks and occasionally failing? Only when these fundamental questions are answered, through the experiences of the teachers, can a climate of change exist in a school.

- **Trust One Another and Yourself**: The real experts exist in the classrooms of every school system. A successful staff development program will create opportunities for staff to discover, discuss and share what works and why. If we want our students to be self-actualized, we must select and build self-actualized teachers and role models.

- **Involve the Students**: Staff development that fails to include students as active participants in the process is not likely to achieve the desired results. Students must be viewed as colleagues and not passive learners.

- **Make Training Relevant**: Does it fit the mission? Will it help teachers in the classroom? Is it consistent with our beliefs? Does it address content areas? Our partnerships demonstrated to us that students learn best when they are engaged in work that affects them directly, that has meaning in their lives and draws on their experiences. Professionals are no different.

- **Institutionalize It**: In 1986, we opened the Instructional and Staff Development Center in Saginaw Schools to meet our expanded training needs. Located in a former elementary school, the facility served as a focal point for our staff development and instructional improvement efforts. While you don't need a new facility to underscore the importance of staff development, a district does need to make it an important, on-going part of its operation.

Problems to Overcome

The first problem we had to address was attitudinal. There was a natural skepticism on the part of staff that this was simply another new program brought to the district by someone with something to sell. The skepticism began to fade when staff discovered that this partnership with the University of Michigan was different and that it

Gibbs: Staff Development

had utility for them as classroom teachers. They found out that these university people were not going to hand them a program and leave but that they were going to be in the classrooms with them, working side-by-side.

A second problem, and one we continue to wrestle with, is making time for training. The current school day structure makes it difficult to provide the training that is needed. We need an eight-hour, on-site workday without expanded caseloads, in order to accomplish the types of professional development that are required. Until that is achieved, we need to find creative ways to incorporate training programs during the school day without continually pulling teachers out of their classrooms. Until an eight-hour workday becomes a reality, we will be forced to create whatever training opportunities we can for staff, during school, after school and during the summer.

The Future

This new approach to staff development has evolved over the past decade to encompass many areas of the school district. Dr. Stock, who later joined the staff of Michigan State University as head of the Writing Center, continued to be involved in our district through the "Write For Your Life" project, through which students and teachers together explore experience-based writing that focuses on health issues. A number of our teachers have been involved for the past three years in the National Writing Project through Saginaw Valley State University. We have since developed several tri-partnerships with business/industry and higher education that bring diverse human resources into our schools to work directly with teachers and students on an ongoing basis. More and more of our staff renewal efforts are targeted to meet the needs of individual school improvement plans and classroom teachers. Teachers play a major role in designing these activities. Such professional development changes lives and empowers teachers and students. Schools can't accomplish this reform alone. Through multi-level partnerships we can have a positive impact on the lives of inner city youth.

Whitaker: Challenges

And she points with some satisfaction to the cities now participating in the Education Trust's initiatives—six in "Community Compacts" and twenty in "K-16." It will be interesting to see how such comprehensive programs engage the complex details of teaching and learning in individual schools—and the difficult problems of funding and management of school districts.

We end on a firmly positive note, with pages celebrating the lives of two men without whose dedication, personal presence, and professional accomplishments American education—and the collaborative movement in particular—would be much poorer. Fred Hechinger and Ernest Boyer both passed away this winter. They were both strong friends of the Yale-New Haven Teachers Institute. We have been grateful indeed for their contributions to *On Common Ground.* But it is of the first importance, we think, that those who work in American education not lose touch with the values they both affirmed in every essay, book, and funding decision. Ernest Boyer sums them up well in his eulogy of Fred Hechinger: a public love of children, a reaffirmation of the nation's schools, and the struggle to achieve excellence for all children, not just the most advantaged.

We hope that this number of *On Common Ground* will leave you with some important questions: Will changes in educational structures really mean better teaching and better learning? Or should we concentrate with increased fervor upon assisting and developing the persons who teach and who learn? Or may we somehow pursue both of those directions at once? In the 12 May 1996 issue of *The New York Times*, Albert Shanker offers a favorable and pertinent review of an upcoming article by Stanley Pogrow, a professor at the University of Arizona, "Reforming the Wannabe Reformers" (*Phi Delta Kappa*, June 1996). According to Pogrow, the low success rate among education reforms results from the fact that those reforms seldom attempt to deal with the details of classroom instruction. As Shanker puts it, they are "strong on philosophical principles and advocacy but weak on figuring out how to put their ideas into the classroom." We at

On Common Ground vigorously endorse the emphasis that Pogrow and Shanker provide. Without real engagement with classroom instruction, and therefore with teachers and their students, educational "reform" will accomplish little.

The Images: Some Perspectives

E. L. Henry's *Kept In* seems to us an apt and poignant, if necessarily limited, image for both the history of American education and its present predicament. We are caught, as Roland Barth puts it, between bad dreams and good dreams. But we may have faith in the creativity and determination evident in the young woman who is Henry's subject, and manifest in Henry's own accomplishment.

We select therefore as a complementary image Romare Bearden's *The Lamp*, one of the remarkable works that this printmaker (a friend of Ralph Ellison and Albert Murray) produced as he interrogated his own memories, from childhood on to the present. Though retrospective, this lithograph speaks to the future: it captures the love and concern that are necessary parts of any act of teaching that is worthy of the name.

With the pieces by Arthur Levine and Sherry Penney, which emphasize some of the challenges and opportunities in building permanent structures, we include Lewis Hine's photograph of the "connecters," who, in constructing the Empire State Building, bolt the beams as they have swung into place. This picture is drawn from Hine's *Men at Work*, a book of photographic studies designed for children, which Alan Trachtenberg has justly called (in *Reading American Photographs*) "a teaching tool."

In connection with Gene I. Maeroff's piece on the ideal relations between professional schools and secondary schools, we include Diego Rivera's *The Making of a Fresco Showing the Building of a City*. In this self-reflective fresco (Rivera himself being the heavily seated figure on the scaffold in the central tier), the artist depicts the actual making of a fresco devoted to the building of a city. Rivera has captured here what

Voices from the Classroom:

A Case for Collaboration

By Carol Keck, Linda Tripp, and Ann Claunch

For collaboration to occur between a school system and a university requires more than proximity. It requires a mind-set that we are all learners in the teaching process.

Here is one example: During a weekly seminar between mentor teachers and university supervisors, a discussion of the need for multiculturalism to be an integral part of the school curriculum creates an awareness among the group that each mentor and supervisor has a different idea on what it means to translate the theory of this curriculum into practice. One mentor says, "It really seems that we've been doing multiculturalism as a pull out program, something that is separate from everything we do." Another mentor responds, "We need to broaden this area to consider not only cultural biases, but gender biases, and any biases that make us think that those who are different from us are inferior." A supervisor feels the need to narrow the focus to antiracism. The question among all participants arises, "If we raise the level of our studies in school to social activism, are we engaging students appropriately or are we using our classrooms to serve our own agendas?"

It becomes obvious that in addition to realizing their different perspectives, the mentors and university supervisors are into a level of discussion on the topic that has become uncomfortable That discomfort becomes the focus of the conversation and there is agreement among the group that they all have a common desire to face the discomfort and learn from each other as they work to develop an appropriate curriculum for

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their apprentices. During evening seminar for apprentices, mentors, and university staff, the discussion continues as participants relate their ideas to daily classroom experiences and readings.

Here is another example: Beth, an apprentice teacher, visits the classroom of a mentor teacher. While visiting, Beth observes the mentor lead students through a series of questions and computations to determine how far light travels in a light-year. While the mentor is facilitating the children's work, Beth asks, "How did scientists determine the speed of light in the first place?" The mentor pauses, realizing that she'd never considered that question with her students. Rather than leave it at that, however, the mentor says for all to hear, "Oh gosh, what a good question. I don't know the answer." The mentor helps Beth find the reference books and says, "Let's look in here. Why don't you see if you can make sense of the information at the end of the lesson today." At the end of the lesson, Beth shares with the class the book she read to find the answer to the question.

With that one brief interaction, the mentor has modeled for her students and for the apprentice a willingness to be a non-expert in the class. Learning is seen as a continuing process. The mentor has modeled how to find information in the class and has integrated the apprentice in an authentic way into the lesson. The mentor has validated that Beth has the ability to share what she knows with elementary students as their teacher. A pattern has been set for the collaboration that will occur when Beth begins her work as a full time apprentice.

Isolated incidents? No. Each of these scenarios took place during one week within the context of the Career Development Program, a collaborative program of the University of New Mexico and Albuquerque Public Schools. This seventeen-month program, designed to prepare individuals making a career change for teaching certification, involves the collaboration of university personnel, public school employees re-

leased from classroom duties to serve as university instructors, master teachers in the classroom who mentor program participants, public school students from kindergarten to fifth grade, and people from all walks of life who have decided to pursue teaching as a career. The program represents collaboration on many levels as participants come together in different configurations to read, present, experience, discuss, practice, and reflect.

As participants in the program, we have been able to experience this multidimensional collaboration and understand the growth that is possible from the experience. The prerequisites for effective collaboration include a mutual respect among the participants for one another's knowledge, perspective and experiences, and an openness to what another has to offer. Also needed is a tentativeness about one's own ideas, an attitude that is always open for reconsideration. Thus the mentor teachers in the discussion group were able to explore multiculturalism from many different angles, not always pleasant ones. Trust and community are necessary ingredients, as well as willingness to be open to learning from whatever source, as was evident in Beth's entry into the lesson.

It is through community created by trust, openness, respect, and reflection that collaboration produces growth. The individual teacher in the classroom is isolated. That teacher may reflect and learn from experience and from reading. He or she may seek growth, but the human tendency is to seek experiences which reinforce preconceived ideas or stances. Within a community of learners the learner is forced to confront ideas that do not necessarily match his or her own. This promotes reflection and rethinking, which may lead to new ideas or to reaffirmation of old ideas but from a greater depth of understanding and insight. Further, the collaborative community provides support that encourages the learner to risk, to try new ideas, to move out on a limb. Growth cannot occur without some risk, and a collaborative community provides the environment in which it can occur.

The Loud Silence:
Locating Student Voices in Partnerships

By Suzanne SooHoo

"Where language and naming are power, silence is oppression, is violence."
    —A. Rich

We say we collaborate on the behalf of students, and yet curiously, student voices are almost inaudible when we embark upon our collaboratives. Why is this? Why are students not part of the dialogue or the restructuring efforts in our nation's schools and universities? Why do they not sit at the table among educators in an exchange of ideas? Shouldn't they participate, actively engage, be consulted, or at least be informed of what we as partnerships are doing on their behalf?

So why are they absent? Could it be ageism? Are we still unconsciously wedded to those traditional beliefs that "children should be seen and not heard" or that as adults "we know better"? How can we address the contradiction of claiming we are inclusive of all those who have a vested interest in schools while students are still noticeably missing? What role should students play in informing our work? Should they sit at the table of the executive committees to assist in policy making? How do we negotiate common ground with students? Perhaps they should be regularly consulted. Or at the very least, they could be regularly informed regarding our restructuring activities? Incidentally, do these queries have a vague sound of familiarity? Didn't we pose these questions when we initially considered the empowerment of teachers and site-based management?

Why is it hard for us to consult those we have systematically silenced? Why are we selective with regard to those with whom we collaborate? Should students be allowed to be equal partners in collaboration? What are the consequences of their participation?
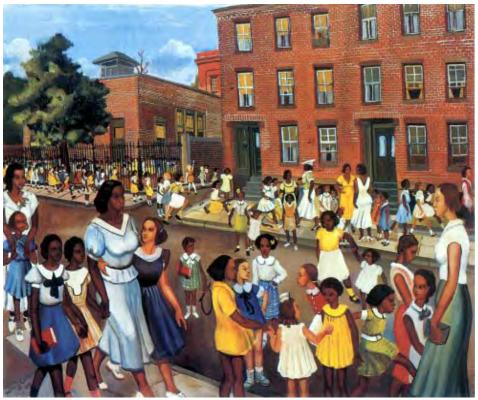
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Their lack of participation?

If we were interested in inviting students to inform our work, where would we start? Roland Barth has compared the separate existence of teachers and administrators working in the same school buildings to toddlers who sit side by side in a sandbox, coexisting and sometimes throwing sand in each other's direction. In time, they share sandbox toys. Perhaps students could assist partnerships in building stronger sand castles which respond and change to the waves of reform but do not erode with the sands of time.

In 1993, the Partnership Network, a multi-institutional collaborative of fourteen school districts, two community colleges, a county office of education and two universities, housed at the University of California at Irvine, California, made an imprint in the sand by seeking student voices to advise its Alternative Assessment Project. Currently in its second year, the project is aimed at developing alternative criteria for university admissions. University and school personnel are jointly investigating indicators of success, beyond SAT scores and A through F requirements, embedded in portfolios, projects and performances.

Inspired by Grant Wiggins' work on authentic assessment, teachers and administrators, in an attempt to gain a more accurate picture of a student's potential, identified multiple ways of measuring student achievement. University members also deliberated the implication of this work in connection with student preparation for entry into the university. Subsequently, the partnership launched a small pilot project to mutually explore alternative criteria for university admission.

Almost a full year into the work the members of the partnership recognized that, in its zealous effort to design a matrix of suc-

ALLAN ROHAN CRITE, *SCHOOL'S OUT*, 1936

cess indicators, we had not "come to know" the students. How did they define success? What were the conditions in their learning environment that they perceive contributed to their success? Exactly who were these people we were working so hard for? Their invisibility in the initial conceptualization and development of the project cast them into the sea of anonymity. It was indeed time to throw sand in this direction.

Students surprised us with what they considered important to their success. They characterize classroom indicators which they perceived enabled or inhibited student success. "I don't do well in lectures because I'm not being asked to use my mind. I need to be actually involved in the learning," said Christine Lynch, who wrote, casted, constructed props, staged lighting, and directed a major play for high school. "I can't learn when the teachers won't let me get help from my friends. Talking helps me," said Tamara Contreras, who consulted regularly with traffic engineers at City Hall while developing a project to improve the traffic patterns around her school. Rena Sahib believes that her ESL class helped her learn to speak up but also held her back. "I didn't know the standards for college because I was in ESL. I feel that the kids in ESL are treated lower than others and don't get pushed towards college. By not pushing me, they slowed me down." She made an oral presentation and showed a comprehensive newspaper layout on a topic she investigated, year-long child care.

It was after his third high school and experiences with gangs that Thomas Gómez established his roots and began to spend time working in the community at car washes to raise money for a Hispanic street rag, *La Calle,* which encourages young adults to develop life styles free of drugs and gangs. He described different teaching styles he has experienced in high schools. "There's like three levels. The first level is preaching and I don't get a thing out of preaching. The second level is conversation where you get

to talk with somebody about it. Then there is social learning. This is between the teacher and the student. It's when the teacher shows you something and gives you a chance to show back. The teachers here want to know you more than in my other schools. That's why I wanted to show them I could do it [participate in the alternative assessment project]." Thomas and Tamara were the first in their extended families to break the cycle of high school dropouts. All four of these students will be the first in their families to attend college.

Students named pedagogy and human relationships as critical to their success in high school. With candor, they labeled practices which they perceived as effective to their success and critiqued those which were obstacles. What they had to say only confirmed that we had a long road to go in restructuring high school and university classrooms. But equally important was the fact that they did have something significant to say. In retrospect, by recognizing students as a valuable resource, the partnership launched the next year's project with the assistance of students who not only mentored the next group of candidates but also were invited to accompany partnership representatives to co-present at a national conference. Their classroom descriptions also stimulated the project to focus more attention in its second year on classroom teachers.

While student information made a significant contribution to our work this year, the question still remains, to what degree will they participate in the partnership. Just as teachers should take notice when students declare, "Stop lecturing at us. Invite us to be active participants," so we, as partnerships, should ask ourselves, "In our collaborative efforts to shape better educational opportunities for students, are we ready to start working with them to become agents of change in their own learning destinies?" If we could control the volume of partnerships, I would ask that we turn down the silence and turn up the student voices.

Whitaker: Challenges

seems to us a crucial and complex relationship between the arts and the community.

To accompany our newly inaugurated Superintendents' and Principals' Forum—with contributors that span the distance from East to West—we return to a motif that we highlighted in *On Common Ground*, Number 1, with Joseph Stella's *The Brooklyn Bridge: Variation on an Old Theme*. Georgia O'Keefe's *Brooklyn Bridge*, painted nine years later, gives special emphasis to the echoing and responsive forms that Hart Crane (in his great poem *The Bridge*) and Stella (in a number of versions) had celebrated. This picture was painted just before O'Keefe left New York, where she had lived part of each of the last thirty years, and moved permanently to Abiquiu, New Mexico. For her, as for us, it may therefore be an image of bridging the continent as well as the East River.

Suzanne SooHoo writes of "The Loud Silence." We include with her essay a painting by Allan Rohan Crite, *School's Out*, which Regenia A. Perry has called "a classic example of the approach that earned Crite the title of 'artist-reporter' in his Roxbury, Massachusetts neighborhood during the 1930s and 1940s." Perry finds a "joyous, carnival-like atmosphere" in this scene of young children emerging from a redbrick schoolhouse surrounded by an iron fence. Indeed, Crite's design and coloring do suggest an animated and festive occasion. But look closely at those faces. Can you find any smiles? Surely there is a "loud silence" here that needs to be heard.

On our back cover, we carry the magisterial image by George Bellows, *The Big Dory*. It may remind us that bridges between shores, or institutions, or communities are never just static monuments. Every act of bridging requires a risky effort, a venturing into untested and possibly adverse waters, a difficult voyage. We have been privileged in the collaborative movement to have had Fred M. Hechinger and Ernest L. Boyer, along with many others, as part of the crew.

Do Better Teachers Equal Better Schools?

By Sophie Sa

The instinctive answer to that question is: yes, of course! Certainly, it is impossible to have good schools without good teachers. And with so many of our schools in trouble, and no way of getting a significant number of new and more qualified teachers into classrooms, there has been a sense of urgency on the part of everyone interested in improving our schools to invest in quality professional development for those already in the teaching force.

However, a good school needs not only good teachers. Indeed, I would be prepared to argue that a school made up entirely of individual good teachers might still be no more than mediocre. The reason is that a school, like almost everything else, must be more than the sum of its separate parts. Imagine a watch whose various mechanisms are made by different craftsmen working separately without a design. Or a house built by a skilled electrician, plumber, and carpenter who have not seen the master plan. No matter how well constructed each individual component may be, the result can only be an incoherent jumble.

To be good, a school of course needs a knowledgeable staff that is informed about and able to implement the best practices in their classrooms. But, perhaps more importantly, it needs to be guided by a shared vision and sense of mission. It needs an organizing principle that places children's learning needs at the center of every activity, within a culture that values learning and insists on thoughtfulness, reflectiveness, self-assessment, and self-examination. And it needs a staff that interacts regularly and frequently, collaborates to make decisions about all aspects of the school based on sound professional judgement, and takes individual and collective responsibility for the success of its students.

Most schools have never been asked to have a vision or a guiding principle. And

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rather than being encouraged to reflect, use professional judgement, and be creative; what has been demanded of schools is that they adhere strictly to district and state requirements about what to teach, how to teach, how long to teach, what textbooks to use, and so on—usually just like every other school of the same level in the district, and possibly in the whole state. Additionally, the way that schools are usually structured allows almost no time for teachers to interact, much less collaborate.

We know now that the cookie-cutter approach to education does not work: students are not all alike, and schools must be organized uniquely to serve the needs of their particular students. We have also learned, over the past decade or so, that top-down

> ## Most professional development programs continue to be focused on individual teachers, with no thought as to the overall needs of the school as a whole.

reform doesn't work, precisely because it encourages the kind of unthinking compliance that has gotten our schools into such trouble in the first place. At the same time, we are also finding how difficult bottom-up reform is: many, if not most, teachers do not know the new content that they are now required to teach; do not have the skills to teach the new content; and do not have the pedagogical knowledge to help their students reach the new performance standards being called for.

Because of all of this, there is a recognition that quality professional development for teachers is critical, and not as an add-on to their regular duties but as an integral part of their work. However, most professional development programs continue to be focused on individual teachers, with no thought as to the overall needs of the school as a whole, as if individual teachers and their individual classrooms, rather than the school as a whole, are the units of change.

If we attend to only what happens in indi-

vidual classrooms, then at the very least, we run the risk of losing students between the classes. If good schools are what we want, then professional development must be integrated into the overall improvement plans for the school.

It is time for professional development providers to rethink how they do their business. Rather than offering workshops and courses that teachers may attend solely on the basis of their individual interests, consider requiring participation by school teams, and then only if they come with a plan from their school clearly indicating how the workshops fit into its overall improvement plan.

Better yet, consider working with a whole school to help it through the steps of first developing a vision and then designing a plan of action, including the range of professional development activities that will be needed; provide the staff development; and finally, provide ongoing technical assistance as the school moves through the arduous and complex process of change.

"Authentic assessment" and "accountability" have become the new buzzwords of education. In fact, there is still very little of either taking place anywhere—in schools, in districts, in staff development providers, and in funders of staff development. Schools need to begin to evaluate themselves and hold themselves accountable for providing the vision and environment within which teachers can collaboratively design and implement the best learning programs for the students. Districts must evaluate and hold themselves accountable for whether their programs result in the improvement of whole schools.

While it is no longer politically correct to blame teachers for the slow, some would say, imperceptible, pace of reform, there is nevertheless a lingering suspicion that perhaps the people in our teaching force simply do not have the capacity to improve. It is time for us, providers and funders of staff development alike, to ask whether it isn't our programs that need improvement.

Partnerships Between Schools and Universities

By Deborah Meier

The basis of the partnership needed by all manner of adults working on behalf of the rearing of our young is the recognition of our shared task. The phrase is "mutual respect." The relationship historically between the various adult communities that bear upon pre-collegiate public schooling has been one of profound disrespect. Collegiate faculty disrespect secondary school faculties who in turn disrespect the teachers of the young who in turn disrespect the children's first teachers—their families. Children, of course, are at the very bottom of this ladder of disrespect.

If schools are to become powerful communities for the teaching of those habits of heart and mind central to a strong and vigorous democratic society we must break this chain and invent a very different way of imagining the relationships between novices and experts that does not speak to any form of superiority over one another. We need, in short a seachange in the way we see teaching and learning taking place—regardless of the level we work on.

It is by being members of a common community of different and unequal expertise that we learn most efficiently. In school or out. That's the natural way of learning. We learn because we imagine ourselves as future experts, and take notice—often quite unconsciously—of what such competence looks and feels like. Just as I learned to drive long before I was behind the wheel, as a "back seat driver" in the car driven by my mother, whom I imagined myself growing up to be like, so do children learn all manner of things before we get around to teaching them. The next step seemed far easier than it would be to one who learned to drive as an adult, without such prior vicarious experience. So it is with almost everything we learn to do well. So it is too that the absence of such experience handicaps us forever. Of course it's not enough to be in the presence of expertise. One needs to be

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able to imagine being a member of the club that such experts belong to; and we must want to join their club. And finally, the experts must be willing to make what they do visible and accessible. In the end you have to be able to try it out.

If the adults can agree on some of the goals they want for their "shared" children, what they want them to "try out," then they need to be sure that the children have opportunities to witness experts at play. We wouldn't expect many ballplayers to emerge from a culture in which no one ever saw a ball game played. But oddly enough we expect lots of children to develop "academic excellence" in the complete absence of ever seeing it played at all, much less well. In fact, they have virtually no idea what it is.

> To create schools in which intellectual work is part of the norm—that's our common task.

To create schools in which intellectual work is part of the norm—being played out by adults as well as kids, on many different levels, and in ways that might make kids want to imitate it—that's our common task. We need environments in which teachers are themselves engaged in thoughtful intellectual effort, in which their students thus witness such play of ideas, and in which they have reason to want to join in such play. That's true for a good university, a good high school, nursery school—and family dinner table.

For this to happen our teachers must themselves enjoy intellectual life. They must be good at it. They must enjoy modeling it. In short, they must have experienced it too.

Our universities' first task, on behalf of school reform, is to reform themselves. They need to be models for the adults who pass through them of what it is like to join a learned community, a place that takes the life of the mind seriously, that engages in respectful reflective public activity, that debates ideas seriously and civilly, that ponders evidence carefully, that treats all ideas with respect including naive ideas. Teach-

ers who have been part of such adult communities will have an easier time passing such traditions on to the young, as well as demanding schools that permit both teachers and students to exercise their intelligent judgment.

Then the partnership would be a natural one. Historians, whether they were teaching 6-year-olds or 16- or 30-year-olds would share a common discourse. Faculties would read each other's papers, join in common discussions as a matter of course.

Then the expertise of those who can devote more time to their specific academic subject matter, and less to teaching it to others, would be welcomed as allies, not seen as patronizing saviors. Then the teachers of 14-year-olds would be less likely to put-down the teachers of 6-year-olds, but enjoy their common wonderment at the ways young people think.

Until we have created such respectfulness, the partnerships we need to build must make the schools for the young the centers of power, not vice versa. We need to create school communities in which the faculties have sufficient time and control to set the terms for working together thoughtfully and respectfully. We need to reverse the structure of power and status, so that we can, over time, reconstruct the kind of equality the task really deserves.

In the meantime, universities must do some learning themselves to reinvent university life along the same lines as we need to do in our secondary and primary schools. There's no task that isn't proper and fitting for one that isn't on the agenda for the other. As we discover how much we face common concerns, we'll better work out how to do the job together. When college teachers no longer think it's a compliment to say that a first grade teacher is smart enough to teach on a college level, but take it as one when a teacher of the young says, "you know, you'd make a good kindergarten teacher!" then we will be able to talk partnership on better terms. Meanwhile, there's no harm in lending a helping hand. We all need it.

Creating Vehicles for K-16 Reform

By Kati Haycock

Like everybody else who has worked in the school reform arena during the past two decades, I've learned a lot of lessons. And one important lesson is this: No matter how hard we try, we will not succeed in bringing about fundamental changes in K-12 without also changing the way that higher education does business.

Why is this so? There are two main reasons.

Reason #1. To meet the challenges inherent in system-wide reform, teachers and administrators will need considerable help—including help from higher education.

Like it or not, many of the central tasks in systemic reform depend upon higher education. Teachers, for example, say that if they are to succeed in getting all of their students to standards previously achieved by only a few, they need more help than before: help in deepening their own content knowledge; help in learning more effective ways to engage their students; help in understanding more about how children develop and how the brain works. There are a range of ways to provide this help, including teacher networks and study groups; most of the best, though, draw heavily upon people and resources within higher education.

It is hard to imagine how to provide quality professional development on the necessary scale if higher education continues to confine its attention to handfuls of teachers here and there. But it is equally difficult to imagine the progress of other key reform tasks—including agreeing on what is most important for students to know and be able to do, and making sure that new teachers are educated in ways that further these student learning goals—if higher education is not an active partner in the reform effort.

Reason #2: Many current practices in higher education actually impede the

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progress of school reform.

There is, for example, a growing mismatch between what we measure—Carnegie units, grades, scores on norm-referenced, standardized tests—and the direction of measurement in K-12—clear goals and standards for student work and performance-based assessment against those standards. This mismatch sends confusing messages to teachers, students and parents about what is important and is already having a chilling effect on reform efforts in certain communities.

So far, only a handful of colleges and universities are making any effort at all to collaborate with local school systems on a more consistent measurement system for high school graduation and college admissions and placement; more need to do so. But

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Institutions unwilling to commit to a long-term relationship shouldn't bother.

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leaders in higher education also need to re-examine other practices that impede reform efforts, including the practice of assigning extra points in the admissions process for "honors" classes, which has had a devastating impact in many communities on the effort to reduce unnecessary grouping and tracking.

These are just a few examples of the complicated linkages between K-12 and higher education. Our two systems of education are intertwined in so many ways that we literally cannot change one without changing the other.

Although the need for change in higher education unquestionably complicates the reform task, in the long run it is good, because higher education really does need to change. We hear more about the need for change in K-12, and many within the higher education community have been lulled into a sense of complacency by the wonderful international reputation of our post-secondary system. But our results, in terms of student learning, don't always look so good.

- Our dropout rates, for example, are worse

than even the worst urban school district.
- Further, nearly half of college graduates don't attain the levels of literacy and numeracy normally associated with a college education.
- And both of these problems are worse for members of minority groups.

Higher educators may like to believe that we have what Bud Hodgkinson once called a "Brooks Brothers" higher education system and a "Robert Hall" K-12 system, but the truth is that both systems can and must produce much better student outcomes. And we're more likely to succeed if we work together on the simultaneous reform of both systems.

Unfortunately, there are few vehicles to develop and support a coordinated reform strategy—at either the local or national level. Certainly, John Goodlad's network and the institutions participating in Project 30 are attempting to build structures for simultaneous reform of schools and schools of education. Our own "Community Compacts" and "K-16" initiatives are aimed at helping local education and community leaders to create structures to design, mount and sustain institutional change strategies, kindergarten through college. And a few other communities are exploring this terrain on their own but are finding it often overwhelming.

For several years, the Education Trust has been working with urban education and community leaders to develop simultaneous reform strategies for participating school districts and colleges. Six cities—including Philadelphia, El Paso, Birmingham, Pueblo, Hartford, and Providence—participate in the Pew-financed Community Compacts Initiative. Another twenty cities are trying to build "K-16" reform strategies with help from the Trust but without funds from Pew.

Are there some lessons from our Compact and K-16 work that we can pass on to others—either about obstacles one might encounter or about solutions? Here are just a few.

1. **Creating New Reform Structures**. To

undertake a comprehensive K-16 reform effort, communities will need to create umbrella-type structures to oversee the work. In general, we have found it easier to create new structures than to reorient existing partnerships.

2. **Involving Key Leaders**. While the composition of local Compact/K-16 Councils varies, the active involvement of at least two constituencies is absolutely critical: C.E.O.s of participating educational institutions and strong community leaders.

3. **Staffing a K-16 Reform Effort**. Making this effort work must be someone's **full-time** preoccupation. The human and institutional relationships are simply too complicated; the new vehicle can't possibly succeed if it gets only part-time attention from all participants.

4. **Providing Top-Down Support for Bottom-Up Reform**. While top-level leaders must create a vehicle to assure that the reform work goes forward, their primary goal must be to provide opportunities, support and guidance for teachers and administrators to change their own practice. Coordinating structures must be careful to provide a framework for change, rather than a detailed plan of action for others to follow.

5. **Using Data to Drive Reform**. Though most communities have a great deal of data about trends in student achievement, the data are rarely used by faculty and administrators to analyze success patterns and plan necessary improvements. Too, the public at large rarely gets honest, clear information about student performance. It is best to begin the change effort by honestly reporting available data and by creating a series of vehicles to engage building- and department-level educators and others in understanding the data and considering how they can improve their results.

6. **Articulating Elements of Change**. It is remarkable how many leaders jump into a change effort without thinking about the elements of a successful change strategy. Participants in our initiatives have agreed on five key elements in their change strategy, including development of challenging standards for student work, new assessments to measure progress, decentralization of au-

thority, major investments in professional development, and accountability for results.

7. **Committing for the Long Haul**. Over time, school people have become jaundiced by "saviors" who disappear when the going gets tough; there's similar cynicism in higher education about leaders who don't hang around to see things through. Deep and comprehensive reform takes a very long time—maybe 10 years. Institutions unwilling to commit to a long-term relationship probably shouldn't bother in the first place.

8. **Helping Educators Move from Programs to Systems Change**. As clientele and/or needs change, educators are accustomed to creating add-on programs rather than changing the way they do business. Years of government policy have reinforced this tendency to the point where many educators are simply incapable of thinking systemically. Participants in the K-16 reform effort will need considerable help in thinking about change in different ways.

9. **Being Clear about Goals**. From the beginning, it is very important to be clear about the goal of the reform effort. Past efforts have suffered, we believe, because of a confusion of goals and means. Our own focus is on improved learning K-16, especially among poor and minority students. Progress will be measured against clear standards for student work, developed in a process led by the combined faculties.

All of this, of course, can seem daunting. It is hard enough to transform a single school or a single department on a college campus; is it really possible simultaneously to transform whole districts and universities?

In all honesty, it's too early to tell. But anyone who doubts the power in a coordinated reform strategy or the energy that is released when, together with parents, educators in two systems work on problems that they view as their mutual responsibility, ought to go spend a few days in El Paso, Texas; Pueblo, Colorado; Northridge/Los Angeles, California; Akron, Ohio; or others of the approximately 20 cities where this work is underway. Or check back with us down the line as we test ourselves against our goal of generating significant, sustained increases in student learning.

Maeroff: Model Practices

of the same coin has gotten mostly lip service in high schools, but medical and architectural education took solid steps years ago to embrace the idea—though neither of these sectors of professional education extends the approach into all areas of the curriculum.

The basic tenet here is that an excellent way to determine whether a student has learned to perform a task is to have a student learn it by performing it, providing summative assessments while the student gradually builds up the requisite knowledge base and refines the performance over time. The student strives to perfect his performance even as a coach assesses it—much like learning to ice skate by repeatedly falling down, getting up, and trying again. If learning means going through the steps of performing a task until it has been mastered, then both carrying out a studio design project in architecture school or conducting a physical diagnosis in medical school are examples of tasks in which the performance informs both learning and evaluative dimensions.

The ultimate exhibition of performance-based assessment might be the objective structured clinical examination (OSCE) in medical school or the pin up session in architecture school, two splendid examples worthy of emulation by secondary schools. In a full blown OSCE, the student moves from station to station, encountering one standardized patient after another who simulates symptoms that the student has to diagnose as he or she performs discrete clinical tasks while being observed and marked from structured check lists. In the pin up, the student presents and describes the renderings and models that he or she has developed to solve the design problem.

Thus, we see that professional education and pre-collegiate education share common ground on which to pursue productive discourse. Clearly, an agenda could be fashioned that might prove intriguing to both sectors. When placed in the larger context of schooling generally, the reforms urged on any particular sector of education can be seen to extend into the warp and woof of the entire enterprise. The nature of the changes often transcends differences in the ages and sophistication of learners.

Fred M. Hechinger, 1920-1995

Because of their early prominence in advocating partnerships between universities and schools in order to strengthen teaching and learning in schools, Fred M. Hechinger and Ernest L. Boyer were invited in 1984 by Yale President A. Bartlett Giamatti to become members of the National Advisory Committee for the Yale-New Haven Teachers Institute. From that time until their deaths last year, they assisted and brought wide attention to the Institute. They were personal friends. When Ernest Boyer delivered a eulogy at the memorial service for Fred Hechinger, he said:

> More than any other journalist of our generation, Fred shaped the national education debate and helped all of us understand that it's in the classrooms of the nation where the battle for the future of America will be won or lost....Our challenge, Fred urgently reminded us, is to affirm the nation's schools and to continue the struggle to achieve excellence for all children, not just the most advantaged.

As early as 1981, Fred Hechinger wrote about the Yale-New Haven Teachers Institute in his *New York Times* column, "About Education":

> To critics who charge that higher education neglects the elementary and high schools, Mr. Giamatti replies by pointing to the Yale-New Haven Teachers Institute, expanded at his urging in 1978. It brings together university professors and local teachers as colleagues to study and improve the schools. While not on a level with the late Mr. Conant's nationwide school reform efforts, Mr. Giamatti feels that universities today can make their most useful contribution "to where we live."

FRED M. HECHINGER AT THE 1986 NATIONAL CONFERENCE

Giamatti had, Hechinger wrote, "urged Education Secretary T. H. Bell to use those severely limited Federal funds to encourage local cooperation between colleges and schools because 'education is a continuous seamless web, or ought to be.'"

The next year, Yale, the Carnegie Foundation for the Advancement of Teaching, and the Chief State School Officers planned a conference of the Chiefs and college and university presidents from all the states to address the role that higher education can and must play in strengthening teaching in public schools. In his column, Fred Hechinger wrote, "This signals the reversal of a twenty-year breach between higher education and the schools." After the conference, he wrote that the "inspiring examples" of programs like the Yale-New Haven Teachers Institute which were featured as case studies at the conference indicated that "the college-school connection many experts consider crucial to school reform is turning into a movement." He added:

> An appeal by top university presidents is crucial. Most of the current university-initiated school improvement efforts emanate from only one sector of those institutions: their schools of education. This is not to belittle the schools of education, but their involvement with the public schools is part of their normal mission. If the universities are to have any impact on high school teachers who feel cut off from their academic disciplines, then professors from all academic departments must become involved.

Throughout the period from 1959, when he was hired as Education Editor of *The New York Times*, through 1990 when he retired from *The Times*, he often wrote, as he titled a 1986 column, that "To Unlock School Reform, Teachers are the Key." That year, commenting on the Institute's second national conference on "Strengthening Teaching through Collaboration," he said: "Largely unnoticed by the public, a new movement of collaboration between high school teachers and college professors has begun to stretch across the country 'subverting' the traditional separation between school and college." He added, "Yale was the host of the conference because the Yale-New Haven Teachers Institute, established in 1978, is one of the oldest and most successful of such collaborative programs." As he was retiring from *The Times*, in his penultimate column he wrote: "When the DeWitt Wallace-Reader's Digest Fund recently gave $2 million [as an endowment challenge grant] to the Yale-New Haven Teachers Institute, the relationship between colleges and local public schools entered a new era. This major underwriting of one of the earliest university-school compacts is expected to have a great impact in furthering such cooperation." During his illness late last year, it was gratifying to be able to tell him that the University had successfully completed that challenge.

It was our great good fortune that, on retiring from *The Times* and becoming Senior Advisor to the Carnegie Corporation of New York, Fred Hechinger agreed to continue to write a column that he entitled "About Partnership," which appeared in the first four numbers of *On Common Ground*. For Number 3, published in the fall of 1994, he wrote about the recent meeting of the National Advisory Committee of the Institute that he had attended:

> What the Yale experience and the deliberations of the National Advisory Committee make clear is that university-school partnership cannot work unless it is taken seriously as a permanent academic enterprise, not as a minor dabbling in doing good works at the fringes....With these vital conditions now firmly in place, the Yale-New Haven Teachers Institute is ready to serve as a model for other universities in other cities, and the many teachers waiting to be admitted to a truly professional partnership.

—J. R. V.

Ernest L. Boyer, 1928-1995

In 1981 Yale President A. Bartlett Giamatti and I invited Ernest L. Boyer to serve as one of the first outside consultants who evaluated the Yale-New Haven Teachers Institute. After a two-day visit to New Haven, he wrote:

I must report...that the impact of the Yale-New Haven Teachers Institute far exceeded my expectations. My own past experience (including three years as director of the Santa Barbara Coordinated Education Project) has left me suspicious of such ventures. School-college collaboration frequently is either ceremonial with "showcase" luncheons or bureaucratic with endless planning sessions. Rarely does the program get to the heart of the matter—helping teachers and advancing the quality of education. The Yale-New Haven teacher project is a dramatic exception to this rule.

The next year President Giamatti invited him to deliver the first President's Lecture at Yale, in which he spoke of the study of the American high school that he was to release a year later. In an interview in *Change* magazine, he responded to a question about why partnerships between high schools and colleges were not more widespread:

Part of the barrier, part of the lag, may mean that colleges still haven't confronted the priorities. I think there are two other problems, however. One has to do with structure and one has to do with resources. The truth is that we tend to operate within the organizational units we've created....But the issue we are talking about—school-college partnerships—breaks out of traditional structures, and without bridges that are sustained, we could have meetings, great enthusiasm, but when it's all over there will be no machinery to keep the agenda alive. Second, resources tend to flow into the structure we've created. And so very often there is neither structure nor resources to carry on the program.

At the 1983 national conference, "Excellence in Teaching: A Common Goal," held at Yale with support from the Carnegie Foundation for the Advancement of Teaching, of which Boyer had become President, he joined President Giamatti and me in presenting the Yale-New Haven Teachers Institute as a case study of how university-school partnerships can strengthen teaching and improve learning in the nation's schools. There he said:

Perhaps to my greatest surprise, I discovered that this did involve, in fact, the most distinguished faculty at Yale. I found it hard to believe, but I discovered that it was a blue-chip commitment by senior professors....This was just a powerful experience, and I think I'm old and calloused enough to know when I'm being had. We all look faculty in the eye, and they look us in the eye. And frankly, I became a true believer.
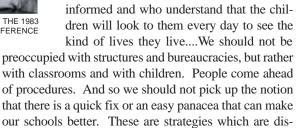
He added, "I spent hours with the teachers who had participated, and they have in fact shaped the agenda....So it is a genuinely shared curriculum that is shaped."

On numerous occasions Boyer urged that the Institute provided a model that "might be established in every region of the country." When the DeWitt Wallace-Reader's Digest Fund in 1990 announced its endowment challenge grant to the Institute, he wrote that this program "brings the resources of the university to teachers in the schools in a way that recognizes their own professional stature. The Yale-New Haven Teachers Institute is leading the way to improve teaching and education's excellence." The last time I saw him, only a few days before his death, I told him we had completed a challenge grant. He responded, "Teachers are the ones who are in contact with children every day." He praised our report for the Carnegie Foundation. It doesn't come from a state regulation. It can't be mandated. I think it comes from teachers who have a sense of wholeness, who are well-informed and who understand that the children will look to them every day to see the kind of lives they live....We should not be preoccupied with structures and bureaucracies, but rather with classrooms and with children. People come ahead of procedures. And so we should not pick up the notion that there is a quick fix or an easy panacea that can make our schools better. These are strategies which are distracting, if not dangerous, and diverting in their implications. Rather, school renewal is going to come out of the continuous engagement of those at the local level.

In a eulogy given at the memorial service held in January at Princeton, Ernest Boyer, Jr. emphasized his father's belief in connections:

It was...obvious to him...that there is far, far more that unifies all of us as human beings than that separates us....Thus it was that his strongest impulse...was always to make connections. He took it as his daily task to form bridges. Bridges between ideas. Bridges between institutions. And most important of all, bridges between people. He was persuaded that there could be no greater task for schools, for parents, or for anyone else concerned with the future of the human race, than to teach children how much we all have in common, and how much depends on the recognition that we are all in this together....

—J. R. V.

ERNEST L. BOYER AT THE 1983 NATIONAL CONFERENCE

GEORGE BELLOWS, *THE BIG DORY*, 1913

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