

On Common Ground

Strengthening Teaching through School-University Partnership

YALE-NEW HAVEN TEACHERS INSTITUTE

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JACOB LAWRENCE, BUILDERS—RED AND GREEN BALL, 1979

Building Partnerships For Our Children

On Common Ground: Taking Stock and Looking Ahead

By Thomas R. Whitaker

What have school-university partnerships accomplished in the fifteen years since Gene I. Maeroff's report of 1983, *School and College: Partnerships in Education*? And what challenges now face such partnerships? We're delighted that, with the help of some important friends of the movement, we can engage those questions in Number 8 of *On Common Ground*.

The Essays: Some Connections

Gerald N. Tirozzi, Assistant Secretary for Elementary and Secondary Education in the U.S. Department of Education, leads off with a stirring challenge. If we are to meet the unprecedented needs produced by the rapid demographic and economic changes in this country—if we are to avoid the disastrous creation of an America with a very small elite class and a very large underclass—there must be a firm resolve at the Federal, State, and local levels to address the problem of public education. The solution to that problem, Tirozzi argues, will require innovative partnerships that link the schools not only to colleges and universities but also to community-based agencies, corporations, and subject-matter organizations.

John Brademas, Chairman of the President's Committee on the Arts and Humanities, reports on the major actions recommended by that Committee. Important among the recommendations are ways in which partnerships may help teachers share with all children the creative power of the arts and humanities—and so prepare them more fully for productive futures. Gene Maeroff, who now directs the Hechinger Institute on Education and the Media at Teachers College, Columbia University, sums up the progress—and lack of progress—since he wrote *School and College*. There is now, he finds, a widespread understanding that all levels of education are necessarily linked together, an understanding that has not, however, been readily translated into practice. Maeroff identifies the obstacles that

“hold back the parties who profess a newfound commitment to collaboration” and points toward the challenges ahead: a new emphasis upon professional development, the meeting of standards, and the schooling of the disadvantaged. Efforts in those directions, he says, may determine “whether or not America is to survive as the democracy that we have known until now.”

In 1989, J. Myron Atkin, Professor of Education at Stanford University, published with Ann Atkin the report *Improving Science Education Through Local Alliances*. He now proposes what he calls “a different sort of collaboration between university-based scholars and classroom teachers, one in which the content selection itself, not solely helping teachers comprehend the content, is one of the subjects for serious deliberation.” In a similar vein, Russell Edgerton, formerly president of the American Association for Higher Education (which for many years encouraged partnerships between schools and universities) and now Director of the Education programs at the Pew Charitable Trusts, voices the concern that colleges and universities do not yet support “the strategies of change that the school reform community is now pursuing.” On the other hand, David L. Warren, President of the National Association of Independent Colleges and Universities, notes that many partnerships do often include collaborative curriculum development. He cites MIT's “National High School Science Symposium” as one such instance.

Indeed, we include here detailed accounts of other partnerships that are already addressing certain items on the reform agenda. John Carlos Rowe describes a project at the University of California, Irvine, that brings together high-school, community college, four-year college, and university teachers in Southern California to do “collaborative research” that constitutes “a cross between teaching and research” as traditionally understood. Arnold Weinstein describes a project at Brown University that brings together teams of university and school teach-

ers from across the nation to participate in, and to adapt for their own sites, interdisciplinary courses that will involve high-school and university collaboration. As Richard A. Donovan reports, the Urban Partnership Program—which has sponsored conferences on curriculum in Virginia, New York, California, and New Jersey—has now been linking community groups and higher education in South Africa. And Peter Herndon and Jean Sutherland make clear how they have strengthened their teaching and discovered new curricular possibilities through the Yale-New Haven Teachers Institute.

In California there is yet further evidence of both long-term collaborations and new ventures that involve curriculum as well as pedagogy. Robert Polkinghorn, Jr., and Laura Stokes describe the factors that have sustained the California Subject Matter Projects and describe also the ongoing challenges to its vitality. Richard Atkinson, President of the University of California, reports on the ambitious new program for cooperative work with California's schools and communities that this university system, faced with Proposition 209 and the Regents' decision to eliminate race, ethnicity, and gender as considerations in admissions, has decided to adopt. And Eugene E. García, Dean of the Graduate School of Education at the University of California, Berkeley, offers some personal reflections on the fact that the University “must assure that more minority and disadvantaged students are competitive.” This must involve, he says, “tapping the existing knowledge and expertise of effective teachers” and integrating outreach efforts to “school-centered” programs.

Finally, Manuel N. Gómez summarizes where we are now, using as “a partial basis for assessment over twenty years of experience in collaboration.” Gómez calls for “more rigorous philosophical scrutiny of the relationship among partnership, education, and democracy” in order to produce “more profound systemic change.” And he concludes that “without partnership the prom-

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Credits: Cover Illustration: Jacob Lawrence. *Builders—Red and Green Ball*. 1979. Gouache on paper. 30" x 22". Courtesy of the artist and the Francine Seders Gallery, Seattle, Washington. This artwork is in the permanent collection of the New Jersey State Museum, Trenton. **Page 5:** Dan Namingha. *Hopi Horizon*. 1997. Acrylic on canvas. 84" x 34". J. Cacciola Galleries. New York, New York. **Page 9:** Margaret Bourke-White. *Bridge Construction, New York Thruway, 1954. The Life of Margaret Bourke-White*. 1983. Compiled, edited, and with a biographical narrative by Jonathan Silverman, preface by Alfred Eisenstaedt. Time Custom Reprints. New York, New York. **Page 31:** Robert Harris. *A Meeting of the School Trustees*. 1885. Oil on canvas. 102.2 x 126.5 cm. National Gallery of Canada. Ottawa, Ontario. **Page 32:** Yasuo Kuniyoshi. *Disturbing Dream*. 1948. Casein on gesso panel. 50.8 x 76.2 cm. Yasuo Kuniyoshi Museum. Okayama, Japan. Benesse Collection.

Whitaker: Taking Stock and Looking Ahead

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ise of democratic education is certain to remain only that.”

The Images: Some Perspectives

We select for the cover of No. 8 a thematically appropriate work by the African-American painter Jacob Lawrence: *Builders—Red and Green Ball*. This image, a stylistic compilation from several of his poster compositions and *Builders* scenes, offers us a pattern of diagonally and horizontally extended arms and legs, of upward thrusting movements, accentuated by a vaulter’s pole, pavement blocks, and carpenters’ benches, saw, and planks. The builders, athletes, and playing children interlock in a colorful dance, focused for us by a green and red ball, the shape of which is repeated in the many spherical heads of light tan and brown. It is a dance that reaches through play, craft, and the vision of art toward the previously built structures on the urban horizon. Here, for this quite modern painter of historical cycles on Toussaint L’Ouverture, Frederick Douglass, Harriet Tubman, and the Great Migration, is a complex key to the future of a progressive society.

With this editorial on “Taking Stock and Looking Ahead” we include, as a complementary perspective upon past and future, *Hopi Horizon*, by the Native American painter Dan Namingha (b. 1950), who often has combined memories of Hopi ceremonies with an awareness of the twentieth-century art of Picasso, Gauguin, Cezanne, Rothko, and Kline. This brooding and stylized design with its intensely red mesa and thin blue sky, poised between ambiguous blocks of yellowish and blackish desert and an upper darkness, may suggest the precariousness of the slender present—the locus of our human community within a vaster world of powers that enclose us. Namingha has said, “My paintings come from a very deep place. . . . They are like the ceremonies: You go step by step and you know so many things but beyond that there is mystery. That is why an

artist continues on—because there is always the mystery beyond.” We might recall an essay by D. H. Lawrence in *Mornings in Mexico*, which celebrates the “Dance of the Sprouting Corn” at Santo Domingo as a Hopi mode of cosmic participation, leading to a “resurrection” that results from the germinal meeting of forces “from the heights and from the depths.” For Namingha, too, art and community must find and enact, within the horizon of past and future, the meeting-place of those mysterious energies.

With Gene Maeroff’s essay on “The Future of Partnerships” we include a visual reminder of the constructive powers, “the heavy lifting,” that will be required of collaborations if “America is to survive as the democracy that we have known until now.” Margaret Bourke-White (1904-1971), whose camera was so often in the service of that democracy (as in *You Have Seen Their Faces*), here gives us the beginnings of *Bridge Construction* on the New York Thruway, the uncertain and risky process of building the connections on which our society must rest.

For our “Teachers’ Forum” we reach further back into history with the help of Gene Maeroff, who called to our attention a Canadian masterpiece by Robert Harris (1849-1919) that deals with the act of confronting tradition and making change. In Harris’s *A Meeting of the School Trustees* (which was the sensation of the 1886 Canadian Royal Academy Show) a woman teacher forcefully confronts a group of men whose somewhat ambiguous expressions—interested, quizzical, resistant, or skeptical—may or may not suggest that her arguments will be persuasive.

On the back cover we include another image of the risks of collaboration, and of reaching for connections. *Disturbing Dream* by Yasuo Kuniyoshi (1889-1953) may depict the trapeze artists’ gut-wrenching failure or the moment before a precarious success. As a “dream,” of course, it suggests the anxieties accompanying any project of crucial importance and uncer-

tain outcome. But to hold that dream in mind, with its danger and its possibility, and to focus it in such a tenuously floating design, is itself a visionary success—of the kind to which both Kuniyoshi and *On Common Ground* have, in their very different ways, been devoted.

Looking Backward: *On Common Ground*

Back in 1993 the Editorial Board of *On Common Ground* set forth the plans for this periodical. In each issue we would focus on a major concern of university-school partnerships. We would also have some occasional departments: “Student Voices,” “Voices from the Classroom,” and a “Superintendents’ and Principals’ Forum.” We would have an introductory column by the noted educational journalist Fred Hechinger (a series interrupted, alas, by his death in 1995) and a review or review-essay on some book or topic of immediate urgency. And each issue would include some visual images of intrinsic power and enduring interest that would relate to the main topics, in fairly direct illustration or through analogy or metaphor. As our occasional inclusion of children’s art also testifies, we have believed that the resources of art are closely related to the broad understanding of education that school-university partnerships should support.

On Common Ground No. 1 focused on national, state, and local policy, with articles by Richard Riley, Secretary of Education, and such important voices in the field of education as Jay L. Robinson, James Herbert, and Terry Knight Dozier. In No. 2 we broadened our focus to include the ancestry and the present variety of the partnership movement, with essays by Vito Perrone, Ernest Boyer, Edward Meade, Lauro F. Cavazos, and others. In No. 3 we moved to a somewhat narrower topical approach, focusing here on the need for schools to elicit and train the talents that are necessary for “The World of Work.” Important contributors (and the positions

they then occupied) included Robert Reich, Secretary of Labor; Thomas Payzant, Assistant Secretary for Elementary and Secondary Education; Thomas Furtado, Corporate Ombudsman at United Technologies; and Thomas Persing, Superintendent of North Penn School District in Lansdale, PA. In No. 4 we considered partnerships in science and technology, with essays by such well-informed people as Bruce M. Alberts, President of the National Academy of Sciences and John Merrow, Anchor and Executive Editor of the Public Television Series "The Merrow Report." *On Common Ground* No. 5 turned then to "Learning Through the Arts," seeking to make clear why we should regard the arts not just as "frills" but as "basics" in our educational program. Important essays by Maxine Greene and Scott T. Massey were supplemented by an array of pieces "From the New Haven Experience," setting forth the nature and results of seminars in the arts launched by the Yale-New Haven Teachers Institute. In No. 6, we emphasized the present challenges to the partnership movement, with important essays by Roland S. Barth, Arthur Levine, Gene Maeroff, Foster Gibbs, and Deborah Meier. And in No. 7, we engaged the demands posed by our actual diversity and our need for community (in several senses of that word), with essays by Manuel Gómez, James Pipkin, Ronald Takaki, Richard Simonelli, Dixie Goswami, and others involved in a variety of innovative projects.

The concerns of this present number, both retrospective and prospective, bring to an appropriate climax this sequence. Throughout these four years we have been concerned with defining the range of actual and desirable partnerships as they might contribute to a whole vision of pre-college education in this country. And we have had the hope that—despite the economic and demographic stresses to which America has been subjected—such partnerships might help to make it possible for all children, even those from low-income communities, to receive the full advantages of a pre-college educa-

tion. In sum, we have sought some vision of educational community that will sustain our national diversity.

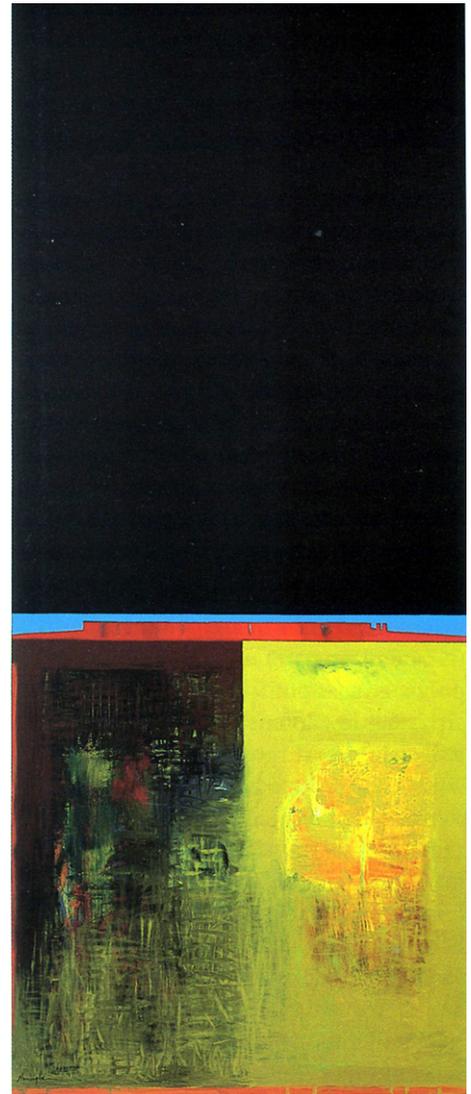
A Year of Planning: The Demonstration Project

For those of us taking part in the Yale-New Haven Teachers Institute, 1997 has been a year of intensive planning toward a national demonstration of the Institute's collaborative approach to schooling in areas where a significant proportion of children come from low-income backgrounds. The Institute has always regarded national "dissemination" of its approach to be part of its mission: hence its conferences, books, videos, and *On Common Ground* itself. And over the years the Institute has indeed received national recognition. We cite here just two comments from this Number of *On Common Ground*:

Gerald N. Tirozzi, Assistant Secretary for Elementary and Secondary Education in the U.S. Department of Education: "The Yale-New Haven Teachers Institute has been a beacon of hope for what is possible when a significant partner and an enlightened school district commit to working closely and cooperatively together to enhance teaching and to improve the teaching-learning process."

John Brademas, Chairman of the President's Committee on the Arts and the Humanities: ". . . in part inspired by the success over nearly two decades of the Yale-New Haven Teachers Institute, the President's Committee calls for partnerships to 'improve instruction in the arts and the humanities by encouraging colleges, universities, and cultural organizations to cooperate with local school systems . . .'. One sure way of achieving [the objective of the Committee] is to encourage communities throughout the United States to establish the kind of partnerships pioneered by the Yale-New Haven Teachers Institute."

Over this past year, with support from the DeWitt Wallace-Reader's Digest Fund, the Institute has been exploring the feasibility



DAN NAMINGHA, HOPI HORIZON, 1997

and desirability of establishing such partnerships at a number of sites. The Institute surveyed 33 sites that had over the years shown interest in its approach, seeking to determine whether they might wish to adapt that approach to their own situations, and spelling out the criteria that would have to be met by any such adaptations. On the basis of responses to the survey, and previous and further contacts, members of a Planning Team from the Institute (including both Yale faculty and New Haven teachers) visited during the summer the following five

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Partnerships for Today and Tomorrow

By Gerald N. Tirozzi

There is an old Chinese blessing that says: “May you live in interesting times.” Those of us involved in education must be truly blessed. We do live in interesting times—times that challenge us and require us to keep a constant eye on the future. We must do this while scanning the present environment for innovative solutions to the everyday problems of American education. We have to think about today, and be visionary about anticipating what the future holds. We can not be afraid to test our creativity and challenge ourselves to do what is right for America’s children.

Bart Giamatti wisely predicted the impact dramatic changes in our society could have on public education. He said “the pressures and fears associated with dramatic demographic changes will threaten our commitment to universal public education if we forget that it resists the development of an elite class and the emergence of a large underclass.” American society is experiencing a major shift in demographics right now—a shift that will continue and intensify well into the next century. The impact these changes will have on our public education system will no doubt be profound, but much depends on how we, as a nation, react.

Consider the following statistics:

- By the year 2006, American schools will have to educate 54.6 million students—almost 3 million more than today.
- 80% of American households do not have children in school.
- 25% of the voting public belongs to AARP.
- Today, 40% of students are in 4% of schools, 23% are in 1% of schools.
- By the year 2025, 25% of students will be Hispanic.

American schools must be prepared to deal with the implications of these changes. The

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need for strong, safe schools with high standards of achievement, talented and dedicated teachers, and a curriculum that responds to the technological demands of the world in which we live has become a national imperative. Buoyed by President Clinton’s support and his identification of education as the nation’s “number one priority,” schools and communities are now poised to engage in meaningful education reform. The schools, however, can not do it alone. Innovative partnerships with universities, business and religious organizations are needed to help schools bridge the gap to success for all students.

If we are to make any progress in bringing *all* our students to a high level of academic achievement, we must focus on teaching.

If we are to make any progress in bringing *all* our students to a high level of academic achievement, we must focus on teaching. Nowhere is the need for innovation and partnership greater than in the way we recruit, train and retain teachers.

Consider the following realities:

- Most traditional teacher education programs in this country are flawed. Many programs remain unchanged year after year, despite innovations and new research.
- Although no state will permit a person to practice medicine, fix plumbing or style hair without training, testing and certification, more than 40 states allow districts to hire teachers who have not met these basic requirements. 75% of urban school districts admit to hiring teachers without proper qualifications.
- Many American teaching programs do not

give teachers the preservice training they need. Active, hands-on teaching should be an integral part of every teacher education program.

- Many schools and districts have a “sink or swim” attitude towards new teachers. 30% of all new teachers leave the profession in the first three years because they are thrown into difficult teaching situations without the carefully-planned mentoring support they often need.
- Teaching colleges need to attract a more diverse group of teachers. Nine out of ten public school teachers are white and most are women. By the year 2020, however, more than 50% of students will be minorities.

No matter what we say in Washington, education policy really begins when the classroom door closes. While federal, state and local legislation and policies play an important role in promoting reform in public education, it is ultimately the practitioner in the classroom who has the most significant impact on student achievement. All reform initiatives pale in comparison to the role and responsibility of the teacher. As the 21st century approaches, it is imperative that this nation have consistent, dedicated, and hard working teachers in *all* of America’s classrooms.

Every day, our nation’s teachers must deal with a myriad of complex social, economic and cultural issues. As American society continues to change and grow, more and more expectations are being lumped onto schools and teachers. We expect teachers to prepare all students for productive employment, good citizenship and a high quality life. Yet in many communities, low standards, poor student achievement, and unhealthy and unsafe learning environments are the norm. This point takes on added significance as our nation’s schools prepare to receive two million new teachers by the year 2007. Now more than ever, we must address the way in which we prepare teachers for the classrooms of the future. It is imperative that these fu-

ture teachers be well prepared in both core subjects and technology, fully licensed and ready to handle classroom dynamics. All teachers, new and experienced, must have access to ongoing professional development, based on the latest research findings and technology training. Professional development programs must be in place for *all* teachers and should focus on both curricula and instructional strategies.

As a former Superintendent of Schools in New Haven, I understand that a school district alone does not always have the resources and subject matter expertise to stimulate and energize professional development activities. During my tenure in New Haven, we were fortunate to find a willing partner in Yale University President Bart Giamatti. I am proud that with the support and assistance of President Giamatti, the resources of Yale University were made available to New Haven teachers in what was to eventually become the Yale-New Haven Teachers Institute. Over the years, the partnership between the New Haven school district and Yale University has allowed more than 435 New Haven classroom teachers to work directly with Yale faculty in developing subject matter curriculum and related teaching strategies. In 1978, Yale's partnership with the New Haven schools was considered bold and creative. Today, university-school partnerships are no longer an anomaly; universities and school districts across the nation are realizing the symbiotic power of partnership.

Universities have the potential to play an important role in helping states and local communities strengthen their schools and boost student achievement. When you consider the vast array of resources found at most universities, it makes consummate sense for them to partner with elementary and secondary schools. The constant cycle of research, talent and technology that is at the heart of every good university can be a lifeline for troubled schools. Universities can also of-

fer sustained, innovative, and resource-rich programs of staff development for classroom teachers and specific content knowledge in a wide variety of related areas including public health, psychology, architecture and business.

Likewise, public schools can offer universities invaluable hands-on experience in education. Working closely with elementary and secondary schools gives university professors and students the chance to put theory into action and allows researchers and future educators to work directly with students in the classroom—an experience that gives their work depth and context. By exposing teachers and principals to new ideas in cur-

The Yale-New Haven Teachers Institute has been a beacon of hope for what is possible.

riculum, instruction, technology and school management, researchers and graduate students see the impact of their work on schools.

As Connecticut's Commissioner of Education, I built upon my own experiences with Yale University and made a statewide commitment to professional development. As a key component of the Education Enhancement Act, Connecticut promoted continuing education requirements for teachers. A major part of this effort was embodied in allowing colleges, universities, subject matter associations, and other curriculum/instruction providers the opportunity to offer Continuing Education Units (CEU's) to Connecticut's teachers and administrators. This commitment recognized that viable, instructive, and research-based professional development cannot happen with school district resources alone —partnerships and alliances with a broad range of practitioners and service providers make it happen.

At the U.S. Department of Education, we are strongly encouraged by the growing number of education partnerships across the country. By bringing together a wide variety of education stakeholders, these partnerships serve as a true catalyst for reform. We believe public education in the 21st century will continue to demand innovative partnerships. Universities, businesses and other community-based organizations can provide schools with a variety of financial, human and material resources and serve as advocates for education reform.

There must be a collective resolve—at the Federal, State and local levels—to commit substantial financial and staff resources to accommodate the individual and group professional development needs of America's teachers. In addition, there must be a greater awakening, especially at the school district level, to the fact that partnerships and compacts must be formed with a multitude of professional development "players" including—but not limited to—colleges, universities, community based agencies, corporations and businesses, and various subject matter organizations and associations. The "educational river" of professional development is too wide—and a "school district's boat" is too small to navigate the currents of the multiple and myriad issues, logistics, and resource allocations which have an impact on teacher development.

The Yale-New Haven Teachers Institute has been a beacon of hope for what is possible when a significant partner and an enlightened school district commit to working closely and cooperatively together to enhance teaching and to improve the teaching-learning process. States and school districts across the country should pause and look carefully at the universities and schools that have discovered the power of partnership as a means for implementing meaningful school reform—the results speak for themselves.

From the President's Committee

By John Brademas

On August 14, 1997, I was among those present in the Rotunda of the National Archives Building in Washington, D.C., when President Clinton and the First Lady, Hillary Rodham Clinton, announced a White House Millennium Program in order, in the President's words, "to honor the past and to imagine the future." The Program, he said, "will guide and direct America's celebration of the millennium by showcasing the achievements that define us as a nation—our culture, our scholarship, our scientific exploration."

As Chairman, by appointment of President Clinton, of the President's Committee on the Arts and the Humanities, of which the First Lady is Honorary Chair, I was obviously gratified that with this announcement, the President and she had endorsed the principal recommendation of *Creative America*, the report to the President of our Committee, released earlier this year. In our report, we urged the President to "lead our country into a new century and the next millennium" through an initiative that would "involve all Americans in preserving our cultural heritage and in appreciating creativity through the arts and the humanities."

We recommended these major actions:

- A national initiative to renew American philanthropy for the arts and the humanities, and for other charitable purposes;
- An assessment of the nation's preservation needs and a plan to protect our cultural legacy;
- A public-private partnership to digitize cultural materials to make them available through new technologies;
- A series of measures to strengthen education in the arts and the humanities;
- An investment in national leadership through gradual increases in funding for the grant-making cultural agencies to reach a level of spending equal to \$2 per person by the year 2000; and
- Require course work in the arts for high

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school graduation; include the arts and the humanities in college entrance requirements; oblige elementary teachers to complete course work in the arts before certification;

- Set high local, state and national standards to evaluate students' progress through periodic assessment at all levels, using the National Assessment of Educational Progress as a guideline.
- Teach America's cultural traditions at every level and help enlarge students' understanding of the history and culture of other countries.
- Require competency in a foreign language for high school graduation and entrance into college.
- Conduct research on the effects of learning through the arts on student achievement, individual development and positive social behavior.
- Support programs that offer advanced training in the arts and humanities for students with special promise.

The President's Committee also recommends "partnerships" to:

- Provide professional development for teachers and urges strengthening existing programs at the Department of Education, National Endowment for the Humanities, and National Endowment for the Arts.
- Include the arts and the humanities in programs that enhance the development of children, and improve their readiness for school and for entering the workforce by expanding collaborations among federal cultural agencies and other federal agencies that administer programs affecting children and youth. These collaborations should operate at the state and local levels as well.
- Expand programs, especially for at-risk youth, both in schools and in settings outside school.
- Extend business-education partnerships that create programs to support the arts and the humanities in the nation's schools.

Of particular note, and in part inspired by the success over nearly two decades of the Yale-New Haven Teachers Institute, the President's Committee calls for partnerships

to "improve instruction in the arts and the humanities by encouraging colleges, universities and cultural organizations to cooperate with local school systems . . . [as well as to provide] incentives to college and university faculty to develop collaborations with school teachers, educational administrators, and artists".

As President Clinton said at the National Archives:

" . . . [T]o make this new Millennium our own . . . [f]irst and most important, we are making education our children's first priority"

Teachers in the arts and the humanities need the time and resources to participate in professional development to enrich their own knowledge and to gain practical ideas for their classrooms. At the community level, innovative partnerships have formed among some universities, cultural institutions, and school districts. Yale University and the public schools of New Haven, Connecticut have worked in partnership since 1978 to strengthen teaching in the city's schools. The Yale-New Haven Teachers Institute brings college faculty and school teachers together on an equal footing to develop new course material in the humanities and the sciences, and to discuss issues chosen by the teachers themselves.

The power of the arts and the humanities to develop creativity, help close the "opportunity gap," and prepare all children for productive futures is well documented in the Committee's report, *Coming up Taller: Arts and Humanities Programs for Children and Youth at Risk*. This study reveals the often heroic work that many arts, humanities and community organizations perform to serve at-risk youth. More public and private investment in these programs can provide creative alternatives to destructive behavior and divert some young people from gangs, drug use, crime and other anti-social behavior.

One sure way of achieving this objective is to encourage communities throughout the United States to establish the kind of partnerships pioneered by the Yale-New Haven Teachers Institute.

The Future of Partnerships

By Gene I. Maeroff

When my report *School and College: Partnerships in Education* was published by the Carnegie Foundation for the Advancement of Teaching in 1983, the idea that precollegiate schools and institutions of higher education should cooperate was still a novel notion in some circles. The conference organized at Yale University that year to bring together chief state school officers and college and university presidents was only the second such gathering, according to Ernest L. Boyer, the late president of the Carnegie Foundation.

Of course, collaboration was not new to everyone. The College Board's Advanced Placement had already existed for a generation and the College Board itself dated back to the turn of the century. And such programs as Syracuse University's Project Advance, the National Humanities Faculty, the University of Michigan's English Composition Board, and the Yale-New Haven Teachers Institute were well underway.

Yet, a scant decade and a half ago, voices calling for closer ties between schools and colleges reverberated across a landscape in which often few ears were attuned to hearing them. *A Nation at Risk* was not quite out of the womb and arrogance and autonomy still counted for more than humility and cooperation in relations between schools and colleges. When students were unsuccessful at one level, blameplacers simply pointed to the level below, asserting, "It was their fault," with no thought to getting together to improve the situation. Higher education set its requirements without regard for the impact on elementary and secondary schools, as the abolition of foreign language requirements showed in its devastating effect on precollegiate language studies.

In reflecting on the changes since 1983, one cannot help but be struck by the shift in attitude. There is now a widespread

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understanding that there is—if not a seamless web—at least a series of interlocking shackles that link all levels of education, like it or not. This recognition of a shared destiny has pretty much ended talk of schools and colleges continuing down their separate paths. Shifts in attitude, though, do not readily translate into changes in practice. Yes, the American Association on Higher Education and Syracuse University found 2,300 examples of school and college collaboratives to list in their national directory in 1995, but that hand-holding has not blossomed into full-blown romance.

Three main obstacles, among many, come immediately to mind in trying to identify what continues to hold back the parties who profess a new-found commitment to collaboration:

1. The reward system in higher education still does not usually look favorably on college faculty members—particularly those outside departments and schools of education—who invest time and effort in work involving elementary and secondary

education. The emphasis on research and publication for those ascending the promotion steps means junior faculty members, especially, participate in such collaborations at some peril to their careers.

2. Despite paeans to mutuality, the worlds of precollegiate and collegiate education remain as separate as Brooklyn and Staten Island. These are different cultures that sometimes, it seems, can be connected only by bridge builders as skilled as those who spanned the Verrazano Narrows.

3. For all the political correctness that resides in statements about how both sides have something to gain, the benefits of these associations flow overwhelmingly to the elementary and secondary schools that are involved. Thus, precollegiate education remains a decidedly junior partner in this enterprise and, like all of those who are less than equal, it is the supplicant.

Some strong forces, however, continue to prod change, and the situation today is sufficiently different from what it was in 1983

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Image is available in print publication.

MARGARET BOURKE-WHITE, BRIDGE CONSTRUCTION, NEW YORK THRUWAY 1954, 1983.

Maeroff: The Future of Partnerships

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to give hope that what happens during the next 15 years by way of cooperation may be even more substantial than what occurred during the previous 15 years. Three areas demonstrate these possibilities—new concerns about the preparation and professional development of school teachers, the onset of the standards movement, and the crisis in elementary and secondary schools serving impoverished minority students.

One report after another has appeared from such organizations as the Holmes Groups and the National Commission on Teaching and America's Future in response to the desire to improve the education of those preparing for careers in the classroom. At the same time, the National Council for Accreditation of Teacher Education has been taking bolder steps to enforce quality. Furthermore, the ongoing education of teachers, formerly abandoned to one-shot, unconnected inservice sessions, is on the verge of being revamped as professional development gets unprecedented attention.

Few serious-minded people any longer maintain that issues involving the quality of the teaching force can be addressed on one level while ignoring what happens on other levels. School districts and institutions of higher education recognize more than ever before that they must act in concert if teachers are to fulfill their potential. One of the best examples of this recognition is the professional development school, still imperfect, but a promising venture for allowing those at the precollegiate level and those in colleges and universities to work together in behalf of better education.

The standards movement comes into play in this connection because teachers have to have something to teach. Too often in the past, the content confronting students in elementary and secondary school classrooms has been unchallenging, inappropriate, and ineffectively delivered. Attention to standards usually focuses on students, but it is clear that teachers have to learn to take

responsibility for doing more than lecturing from textbooks.

Efforts to raise standards must proceed hand in hand with programs to equip teachers—novices and veterans—to know, understand, and be able to facilitate the lessons. Institutions of higher education, in both preservice and inservice, will have to play a pivotal role in this effort. Surely, at this juncture members of arts and sciences faculties in higher education must demonstrate greater willingness to build connections with teachers in elementary and secondary schools.

Finally, improvement of the schooling of disadvantaged students demands the cooperation of all sectors. Even back in

Efforts to raise standards must proceed hand in hand with programs to equip teachers—novices and veterans—to know, understand, and be able to facilitate the lessons.

1983, when *School and College* was published, I was able to cite such examples as Queens College of the City University of New York and Massachusetts Institute of Technology involving themselves in the work of public schools serving minority students. Today, when universities focus their attention on schools inner cities, they acknowledge this need in a more intensive way. But the proportions of the task are so huge that a much broader effort is needed. Glimmers of such initiatives appear when an institution like the University of California system announces, as it did in 1997, that each of its nine campuses will create long-term partnerships with selected high schools and the associated junior highs and elementary schools in their feeder patterns.

Moreover, the struggle to improve the education of needy children requires the

collaboration of many schools, departments, and colleges of the university to forge programs that deal with the whole child and his or her family. California State University at Monterey Bay, for example, began a program in 1996 leading to a bachelor's degree in collaborative human services, offering academic concentrations in social work, community health, public safety administration, and parks and recreation management to prepare a new class of professionals to work in elementary and secondary schools.

Teachers will have to do most of the heavy lifting if these efforts in California and everywhere else across the country are to dislodge what until now has been a weighty and intractable problem. Teachers will bear the main responsibility for eliciting the cooperation of parents, for addressing the needs of the whole child, for stirring motivation and inspiration in the students, and for learning how to handle new kinds of assessment and other reform measures.

The synergy derived from collaborations between school districts and institutions of higher education could strengthen these attempts immeasurably. School districts alone are unlikely to be able to give teachers and administrators the assistance they require to succeed in these challenging assignments. This means that colleges and universities must enter the fray with more enthusiasm and vigor than most of them have shown until now. It does not matter whether or not the institution has a teacher education program and, even if it does, the burden should not be borne by the teacher education program alone.

The story that is written about these efforts 15 years from now may very well be the story of whether or not America is to survive as the democracy that we have known until now. That, increasingly, is what is at stake in the schools of this country.

Sustaining Partnerships: Some New Challenges and Opportunities

By J. Myron Atkin

The world of university-school collaboration seems gradually to be entering a new phase, with both new opportunities and some unfamiliar challenges. A major stimulus for change stems from the rapid and sustained rise of the standards movement in American education. There is broad agreement that the priority for school improvement is to decide on what should be taught and the levels of student competency that should be expected. Consensus is strong enough to enlist the cooperation of major figures in both political parties, as well as leaders of several influential groups of teachers, most prominently the American Federation of Teachers. While there is far from uniform agreement about an appropriate national role in standards development, there seems to be little dissent from the view that it is essential for school improvement to delineate what students should know and be expected to do.

What goes on in schools is often superficial; fundamental content is poorly understood. The pressure to cover a dizzying variety of topics in virtually every subject militates against deep understanding of any of them. Tests often reflect such a curriculum, frequently requiring no more than straightforward memorization and recall. Students are seldom expected to solve a unique problem, justify a line of argument, or express and defend an original idea. In much of high school biology, for example, students sometimes are taught the meaning of more new words in a year than are taught in a comparable period of foreign language instruction—but the new vocabulary is not always put in the service of comprehending major biological principles. Biology texts are not the only ones that are encyclopedic rather than conceptual. Social studies, too. Even mathematics.

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What more natural source of assistance than college professors, who are presumed to know their respective disciplines well enough to be able to identify what is important? When universities like Yale and a few others first launched programs that brought teachers into sustained association with university professors, they were mindful of the post-World War II developments in which professors played the role of paring down the curriculum to disciplinary essentials. It seemed a good model, and still seems so. So therein lies an opportunity. Professors can bring their expertise to bear on a task that virtually everyone agrees is important for the schools. What concepts in history, physics, mathematics and all the other subject of the school curriculum are most worth teaching?

But there are two differences between the climate for curriculum reform today and the one epitomized in the productive flurry of academic involvement in secondary and elementary education of the 50s and 60s. First, teachers are claiming prerogatives in the 1990s not only in deciding how to teach, which is expertise they have always enjoyed, but *what* to teach as well. They are saying that they now must serve a more inclusive group of students than was the case two or three decades ago. Students today have different attitudes toward school and different needs. A smaller percentage of the cohort complete high school, and a somewhat smaller percentage still intend to go to college. Partly as a consequence, here and abroad, curricula are being developed that relate school work to the “real” world. What causes environmental deterioration? How might it be mitigated? How are scientific principles applied to the resolution of community problems? What factors must be considered in addition to understanding the relevant science?

Confounding the matter, a second and related point, the programs being devised are often inter-disciplinary. Since they encompass personal and community action as well as *understanding*, one cannot easily confine

the content to a single discipline. Chemistry is essential to understand a particular fish kill. But so is biology. Furthermore, if the environmental disaster is to be mitigated, there are additional considerations. What would it cost? Whose interests are affected? Who should pay?

The gradual shift toward more practical work in school—and the trend is unmistakable—challenges the almost exclusive reliance on professors from the separate disciplines as identifiers of essential content. Such experts will always be the arbiters of accuracy within their fields; but the range of topics one might teach is virtually limitless, teachers often seek connections to personal and social issues to demonstrate that school work matters (requiring more inter-disciplinary approaches), and it is less clear that professors are the only ones with expertise in coping with real-world dilemmas.

Take chemistry again. A new text in American high schools is titled *ChemCom*. It stands for Chemistry in the Community, and as the title suggests, it focuses on the chemical aspects of issues that matter to the broad population. The chemistry content, in fact, is introduced on a need-to-know basis, as the students realize the relevance of certain chemical principles in addressing social problems. It is probably not irrelevant that *ChemCom* was developed under the auspices of the American Chemical Society, an organization whose membership is overwhelmingly from industry and government rather than from academia.

One more example. A group of mathematics teachers at a residential public high school in North Carolina for students specially interested in science and mathematics developed a new pre-calculus course a few years ago. They decided that the course would center on applications, and that no content would be included that could not be applied readily in real settings. One consequence? Conic sections, formerly a mainstay of pre-calculus courses, was dropped.

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This state of affairs seems to call for a different sort of collaboration between university-based scholars and classroom teachers, one in which content selection itself, not solely helping teachers comprehend the content, is one of the subjects for serious deliberation. It is happening in some places. In a new German integrated science course now used in almost all German states, scientists from the University of Kiel worked intensively with teams of teachers in developing all aspects of the new course. The new American *National Science Education Standards*, developed by the National Research Council of the National Academy of Science, makes heavy use of teacher contributions and includes, prominently, an emphasis on the relationship of science to social issues. *Content* standards include “science in personal and social perspective,” which includes “science and technology in society.”

Thus the movement toward development of subject-matter standards in the United States is simultaneously accenting the importance of university involvement in the development of new curricula and also requiring that the responsibility for determining the precise content to be taught be shared with teachers. Some professors may find it difficult to alter the role they have played so effectively in recent decades, but the need for their continuing collaboration is in no way reduced. Fortunately, there are models: at the University of Kiel and at the National Academy of Sciences, for example. The need to collaborate on the full range of curriculum and teaching issues is beginning to be noted as well in many of the ongoing school-university partnerships that have existed for more than a decade. We shall probably see much more of this focus in partnership arrangements in the years immediately ahead. Without such collaborations with universities, the teachers—and their students—will be the poorer.

California’s Outreach

By Richard C. Atkinson

The University of California is embarking on an ambitious new program for cooperative work with California’s schools and communities. This Fall, UC campuses began working jointly with a select number of individual schools for major improvement of learning opportunities for all students. These new alliances will set high standards for student achievement focusing specifically on college preparation.

This new strategy grows out of the work of a 35 member Task Force established to address educational achievement and diversity in light of Proposition 209 and the University Regents’ decision to eliminate consideration of race, ethnicity, and gender in admissions. The Task Force concluded 18 months of study last July and issued their report calling for a major new expansion and reorientation of University outreach activities. One critical aspect of this expansion is a recommendation that UC and K-12 schools pool their expertise to effect broad scale changes in school culture and practice such that college preparation and college-going activity of students improve substantially.

This new plan offers the University a unique opportunity to work directly with the State’s K-12 schools in a holistic approach that addresses the difficult problems connected with educational disadvantage. It will provide students significant new opportunities, not only at the school sites where partnerships will be established, but at all of the State’s schools through a much closer relation-

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ship between UC faculty and teachers at the elementary and secondary levels. Out of this relationship will be developed new ways of addressing the gap that now exists between levels of post secondary preparation achieved by students in educationally disadvantaged circumstances and the high standards of academic achievement needed as a foundation for successful college work.

The new partnerships with schools that will be established will be built around the notion of renewal across the full length of the education pipeline, beginning with the early years of elementary education. Clusters of schools will be drawn into these projects, including high

schools and the surrounding feeder middle schools and elementary schools. This approach is intended to address the fact that differences in achievement

This new plan offers the University a unique opportunity to work directly with the State’s K-12 schools.

begin early in students’ careers, with patterns becoming clearly noticeable at the third and fourth grade levels.

A second principle of the school partnerships is a recognition of the role played by all members of a community in school achievement, not only within the boundaries of the school, but in the surrounding community. The partnerships will seek to involve parents, local businesses and industry, and community organizations in support for the school and for the learning process of students enrolled.

Lastly, the partnerships will be formed around a set of high academic standards and careful monitoring of the process of achieving those standards. The partnerships will recognize the potential that all children have for achievement and seek to provide new tools and an environment in which that potential can become a reality.

Universities, Schools, and the Story of Education

By Russell Edgerton

[*Editor's Note:* The following remarks are excerpted from an address to the *Issues in Higher Education Forum*, Indiana University-Purdue University Indiana, October 13, 1994.]

Let's first look at the way universities currently relate to the schools. Most of the action to date, it seems to me, has taken place in two arenas. The arena of teacher preparation, and the arena of outreach, partnership programs. Admissions policy represents a third arena that is beginning to get some attention.

As to teacher preparation: for years we in the university world sailed along, poormouthing our schools of education while enjoying the revenue they brought in. But in recent years, in many universities, we have begun to clean up our act. We've raised admissions standards and strengthened the subject matter preparation of teachers. Ed schools have strengthened their curriculum, worked hard on the transition to practice, pioneered the creation of professional development schools. While teacher preparation remains a troubled field, these have been years of real improvement.

Second, universities have reached out to schools and developed scores of partnerships aimed at several kinds of objectives:

- We've reached out to provide direct services to students. Since the Upward Bound and Talent Search programs of the 1960s, we've intervened at earlier and earlier points in the student's career, and with ever more ambitious programs. The Career Beginnings and Higher Ground Programs at Northwest, and the Future Academic Scholars Track at Indiana-Purdue Fort Wayne represent respected models of this kind of effort.
- We've developed partnerships in the name of curricular improvement . . . such as Project 2061 of the AAAS, and the highly regarded Bay Area Writing project.
- We've developed partnerships organized

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around the recruitment, training, and ongoing professional development of both teachers and administrators.

- And we've also developed comprehensive, multipurpose compacts and partnerships that embrace several of these aims at once.

One might think, with all this, that universities would be basking in applause . . . from school leaders, and from political and business leaders engaged in school reform. But at least in the circles I run in, I hear something quite different. Something ranging from irritation to outright anger . . . comments that we are fiddling while Rome is burning . . . that we are part of the problem, not part of the solution.

How can we be so involved—and at the same time be criticized for being uninvolved or, worse, a source of resistance? In pondering this puzzle, I've come up with three explanations.

One is that our many grassroots efforts are not tied to and articulated as part of a visible public strategy.

We have hundreds of grassroots projects underway. But these projects are not tied to an agenda set by influential leaders in higher education—or so it seems to me. And so the projects are relatively invisible.

My second explanation is the mismatch in scale. There are approximately 3,500 hundred colleges and universities in America. There are 15,000 school districts and 110,000 schools. If every college and university put a major project in three neighboring schools, there would still be 100,000 schools left untouched. The scale of the need in elementary and secondary education is simply enormous.

But there's still a third explanation that results from the first two. It's that the kind of help we have been providing doesn't reinforce the agendas and strategies of change that the school reform community is now pursuing.

The school reform community has concluded that the game itself needs to be changed in fundamental ways.

In the old game, the aim was for students to learn about various subjects and recall what they had learned on final exams. In the new game, the aim is for students not only to know a subject but understand it: to be able to use what they know about a subject to reason, communicate, solve problems, and perform other intellectual tasks that matter . . . in brief, to think and work in something like the ways that mathematicians, historians, scientists themselves think and work.

In the old game, less than a quarter of the students in elementary and secondary schools were expected to participate in the college preparatory curriculum. In the new game, all students must play the same game, at least through the tenth grade.

In the old game, teaching was a matter of telling students what they needed to know. In the new game, the role of teacher is to design tasks that students can perform; to assess and coach this performance as it goes along; and to create conditions in which students can engage in disciplined inquiry with each other.

In the old game, teaching was viewed as a rather simple task: a matter of training people to follow rules of good practice. In the new game, teaching is viewed as a difficult, ever-changing task in which most of what is learned is learned from experience, in collaboration with colleagues.

The old game could be played in schools organized like factories where teachers were treated like workers on an assembly line. The settings where the new game can be played are schools that look more like law firms or architectural firms where the teachers function as the senior partners.

From this perspective, the absence of applause for our universities' contributions, even the boos, become more understandable.

University-based early intervention programs are wonderful for the relatively few students we directly serve through these programs. But the add-on services universities provide, such as summer enrichment programs, still leave the schools and the regular

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Edgerton: Universities, Schools

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classrooms we pull these kids out of essentially unchanged.

Similarly, our summer institutes and myriad other efforts to reach out to teachers provide wonderful enrichment for the individual teachers involved. But these enriched teachers then return to schools and colleagues left unchanged. What teachers really need, reformers now argue, are opportunities for professional development that are embedded in the regular work of schools . . . opportunities to work with groups of colleagues on problems of immediate relevance to their work.

Or take our efforts to improve teacher preparation. Changing the rules so that candidates for degrees in teaching must have strong subject matter preparation is a great start. But that's the easy part. What do we do about the fact that the teaching and learning that is practiced in these arts and sciences courses is not the kind of teaching and learning that we need to have in the schools?

In sum, we in universities have been doing a lot. But from the perspective of educational reformers, struggling to learn how to play a new game, our efforts stop short of the help they need. Indeed, in some respects, our actions even reinforce the ways the game has been played all along.

In the first place, influential leaders of school reform now argue that:

- measuring student progress by a time-based system of accumulating credit hours and Carnegie units should give way to measuring what students know and are able to do;
- that instead of simply requiring certain courses of study, educational authorities should examine students for the learning that takes place inside these courses;
- that aptitude tests that allegedly can't be studied for and have as their purpose the selection of winners should give way to performance assessments that can be studied for and that reward student effort. Teaching to the test is fine if the tests are worth teaching to.

I think that the reformers have got it right. But I'm not here to argue this case. What I do believe is that higher education leaders should be in the middle of the discussions. Imagine a future in which every student would have a portfolio that displayed their actual academic accomplishments; these portfolios would be scored; when these scores met your own proficiency-based admissions standards, students would roll right along into university courses. Any university professor who doubted whether the student was ready could electronically call up the student's entire portfolio, study it, and have a conference with the student about what the best next course would be. It's in

What teachers really need, reformers now argue, are opportunities for professional development that are embedded in the regular work of schools.

your power to bring about this. Finally, let me turn to another way we in universities exert a critical influence on schools: the model we provide of professional performance.

We in universities train nearly all those who teach in the schools. But the training we provide is not limited to formal coursework in our schools of education. The evidence is quite clear that school teachers acquire many of their ideas about how to teach from what Daniel Lortie calls their "apprenticeship of observation" in arts and sciences classes.

The quality of our teaching is related to how hard we train and practice. The issue is not how good or bad teaching is at any given point of time; the deeper issue is whether we in the university view teaching, and go about our teaching, in a way that leads to continuous improvement of our teaching.

Put differently, we not only model what good teaching looks like, we also model what it takes to teach professionally . . .

whether the act of teaching is itself a professional endeavor.

Here, it seems to me, is the source of our greatest influence of all . . . our most powerful capacity for good or for ill. I refer to the connection between the intellectual life of the university and the world view of the public at large . . . the connection between what scholars in the university value and what society comes to value.

What I'm suggesting is that our view of teaching—whether or not it is a complex activity, and what is required to do it well—plays a critical part in the story of education. You all know what that view is. Our practice to date, from graduate school through appointment, tenure and beyond, assumes that anyone who knows their subject can pick up a glove, take to the field, and teach this subject pretty well. While most faculty care about their own teaching and work hard at it, teaching itself is not viewed as an activity that merits much collegial discussion, let alone inquiry, reflection, or, pray tell, scholarship.

So we in the university must ask, why is this so? Well, at the turn of the century, faculty organized clubs—the Modern Language Association, the American Historical Association, and many others—around all the newly emerging fields of knowledge. And two of these fields, education and psychology, took up the study of teaching and learning. But the focus of these efforts within education and psychology was, by and large, on the study of teaching and learning "in general" . . . teaching and learning regardless of what the subject was that was being taught. Over time, as biology, history, chemistry evolved in their corners, and education and psychology evolved in their corners, content and process grew apart. Over here we had "history," over there we had "teaching." No major clubs got organized around the teaching of history.

Moreover, the ed schools and psych departments that did study teaching aspired to become disciplines, not professions. And

thus, while professions like medicine, law, and later, business, evolved modes of research and training that stayed close to practice—curricula that were based on the study of cases, clinical training experiences, traditions (such as grand rounds) of reflecting on practice—the study of teaching evolved, by and large, as an effort to generate scientifically valid generalizations about teaching and learning. So not only did content get separated from process, theory was separated from practice.

One product of these divisions of academic labor is a simple recipe for making teachers. Take a person who knows a field of knowledge. Add knowledge of good technique, such as how to use audiovisual aids and how to be a discussion leader. Bring to a boil, and *presto*—you have a good teacher.

But of course, as every truly good teacher fully understands, there is much more to good teaching than this recipe implies. Among many things, good teaching is a matter of not merely transmitting knowledge but transforming it—of getting inside the heads of students and finding ways to represent ideas in terms that will connect to what is going on inside these heads.

The good news is that this historical diagnosis about why there is so little interest in pedagogy within the university implies a solution. The path to a deeper, richer conception of teaching lies in moving onto the intellectual turf that—for a century—has been left untouched. The new Elysian Fields of teaching and learning are fields in which the subject matters, and in which learning to teach involves not only learning general principles of good teaching but learning from experience. Of finding ways and creating new traditions of reflecting on practice with colleagues.

What can universities do for the nation's schools? In addition to changing the rules of admissions and other standards of student progress and achievement, we can encourage our own faculty to move onto these new Elysian fields.

What would a university that is throwing its weight behind an effort to shift to the new

game look like? It would be a place where:

- Deans are allocating new faculty lines and endowed chairs for positions in the teaching of history, the teaching of biology, and so on.
- Academic departments are introducing graduate courses on these kinds of subjects.
- Students from ed schools are taking the best arts and sciences courses, and then running seminars and writing papers on the pedagogical strategies these arts and sciences teachers employed.
- Candidates for new faculty appointments are being asked to give not only a research colloquium but a pedagogical colloquium as well.
- Faculty in every department are sharing their course syllabi with colleagues for comment as routinely as they share proposals for a new research grant.
- Faculty are viewing their courses as if they were scholarly projects and writing up what they are learning in selective courses the same way they would write up a research experiment.
- Faculty are giving case conferences to their departmental colleagues just like those that doctors present at grand rounds.
- Departments are developing libraries of good teaching practices, including syllabi, videotapes, and samples of exemplary student work . . . and new faculty are expected to make use of these materials.

Will this kind of university ever come to be? Probably not if our motivation is only of service . . . of making a contribution to the reform of the schools. But gradually, I think, we are coming to realize that the game we have been playing may not work for our own league either.

In the game we have been playing, the faculty are the players and the students, all too often, are in the stands. In the 21st century university, the students will be the players, and the faculty will be the coaches. It's not yet clear whether the public will be in the stands, or down on the field as umpires. The sooner, and the faster, that we can learn to play this new game, the more we will do for the schools.

Whitaker: Looking Ahead

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sites: University of Houston/Houston Public Schools; University of California at Irvine/Santa Ana Public Schools; University of New Mexico/Albuquerque Public Schools; Washington University/St. Louis Public Schools; and Johns Hopkins University/Baltimore Public Schools. Those visits and other correspondence with additional sites led the Planning Team to conclude that indeed the time is right, at a number of urban school districts serving students from low-income communities, for the establishment of several “demonstration projects” that would be committed to the principles of collaboration that the Institute has developed over the past two decades.

The Institute has therefore proposed to the DeWitt Wallace-Reader's Digest Fund a four-year project that would constitute a major step toward the nation-wide establishment of adaptations of the Yale-New Haven Teachers Institute. The proposal envisages an invitation to 14 sites that are suited to the development of such adaptations, suggesting that they submit their own proposals for five-and-a-half month Planning Grants for 1998. There would be a voluntary information session in New Haven for the invited sites. Each proposal would consist of the programmatic and financial expectations to be contained in a later application for three-year support, with appropriate and increasing cost-sharing, to establish a particular version of the Institute. On the basis of these proposals, a National Panel would recommend to James R. Vivian, Director of the Institute, five or six sites that seem most deserving of subsequent three-year support for this purpose. These Planning Grants, like the later Implementation Grants, would be actually re-grants by the Institute of a total grant received from the DeWitt Wallace-Reader's Digest Fund.

During the balance of 1998, the Institute would then work closely with the five or six sites awarded Planning Grants. (Indeed, the Institute is also seeking additional funding that might make possible a larger number of such grants, and a larger number of demon-

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Collaboration in Support of Diversity: A Dean's Reflections

By *Eugene E. García*

As a typical teacher looks at the students in her classroom, she sees a picture much different from the classroom of her childhood. Today 1 in 3 children nationwide is from an ethnic or racial minority group, 1 in 7 speaks a language other than English at home, and 1 in 15 is born outside the US. The linguistic and culture diversity of America's schools population has increased dramatically during the past decade, and is expected to increase even more in the future. These students are the universities' future consumers. Educating children from diverse families is a major concern of school systems across the country. For many of these children, American education has not been and continues not to be a successful experience. While one-tenth of non-Hispanic White students leave school without a diploma, one-fourth of African-Americans, one-third of Hispanics, one half of Native Americans, and two thirds of immigrant students drop out of school.

Confronted with this dismal reality, administrators, teachers, parents and policy makers urge each other to do something different — change teaching methods, adopt new curricula, allocate more funding. Such actions might be needed, but will not be meaningful unless we begin to think differently about these students. In order to educate them, we must first educate ourselves about who they are and what they need to succeed. Thinking differently involves viewing these students in new ways that may contradict conventional notions, and coming to a new set of realizations.

During my recent assignment in Washington, D.C. as the Director of the Office of Bilingual Education and Minority Languages Affairs in the US Department of Education, I attempted to address the challenge of engaging my professional experience and ex-

perience as an educational researcher and my personal cultural linguistic experiences to the tasks of addressing national educational policy. The professional in me was and continues to be nurtured in some of the best educational institutions of this country and the non-professional in me was and continues to be in a large, rural, Mexican American family — all speaking Spanish as our native language, all born in the United States like our parents, grandparents and great grandparents, one of ten children, five of whom graduated from high school, only one graduating from college. I found bringing these *personas* (the Spanish term for “persons”) together not as difficult as I might have expected and even came to conclude that this intersection was quite helpful to me, my colleagues and the wide variety of audiences that I interacted with in this national role. In fact, I found by bringing together these personas, I was able to communicate to individuals in ways that were not possible if I only spoke with one or separate voices. The present discussion is my attempt to put into writing these intersecting but distinct voices and to help further our understanding of living in a diverse society. I will emphasize the role of educational institutions who strive to serve a diverse population today and will need to serve them better in the future. For the historical pattern of the education of these populations in the U.S. is a continuous story of underachievement. It need not be that way and the research university has a unique role to play in this future.

University outreach efforts have expanded markedly in scope and number over the course of the last 25 years. Although some attempts have been made to coordinate among efforts for a single or unified goal, and some successes have been achieved, the increase in energy and potential impact usually obtained from a focused strategic approach to a problem is lacking on a systemwide or even campus wide basis. Too often, multiple programs, sometimes spon-

sored by the same campus, operate in individual schools without knowledge of one another and often without coordination of efforts or goals. This fragmentation no doubt leads to some level of duplication of effort and lack of systematic advancement.

To raise the number of diverse students, we must help in developing and increasing the size of this pool of eligible and competitive students among these groups AND we must enroll a considerably larger number of those currently achieving basic eligibility and doing so at competitive levels.

Thus, in order to enroll a diverse population of students, universities must bring the proportion of minority and disadvantaged students closer to the levels achieved by others, must enroll at a high level those achieving, and must assure that more minority and disadvantaged students are competitive, positioning them for possible enrollment in programs and on campuses where competition for admission is high. The differences in achievement patterns among groups must narrow.

Achieving such a goal would require a more ambitious effort than has yet been organized. Rather than selecting out promising individual minority students and providing traditional outreach services such as tutoring, motivation, college preparation advice and counseling, the University must also identify a strategic set of communities and schools where achievement levels and opportunities to learn, as measured on a variety of standards, such as average scores on standardized tests, honors courses offered, college-going rates, etc., fall below average. It must then direct its multiple resources in these domains in ways to achieve and sustain this new, but already developing outreach goal.

The University has a major role to play in supporting K-12 education. It has a significant self-interest in strengthening this role. Like leaders in the private sector, University faculty are concerned about where the next

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Independent Colleges and Universities in Partnership with America's Schools

By David L. Warren

Ideas about how to improve the quality of life for our nation's children, including how to improve student academic achievement and preparation for college, are clearly within our reach. Research and exemplary programs abound. We are beginning to know what works . . . We also are within reach of one another. All the players, and in most cases even the resources, are within reach . . . if we pool our efforts. Our challenge is to work together toward common priorities. ("Within Our Reach: Improving Student Achievement Through Partnerships", Second National Conference on School/College Collaborations, Atlanta, Georgia, June 23, 1991)

This statement, contained in materials for a conference that brought together academic leaders from all levels of education, highlights the primary motivations of those colleges, universities, schools, businesses, and individuals who have developed partnerships. Such programs, growing in number, size, and importance, usually center on:

- enhanced student achievement
- better schools
- greater understanding between schools and colleges, and
- the preparation of citizens and workers equipped for challenges in the next century.

Much of the research, resources, and exemplary programs mentioned above can be found at independent colleges and universities. Yet the involvement of independent institutions in the partnership movement is sometimes not readily seen by opinion leaders and policymakers. To help close this information gap, the National Association of Independent Colleges and Universities (NAICU) has conducted three surveys of its member institutions since 1991 to col-

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lect information on collaborative projects between independent institutions and other members of local communities, including elementary and secondary schools. What follows is a selection of results from these surveys, along with just a few illustrations of partnerships involving independent colleges and universities.

The Community Context

Partnerships between independent colleges and universities and elementary and secondary schools are part of a larger context in which independent institutions contribute to the vitality of their towns, cities and

Partnerships with local schools are a statement about how independent colleges and universities view themselves.

regions. Nearly all private colleges and universities use their resources and talent in formal or informal community service partnerships, ranging from providing free mammograms for low-income women to free income tax preparation for the elderly. Independent institutions also conduct research focused on local needs that might include historic preservation, community safety, substance abuse and environmental analysis. In some cases, independent universities are leading large scale economic development projects that affect housing, job training, medical care, social services, and business and technology development.

Partnerships with local schools are not just an extension of these activities, but a statement about how independent colleges and universities view themselves and how the community views them as integral and irreplaceable parts of community life.

Diversity: The Hallmark of Partnerships

Independent institutions are as old as our nation itself. They are not only vehicles of tradition, but centers of learning whose independent governance gives them the flexibility to respond quickly to the ever-changing needs of American life. The 1,600 independent colleges and universities in the United States enroll more than 2.9 million students, and are located in every state. They include traditional liberal arts colleges, major research universities, church- and faith-related colleges, historically black colleges, women's colleges, two-year colleges, and schools of law, medicine, engineering, business, health, and other professions. Enrollments range from fewer than 100 to more than 30,000 students. By reflecting the diversity of the nation, these colleges give students many ways to achieve their educational aspirations through a choice of institutional mission, location, academic program, and institutional size.

The diversity of the independent sector is reflected in the types of colleges and universities involved in partnerships — urban, suburban, and rural institutions, large universities and small colleges. Research universities such as Yale, MIT, and Rice are joined by liberal arts colleges like St. Olaf College in Minnesota and Ohio Wesleyan University. Rural colleges such as Berea in Kentucky are as apt to have a partnership with an elementary or secondary school as are urban institutions like Loyola University in New Orleans or Bradley University in Peoria, Illinois.

The range of program activities, reflecting the special mission of the college and the needs of the school community, is also wide and varied. For example, the "School Nature Area Program" is a cooperative venture between St. Olaf College and elementary schools throughout Minnesota to pro-

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Warren: Partnerships with America's Schools

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vide training in environmental education to elementary school leaders. A program at Rice University in Houston, honored by the National Science Foundation, promotes careers in mathematical and computational science for high school students. Loyola University trains teachers in conflict resolution programs in New Orleans public schools.

Four general areas of activities are evident from the responses to our surveys:

- elementary/secondary school teacher enhancement and preparation
- supporting “at-risk” students
- preparing and motivating all students for college
- improving science education and science literacy.

Overall, more than half of all independent institutions have school/college partnerships. These institutions average more than two partnerships apiece.

Roles of the Partners

Most independent colleges and universities play multiple roles in partnerships. They are involved in planning and coordination. Faculty serve as consultants and teachers. The institutions also may make available their campus facilities, provide scholarships and fundraising, develop curricula, and provide training sessions and workshops. Ohio Wesleyan University’s “Delaware Initiative” is a framework for several community partnerships for school children and families. It involves college students and faculty directly in many public school issues, including mentoring, mediation, and adult literacy. The MIT “National High School Science Symposium” brings staff from thirteen school districts around the country to talk about innovations and improvements in high school science curricula. Bradley University’s Center for School Leadership provides professional development to principals and prospective principals. Yale University’s “EduLink” provides

Internet access to New Haven, Connecticut, schools and assists teachers nationwide through individual EduLink volunteer liaisons.

Elementary and secondary schools also play multiple roles. They are involved in coordinating and planning the partnership, and often serve as the site of activities. Perhaps their most important role is the selection of students, teachers, and staff to participate in the partnership programs, carefully considering the goals of the partnership and individuals who are most likely to help the partnership achieve its intended goals. The school’s roles may also include providing transportation, evaluation, and teaching and academic support.

Where Does the Partnership Funding Come From?

There are six primary sources of funding for school and college collaborations: colleges and universities; schools; corporate partners; nonpartner corporations and foundations; individuals; and others. Although each partnership has its own particular pattern of financial support, colleges and universities generally provide the largest share of the funds—approximately 40 percent—followed by the schools or school districts at 27 percent, nonpartner corporations and foundations and other sources at 12 percent, corporate partners at 6 percent, and individuals at 3 percent.

One example of an innovative financing mechanism is the Berea (Kentucky) Community School. Berea College officials believe this may be the only situation in which a private college, a city government, and a public school have joined forces to create an independent school district. The college’s annual payments help offset interest costs to the municipality on bonds and are in lieu of a 3 percent utility tax. They also fund professional development for the Community School faculty. The college uses the school in its teacher education pro-

gram, and the community school students use some of the facilities at the college for free.

Impediments to Successful Partnerships

Some colleges who responded to the NAICU surveys reported potential problems that may inform those about to begin or to fund a partnership.

Nearly half of the partnerships described by independent institutions suffered from a lack of funding in operating, stabilizing, and institutionalizing the partnership for the future. Other problems mentioned by the collegiate partners involved basic communications—colleges and schools may not know as much about each other as they think they do. Respondents reported that only time spent working together and openness in confronting problems can overcome such situations.

Overall Satisfaction with Partnerships

The vast majority of independent colleges and universities with partnerships—nine of ten—are satisfied with their programs and would expand them if the resources were available, or would increase the number of partnerships that they already have. Their experience has encouraged them to expand their commitment. Even institutions that do not currently have a partnership overwhelmingly support establishing one. If the resources were available, three-quarters of these colleges would become involved in a partnership with elementary/secondary schools.

It is clear that partnerships are working—for colleges, for schools, for students, and for teachers. Independent colleges and universities have accepted the challenge given to all of us—to work together to improve the quality of life for our nation’s children.

The California Subject Matter Projects: Reflections On Sustainability

By Robert Polkinghorn, Jr. and Laura Stokes

There are good teachers out there that can be brought together, that can be worked with in various ways to get them ready to teach other teachers. That's it.

This model is the Bay Area Writing Project's approach to the professional development of teachers of writing, which Jim Gray and his colleagues began as a partnership between UC Berkeley and nearby schools in 1974. Now, more than two decades later, the University of California—in collaboration with the California State University and the California Department of Education—administers the California Subject Matter Projects (CSMP), a statewide network of discipline-based professional development programs that have evolved from those roots.

The CSMP has survived pendulum swings in educational reform and roller coaster cycles of public support for K-12 and higher education. In this article, we reflect on factors that have sustained the CSMP and identify ongoing challenges to its vitality. We believe the experiences of the CSMP are germane to other partnerships, particularly those that seek to sustain collaboration among state systems of education, K-16.

The CSMP is the largest professional development enterprise in California's educational system. The network consists of nine projects: writing, mathematics, science, reading and literature, foreign language, arts, international studies, history-social science, and physical education-health. These projects comprise a network of 97 regional sites, which are housed on 34 college or university campuses. Sites are organized around the study of teaching and learning in the dis-

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ciplines, with teachers and university scholars working together to examine craft knowledge developed from classroom practice, engage in the core inquiry processes of the disciplines, and read educational research.

At every administrative level, collaboration across universities and schools is built into the leadership of the CSMPs. The full network is administered by the office of Academic Collaboratives in Education in the University of California Office of the President, in consultation with senior administrators representing the California Department of Education, the California State University, the California Community Colleges, the

Relationships among the institutional partners are designed around a common vision that taps the unique strengths of each.

California Postsecondary Education Commission, and K-12 schools and districts. Each of the nine state-level projects is headed by an executive director, who is advised by a policy advisory board of representatives from all segments of education. Executive directors are university faculty or K-12 teachers on leave.

Local sites are directed by university faculty (or other academic personnel) or K-12 teachers, and sometimes jointly, under the auspices of a faculty principal investigator. Typically, site directors are also advised by local leadership councils that consist primarily of teachers, and often include university faculty, school administrators, and representatives of other local educational agencies.

There are two broad contributors to the long life of this large-scale cross-institutional partnership. First, the model itself—its design, core values, and ways of working—has cumulative growth and sustenance built-in.

Second, relationships among the institutional partners are designed around a common vision that taps the unique strengths of each partner while recognizing unique interests and needs. These factors work together to foster personal and institutional commitment at the state and local levels.

Key Ingredients of the Model

Evidence from a five-year external evaluation indicates that the vast majority of participating teachers find the professional development experiences they encounter in the CSMP to be of high quality, even transformative. Strong commitment among teachers certainly contributes to sustainability. Organizing the work of sites around the following principles contributes to the robustness of the CSMP:

1) *Generation of high quality craft knowledge.* Teachers from diverse backgrounds and settings work and study together, building pedagogical knowledge from analysis of real practice with the full range of students, from content knowledge deepened through inquiries into problems of the disciplines, and from critical reading of relevant research.

2) *Strategic cultivation of teacher leadership.* Site leaders seek out effective teachers and design activities that support their development as leaders in professional development in surrounding schools and districts.

3) *Adherence to shared principles, with local flexibility.* The projects forge collective identity and mission from shared commitment to tenets that undergird site goals, designs, and activities. Within those, sites tap unique local resources and address local needs.

4) *Cultivation of lasting professional relationships.* CSMP programs are designed to build lasting relationships not only among

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Polkinghorn and Stokes: The Subject Matter Projects

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institutions, but among the participating K-12 teachers and university faculty. They make a variety of learning and leadership opportunities available to teachers for as many years as teachers want to contribute and to participate.

Institutional Structures

One challenge in sustaining a university-school partnership is to structure workable relationships across institutions which have different traditions and which enjoy different statuses in the larger political system. Two factors have helped sustain cross-institutional support for the CSMP.

1) *Multi-dimensional, multi-level university support.* First, senior administrators provide symbolic and fiscal commitment. Both matter. Universities are more likely to sustain programs they pay for and draw public attention to. Second, university faculty participate directly--as directors, teachers, co-participants, researchers. Third, university-as-CSMP-home contributes a tradition of intellectual richness to the enterprise of teachers' professional development.

2) *Loose coupling to state K-12 education system.* The CSMPs maintain delicately balanced relationship with the state policy community, particularly the Department of Education. The university connection supports a critical stance toward the often confusing blizzard of reforms. CSMP sites assume responsibility for shaping reforms and spreading reform information, but do not assume obligation for implementation. Tight coupling would threaten intrinsic teacher commitment to CSMP and make the network vulnerable to a highly volatile K-12 political environment.

The CSMP has always faced challenges—most of them associated with the struggle to hold onto the very factors that sustain it:

1) *Political pressure to implement state education agenda.* The governor, legislators, and superintendent of public instruction must carry an education agenda that works politically. Some agendas are well informed

and compatible with the real issues teachers face in schools; others are narrowly defined, prescriptive, or parochial. The CSMP, supported with public funding, bears considerable pressure to implement both agendas. Furthermore, most policy-makers assume a traditional model of professional development, the principal function of which is to bring teachers' practices into compliance with state mandates.

2) *Legitimacy of teachers' practical knowledge.* Though they espouse the principle of valuing multiple sources of knowledge, some CSMP leaders do not demonstrably regard the practical knowledge of effective teachers as being equal in status to knowledges privileged in university settings—educational research and content knowledge. The challenge is to cultivate learning environments in which all three sources of knowledge are seen as legitimately bearing on professional development.

3) *Uneven faculty involvement.* On average, four or five university personnel participate actively in a CSMP site; of these, two are ladder faculty from subject departments, and one is from a school of education. Besides the relatively small numbers, there are major differences in the roles faculty play. Some maintain traditional distinctions, preferring to deliver content knowledge rather than to engage in critical investigation of discipline-centered teaching practice alongside K-12 teachers. Others develop long-term relationships with teachers, contribute to leadership and organization of sites, design creative approaches to engaging teachers in their subjects, support teachers' work as researchers, and expose their own pedagogical approaches to the same scrutiny teachers do.

Exemplary faculty participation remains the exception partly because of the threat it poses to their professional advancement within the university. Thus, one challenge to such partnerships is to support universities in re-thinking rewards and structures of opportunity for faculty which reflect the larger commitment to improve schools

through collaboration and partnership.

4) *Support for creating equitable access to quality learning opportunities.* CSMP sites continually struggle with ways to work toward diversity and equity in teachers' opportunities to participate in, and lead, professional development programs. In California, emphasis on this goal is made more challenging because of passage of state Proposition 209 and the UC Regents' policy concerning affirmative action, both of which preclude preferences based on race or ethnicity for admission to state-funded education programs.

Many children, but particularly children of poverty and of color, have long suffered from under-prepared teachers and dysfunctional school environments. With 250,000 to 300,000 new teachers expected to flood the system in the next ten years, it seems likely that the most qualified teachers will be hired by the most privileged districts. Unless the CSMPs find a way to direct resources to schools where children are in greatest need, teachers, administrators, and policy makers may find our programs irrelevant.

Most fundamentally, the CSMP would not last if it were not productive. Building ever-greater capacity for that productivity requires mutual commitment of the various participating institutions: common vision, reciprocal learning, joint responsibility, and shared authority. A "partnership" in which one institution wants the other to change but is not capable of examining itself or changing is probably not sustainable.

The very factors that sustain the CSMP, however, are always under threat of institutional inertia and political turbulence. Partnerships that run against convention require constant attention. CSMP leaders try to tend the tiller by embedding the foundational principles in internal reviews and network meetings; by cultivating strong relationships across leaders in institutions; and by engaging external evaluators in short- and long-term studies that give ourselves and others no-nonsense information about the magnitude, effectiveness, and quality of CSMP work.

Research and Pedagogy in the New Partnerships

By John Carlos Rowe

University faculty interested in working with school administrators and teachers to coordinate better education at different levels have traditionally done so in two different and often mutually exclusive ways. Professors understand their purpose either to “refresh” knowledge in the teachers’ disciplines or to “update” teachers’ instructional methods. The first encourages theoretical reflection, library research, and writing that combines both simply for the sake of new knowledge. The second addresses practical problems, draws on actual classroom experiences, and develops new lesson-plans or curricula to meet concrete needs.

The differences between such approaches represent the traditional division between “research” and “teaching” in the university, as well as between “theory” and “practice” in many of higher education’s disciplines. There are many reasons why these differences should be overcome and that research and pedagogy ought to be integrated in future partnerships between schools and universities. The advantages of new programs that integrate discipline-specific research with new pedagogies will be recognized not only by school administrators and teachers, but also by university faculty, some of whom have long understood the educational disadvantages of the traditional conflict in higher education between research and teaching.

For the past three years, we have designed and administered a five-week summer program at the University of California, Irvine that brings together high school, community college, four-year college, and university teachers in Southern California to do what we term “collaborative research” in announced topics. Our topic in the Summer of 1995 was “Multiculturalism in Con-

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temporary American Fiction,” and that of 1996 was “Race and Gender in Nineteenth-Century American Literature.” The topic for 1997, “Global Cultures and Local Communities,” departed from the focus in the first two summers on the United States and on its literatures, in keeping with our long-range plan to vary disciplines as well as topics in what we hope will become a permanent summer institute for intersegmental higher education.

Like participants in smaller NEH Summer Seminars, we work with recognized experts in the subject of each summer’s work. In the first two summers, research scholars like A. LaVonne Brown Ruoff (University of

Research and pedagogy ought to be integrated in future partnerships between schools and universities.

Illinois, Chicago), Catharine Stimpson (the MacArthur Foundation), Gerald Graff (University of Chicago), Eric Sundquist (UCLA), Louis Owens (University of New Mexico), and Emory Elliott (UC, Riverside) conducted morning seminars with the entire group of teachers and students. Instead of inviting these scholars to “teach” their areas of expertise, we suggested that they conduct the meetings in the manner of an advanced doctoral or post-doctoral research seminar, in which it is assumed that everyone has considerable expertise in the subject. Each visiting scholar was asked to recommend two recent essays or book-chapters related to the topic: one by the visitor and another that the visitor considered important in recent scholarly discussions of the topic. We encouraged each visiting scholar to use fifteen to thirty minutes of our two-hour seminars to contextualize the essays recommended, but then to open discussion to the entire group.

Our aim was to familiarize participants with our visiting scholar and current issues in the scholarship on our topic. We were effectively simulating in a short time what advanced graduate students and post-doctoral fellows gain through long experience. Given the different segments of higher education represented in our summer institute, very different levels of professional knowledge were represented. Knowing we could not put everyone on the same level in short order, we nevertheless worked to establish a more mutual context in the morning seminars by asking two participants to volunteer to organize and administer the seminars for each of our visiting scholars. We asked each pair of

seminar leaders to formally introduce that week’s visitor, brief the visitor on how the seminar was normally conducted, and lead the seminar discussion. We had, of course, another goal in mind by giving three different people responsibility for organizing and directing the seminar: breaking down the barrier between “authority” and “students” that generally divides professors from teachers in most partnership programs.

In the afternoons, participants divided into small workshops. This is where the practical “research” would be conducted, but such research would encompass a wide range of activities, from the writing of scholarly essays and book chapters to curricular and pedagogical reforms. Each afternoon workshop had a very simple agenda: select two new leaders each week, read the reports of other workshops from the previous week, and write your own report for distribution to other workshops. Discussions in the afternoon workshops would begin with the topics discussed in the readings for the morning seminar and thus continue the discussion of that seminar. To help spark this discussion, the visiting scholar visited each afternoon workshop and participated simply as one member along with the others.

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We announced the general purpose of the workshops as the development of schoolyear projects, involving faculty from at least two different segments of higher education, that would help students at these different levels understand better the competencies they would be expected to demonstrate at the next level of education. All participants discussed a wide variety of schoolyear projects: student-run conferences, classes team-taught by faculty and/or students from different schools, reading groups (faculty, faculty-student, student), special events (poetry readings, film festivals, historical celebrations or memorials), campus and class visitations by students from a different level of education (often including campus tours and meetings with admissions' officers on college and university campuses), research and writing projects (from journalism promoting educational issues to formal essays in professional journals, textbooks, and co-edited collections of scholarly essays).

The topic of each summer's institute, as well as the assigned readings and visits by recognized scholars, served the purpose of constituting an otherwise diverse group of teachers as "working researchers," sharing a common vocabulary and thus more capable of imagining common school year projects. Members of the Coordinating Committee envisioned our summer institute relying on models for collaborative learning advocated by such educational theorists as Kenneth Bruffee in *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge* (Johns Hopkins, 1993). The "learning communities" of our summer institute—from plenary seminars to small workshops—worked effectively *because* they drew upon the different educational experiences, expectations, and aims of the participating teachers. In the conventional "research seminar," knowledge is contested by appeal to abstract criteria for truth or validity; in our "research workshops," various *knowledges* were contested by appeal to their utility in very different educational situations.

By openly acknowledging these different contexts for knowledge, we were able to break down the conventional hierarchy of professor and teacher. The best evidence of this was the fact that the scholars involved in these institutes acknowledged that they *had* learned from high school and community college teachers in the afternoon workshops and that this knowledge did not center exclusively on pedagogical problems. Further evidence was the success of intersegmental schoolyear projects involving faculty from research universities and high schools, suggesting that university professors recognized that there was as much to be learned from their colleagues as they themselves might contribute. Discussions about partnership programs often revolve around improving the rewards system to motivate the best (and often busiest) educators to participate, but one "reward" rarely mentioned is the *knowledge* teachers and professors can gain for their own future work in the classroom and their publications.

Much of what I have termed the "different knowledges" that resulted from these collaborative research ventures did come from high school and community college teachers' willingness to connect even the most theoretically abstract or historically remote issues to the everyday conduct of their classes and the lives of their students. Teachers asked without hesitation how we would discuss the sexual and physical abuse of African-American women under slavery represented in Harriet Jacobs' *Incidents in the Life of a Slave Girl* (1861) with the kinds of abuse experienced and/or witnessed by their students. Realizing that they rarely discuss such questions in their classes, most university professors also recognized that such problems are just as prevalent in the lives of college students as they are in the lives of high school students. Teachers were equally quick to ask how contemporary research regarding the social constructedness of gender roles and sexual preferences could best be introduced to students who variously, often contentiously, are deeply homophobic, confused

about their own sexualities, hold religious beliefs that condemn homosexuality and/or uphold traditional male-female hierarchies. Despite many intellectual differences, university professors and their students often forget that "liberal education" also involves a certain unspoken consensus that includes respect for cultural and ethnic differences, rational debate, and rules of evidence. It was instructive, then, for university professors to learn from their colleagues in the schools that many of these same irrational forces of social divisiveness may still be operative just beneath the surface of liberal education. "Teaching the conflicts," to borrow from the title of Gerald Graff's important book, might mean both addressing the well-recognized political oppositions in contemporary education and bringing some of the hidden conflicts harbored by students into open debate in the contemporary college classroom, as they are often debated in today's high school classes.

However interesting and innovative our summer institute has been in its organization and conduct, it still raises critical questions about the validity of such work as *research*. In the Spring of 1996, faculty and students from Orange Coast College, Santa Ana High School, and University High School held a conference on the writings of Sandra Cisneros (one of the authors studied in our first summer institute) on the University of California, Irvine campus. Students presented papers containing traditional literary research; students did dramatic readings of creative writing inspired by Cisneros' work. Faculty and students conducted workshops and panels in the manner of national scholarly conferences, and the "proceedings" of the entire day were shared in various printed and videotaped formats after the conference was finished. Approximately four hundred students were involved in this conference. Without knowing any of the preparation required for the conference, an observer might have concluded that most of what occurred was *teaching*—innovative, interactive teaching, to be sure, but not the sort of work traditionally associated with re-

search. In order to prepare for this conference, teachers had to raise funds, involve other teachers in the project, compile bibliographies of work by and about Sandra Cisneros, and make all the logistical arrangements. None of this would have ever occurred, of course, had the teachers planning the event not met first in the workshops of our summer institute.

Such work does, in fact, constitute a cross between teaching and research that is already being performed in many other ways and contexts by teachers and college faculty involved in university and school partnerships. There are several reasons why such work needs to be recognized for how it interrelates research methods and teaching practices to produce a new, uniquely valuable educational process. It is important, of course, for teachers and administrators in the schools to make curricular changes in light of current scholarship in the disciplines represented in that curriculum. College and university faculty in these disciplines are the best sources of such knowledge, but it is important to stress that in most fields this is “knowledge” that cannot be transmitted simply as “information.” Teachers and administrators must work with scholars to comprehend the full significance of the new scholarship for education at their levels. Although the results of this cooperative, intersegmental work may not be “published” in traditional scholarly ways, it may well be disseminated by alternative means that reach even wider audiences than traditional scholarly publications. In other words, the sharing of such knowledge should be considered a version of “research.” By the same token, college and university faculty should learn from these intellectual partnerships that a great deal of their traditional “research” both has relevance to and finds its verification in application to diverse teaching situations. Too many college and university faculty imagine that such concerns belong exclusively to their colleagues in departments and schools of Education, but work in most partnerships teaches faculty from many different disciplines that educa-

tional theory and practice should be central to their research.

If scholarly research often deals with changing social and historical conditions, especially in the humanities and social sciences, then partnerships with the schools can give scholars a sort of “advance warning” of generational trends, both in terms of students’ responses to traditional knowledge and their influence on what counts as knowledge. Gerald Graff’s *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education* (Norton, 1992) is an important book for educators in many respects, but no more so than in Graff’s frequent reliance on curricular and demographic changes at community colleges and other non-research institutions to chart a course for higher education in the coming decades. In the view from our summer institute, which we shared with him when he visited us in the Summer of 1995, Graff should have paid more attention to how changes at *pre-college* levels are shaping the research agendas for future scholars in many disciplines. Often enough curricular and pedagogical changes have already occurred at these levels of education in advance of comparable changes in colleges and universities, because changes in student demographics have required teachers to rethink how and what they are teaching. To be sure, not all of these educational revisions have been made successfully, because they have been adopted hastily or without adequate consultation with other experts. But this problem argues even more forcefully for teachers and scholars to work cooperatively in the interest of *related* curricular reforms at the different levels of higher education.

Finally, the success of school and university partnerships depends in large measure on effective *local* networks of teachers and scholars that can be initiated by summer workshops, like our summer institute, and maintained by cooperative ventures, like our schoolyear projects. The long-term continuity of such cooperative partnerships, however, is what really matters, and this is often

the hardest goal to realize when funding for such programs tends to be tied to annual budgets and the changeable fates and policies of private and national foundations. The best solution to this problem would be for teachers and scholars involved in such partnerships to establish electronic means of communicating and maintaining a common database. One of the first things we do in our summer institutes is provide training in the use of e-mail and establish a listserve for efficient communication. One of our long-term goals is to maintain a database at the University of California, Irvine that would include regularly updated materials—curricula, major and graduation requirements, syllabi, sample essays and tests, bibliographies, teaching evaluation forms and criteria—from all levels of higher education and accessible to interested teachers at any level.

Designing an effective electronic center for local educational knowledge in many different disciplines would be itself a challenging research project in technological, communicational, and pedagogical terms. We also need to encourage scholars to think about how new social histories, new cultural studies, and a host of other new and exciting approaches to human knowledge might best be represented in such databases, in summer workshops and institutes, in outreach programs during the schoolyear, and in the school “in-service” programs focusing on curricular and pedagogical reforms. Such problems of representing our knowledge to other educators and their students ought to be considered attractive challenges from which college and university scholars themselves will learn as they share their wisdom. Rather than accepting the public’s cry for “more teaching” and “less research,” teachers and faculty involved in school-university partnerships should be arguing vigorously for *extending* research opportunities to all levels of education. In order to do so, of course, we will have to reimagine what we mean by “research” and its traditional distinction from “teaching.”

The Brown University “Texts and Teachers” Program

By Arnold Weinstein

The “Texts and Teachers” Program at Brown University entails the creation of a battery of collaborative courses, planned by teams of high school and college faculty, and taught at the same time, in the same area, so as to maximize interactions and shared experiences. Three consecutive grants from the NEH have made it possible for us to present this concept as a national model for educational reform—at eight sites in the past and at eight sites to come. In our experience of almost a decade with these programs in both regional and national settings, we have found that the challenges, risks and rewards of such partnerships revolve around a small number of key issues: (1) the role of the expertise, (2) the perceived threat of “dumbing down,” (3) the forging of genuine partnership. Our program is accordingly structured in such a way as to face these challenges, and to fashion a new kind of collaborative model.

In working closely over the years with the educational reform movement, especially in connection with Ted Sizer’s Coalition For Essential Schools (whose network we often use in selecting teams), we have seen how “charged” the notion of expertise can become. The current “activist” view of high school education, in which the teacher assumes the role of coach rather than expert, revitalizes both instruction and classroom life in exciting ways, and it is crucial that the challenge of university collaboration fit into this more egalitarian ethos. Hence, the traditional “top-down” model of university outreach can easily be perceived as elitist and authoritarian, thus at odds with what is most vital in secondary school reform.

At the same time, we firmly believe in the value of expertise, since that is essentially what the university has to offer the high school, both its teachers and its stu-

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dents. But we go to great lengths to show that scholar-experts are also learners in this enterprise. The courses that we propose for collaboration are themselves the result of collaborative university courses in which faculty from different areas team-teach and learn from one another. This can take the shape of cross-cultural courses (involving East-West or North-South comparisons, etc.) or interdisciplinary courses (e.g. “Literature and Medicine” and “City (B)lights” [each of which juxtaposes texts and approaches from Humanities, Sciences and Social Sciences]). Moreover, the university faculty work closely with the school faculty in summer seminars well in advance of the actual courses, so as to maximize interactions and contributions from all parties. It is also the case that high school teachers possess significant expertise of their own, from which university faculty have much to learn, particularly in areas involving pedagogy, evaluation and “real life” implications of the materials and concepts at hand. Most critical of all is the establishing of an intellectual partnership that has reciprocity in it, so that each group knows that it has something to offer to the conversation and the undertaking.

It follows from what we have said about expertise that we seek to maintain the highest intellectual standards in our collaborative project. It is our conviction that the familiar “faculty development” model, by which teachers renew or deepen their scholarly training via seminars conducted by specialist professors, is of limited value. In its place, we have fashioned a process-oriented model, in which all parties are teachers and learners, and in which the notion of expertise is vitally integrated into an ongoing teaching experience. Teachers and students participate in college courses; professors and students participate in school courses; intellectual exchange takes place throughout the semester.

This is admittedly a labor-intensive model, but it makes it possible to produce courses (for college and school consump-

tion) of the highest intellectual caliber. It is here that the risk of “dumbing down” is met and overcome, since the high school students are essentially taking college courses, albeit shaped and modified (by their teachers) to meet their specific needs. We have found that this model simply annihilates a large number of preconceptions about what kinds of materials and approaches are “appropriate” to high school audiences. In particular, students at non-elitist public schools have not balked at reading Kierkegaard, Kafka, Freud, Faulkner, as well as Ovid, Du Fu, Quevedo, Defoe, Flaubert and many other so-called difficult or exotic texts. It is precisely the ongoing nature of the joint courses that carries all the parties through, and university specialists have spoken of the surprises encountered when conducting discussions with lively and curious students at the participating schools: more is doable and done when more is expected. The gratification and empowerment experienced in the school community are very evident in the assessments we have received to date.

The cornerstone of the Brown University model, “Texts and Teachers,” is the fashioning of a real collaboration between school and university. We know that this is not easy. Assumptions about what is read and how it is approached abound in both sets of institutions, and our partnership brings the inherent differences very much out into the open. But our experience since 1988 has been overwhelmingly positive: professors who have never before set foot in high schools have welcomed this opportunity to take their expertise into a wider community; teachers at public and independent schools have enjoyed the intellectual stimuli of a new partnership with the academy. Both groups have found that many of their suppositions about the “other” camp were false, and both groups have returned to their “home” bases with fresh ideas. Ultimately, this model redefines “home” as an educational concept, and the making of these teams is a way of broadening our educational constituencies and communities.

South African Partnerships

By Richard A. Donovan

As you drive toward Cape Town from the airport, your eyes seek Table Mountain in the distance, then strain for the city's skyline and glimpses of the Atlantic Ocean. But you are distracted from Cape Town's panoramic beauty by the devastated lands that surround your drive. To the left and right, encircling you, sprawls Khayelitsha, South Africa's largest and perhaps most impoverished shanty town, reserved for Cape Town's black population.

On the outskirts of Cape Town, between Khayelitsha and the city itself, lie the remnants of District Six, a once-pulsating "colored" (or mixed race) community of 60,000 persons that the apartheid government bulldozed in 1966 to make room for a "whites only" settlement. In protest against the government—for thirty years—liberal whites have eschewed District Six. While there has been talk about rebuilding these wasted lands, no plans have materialized; the ruins are too charged with anger, guilt and pain to "correct" superficially.

Here and there throughout the country, areas like Khayelitsha and District Six stretch, great scars across South Africa's beautiful face. Everywhere one sees the ravages of apartheid and the complexity of its aftermath. The historic 1994 elections formally rejected apartheid and resulted in a change of governments, but too many issues of basic human survival were uncovered to be addressed at once.

Education, obviously a key to South Africa's future, is just one of a list of competing priorities. Enrollment statistics capture the scope and urgency of the problem: while college-going rates for South African Blacks have increased recently, less than 1 percent of Black 20-24 year-olds attended college or university in 1993-1994, as opposed to 61 percent of South African Indians and 54 percent of South African Whites.

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Yet Nelson Mandela's government cannot afford to look solely or even primarily at education. In Cape Town, gang violence erupts in the townships of Cape Flats, while to the north the government must contend with the lack of housing, water, electricity and roads in the townships of Soweto and Alexandra near Johannesburg, resolve the legal, ethical and practical problems of squatters' communities like Cato Crest in Durban, and address the acute absence of essential services in rural areas. Everywhere, it must do all things at once, and in no place will governmental efforts be enough.

The shortage of physical resources to address elemental problems, however, represents only one crisis facing South Africans.

The goal is to reduce the tension and historical isolation between educational institutions and their communities.

The lack of trust, a second legacy of apartheid, is another—the scar under the scar. Today, which institutions and individuals truly affirm the new South Africa? While the country's historically white universities began integrating their campuses well before the 1994 elections, to many South Africans freshly empowered by apartheid's demise, universities fashioned on European models and staffed by largely white faculties may represent too-ambivalent converts to the "new" South Africa.

To a visiting American, South Africans face a daunting challenge: to rebuild their country, to reconnect those parts that still function, and to establish trust. Yet the hope, the urgency, the sheer love of the land shared by blacks and whites, to say nothing of the moral force that the repudiation of apartheid has unleashed—these are dazzling resources for South Africa to draw and build upon.

I was asked to help South Africans design partnerships to link community groups and

higher education. The goal is to reduce the tension and historical isolation between educational institutions and their communities and increase the exchange of resources between them. If the work of these local partnerships truly attracts university students and staff to the country's reconstruction and development activities, students will develop practical skills even as universities engage in activities that will benefit the new South Africa and themselves simultaneously. Communities, in turn, would have greater access to the changing and growing higher education sector. My organization, the National Center for Urban Partnerships, was honored to be asked to participate in this grand experiment.

The Urban Partnership Program

South Africa's political and economic situation may be less stable and more extreme than America's, but South Africans and Americans concur on at

least two powerful themes that make broad-based partnerships attractive. Both countries agree that if their economies are to thrive, universities must graduate more skilled workers and clear thinkers. Most Americans and South Africans would also agree that if their societies are to cohere, then leadership must not only be skilled and thoughtful but representative as well—skilled workers and capable leaders must include groups traditionally underrepresented in higher education.

The National Center for Urban Partnerships, formerly called Networks, has been helping establish educational partnerships since the mid 1970s. In 1983, we began working with two- and four-year colleges to promote transfer opportunities and improve transfer rates between systems with little history of collaborating with one another. But while promising collaborative programs emerged through these efforts, colleges and

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Donovan: South African Partnerships

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universities largely seemed to regard such initiatives as institutional fine-tuning, not as anything more fundamental or potentially transformative.

We had come to believe that collaboration had a far richer potential. In 1989 we persuaded the Ford Foundation and the Fund for the Improvement of Postsecondary Education to co-fund the pilot program of a broader, more radical effort. In this decade-long initiative, the sixteen sites that comprise the Urban Partnership Program (UPP) aim to help more underserved, urban students successfully complete baccalaureate degrees. UPP teams are achieving this mission by creating enduring, city-wide partnerships to effect systemic change in the educational system. These partnerships include K-16 educators and representatives from community, corporate, and political sectors. Because barriers to success occur disproportionately at the transitions from one educational system to another and between college and work, despite the emphasis upon the attainment of BA degrees, UPP partnerships often concentrate on three critical junctures: between middle school and high school, high school and college, and two- and four-year colleges.

While data are still emerging from UPP teams, preliminary findings have been encouraging. Community college students from Santa Ana and Los Angeles participating in a residential summer institute at the University of California, Irvine, and year-round follow-up programs are matriculating at four-year colleges and universities in dramatically heightened numbers. In Virginia, a newly created Family Resource Center has substantially increased parental participation in school activities and, coupled with curriculum revision and staff development efforts, correlates with greater student persistence and progress. In New Jersey, freshly created matriculation agreements between Essex Community College and nearby four-year institutions have led to a doubling of two-year transfer students. Systematic dialogues among school, college and university teachers have led cross-disciplinary teams in New York, California, and New Jersey to

joint curriculum development and fresh discussions of testing and pedagogy.

More importantly, in most cities, a collaborative “culture” has been emerging. Postsecondary and community leaders now consult and plan with school colleagues and are beginning to accept some responsibility for student performance in the schools—in effect, they are broadening their mandate in critical ways.

The South African Partnership Program

Alerted to these American partnership efforts, in June, 1994, shortly after the landmark South African elections, a 10-person study group representing five South African universities and communities visited the United States. They stayed with UPP teams

In most cities, a collaborative “culture” has been emerging.

in the Bronx, Queens, Newark and Memphis, and attended our annual meeting in Richmond. In their group report, they noted the importance of UPP’s mission for themselves, stressing the collegiality and flexibility of UPP teams—essential characteristics for planning in the new South Africa. They also observed that with so many problems confronting South Africa, the American emphasis on B.A. degrees might not be theirs. After decades of distrust, frequent conversations among the principals would necessarily precede the setting of goals.

Later that fall, a six-person American team visited South Africa and participated in wide-ranging planning sessions. Clearly, redressing some consequences of apartheid was foremost in most South Africans’ minds. The Pietermaritzburg team in Natal, for example, was deeply troubled by the “lost generation” of 18-35 year-olds who had earlier dropped out of secondary school because of violence or the fear of it. At the same time,

teams were interested in capacity-building—helping to train the next generation of African leaders. Since the universities of Natal, Witwatersrand, Cape Town and Western Cape had all participated in substantial internship programs, there was a widespread hope that interns might be used to address some of the major problems staring at everyone.

In 1995 and again in March, 1996, I visited South Africa to help local teams plan and to begin discussing the creation of a national partnership center that would offer teams a long-term resource. In June, 1996, Ford awarded planning or full grants to four of the original five universities and the Northern Technikon Transvaal. In October, 1996, a four-person team from the KwaZuluNatal Midlands Partnership, based in Pietermaritzburg, visited New York-area sites and participated in the national UPP meeting in Minneapolis.

Through future reciprocal visits, Americans and South Africans will assist and learn from one another. In addition, the Center will help South Africans determine if a South African partnership center is desirable and explore the feasibility of a joint conference—perhaps on the impact of violence on young people’s educational performances.

It seems to me that rich potential exists, whatever the form South Africans pursue partnerships. The value of a partnership emerges from how a team sets goals, sustains membership, incorporates newcomers, and makes ongoing decisions in ways that respect an agreed-upon plan and tap into the energy and passion of team members simultaneously.

South African and American leaders recognize that the educational, political and ethical challenges they confront are so formidable and interdependent that no one institution or sector of society can engage them alone. Both countries recognize that alliances between groups and institutions historically at odds or distant from one another may represent the direction of the future. No group can rebuild District Six by itself.

Teachers' Forum:

Collaborative Teaching

By Peter N. Herndon

Over the past three decades, collaborative teaching efforts have strengthened and benefited my professional teaching experience in several ways. When I began teaching in 1968 at Lee High School with a full-year Master of Arts in Teaching internship from nearby Wesleyan University, I assumed that all teachers, particularly beginning teachers, received whatever help they needed from department heads and experienced colleagues. Fortunately for me, I received a great deal of supervision and constructive criticism in my first year, and I became well-grounded in method and content. Our department head challenged his teachers to develop non-textbook curriculum that was theme-oriented and more "relevant" to our kids. These were turbulent times, and we as professionals responded to his leadership by creating multi-texts which we ran off on the mimeograph machine, then collated and put into folders. It was a lot of extra work, but we knew it was worth it. We became excited about developing and teaching our own mini-units that dealt with selected issues in psychology, sociology, philosophy and history. And our students were reading primary source materials and handling it well. And teachers, experienced and inexperienced, were sharing collegial relationships as we helped equip one another to be better educators of kids.

Later, in the mid-70's, under a new department head, the U.S. History teachers at Lee initiated what became known as the History Education Project with Yale University. Under an unprecedented cooperative venture funded jointly by the New Haven Schools and Yale, the New Haven high school teachers met in sum-

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mer seminars led by members of Yale's history department on topics in their areas of expertise. The teachers then developed four-to-six week teaching units and were given a few hundred dollars to spend on paperback text materials to be used in the classrooms. Teachers discussed the units among themselves, and offered appropriate suggestions to their colleagues. Imagine this: teachers at the high school level were actually getting paid to develop materials they were expected to create anyway, with University resources, including the library, at their disposal. The mini-courses developed during these years were a big hit with students for several reasons: they got to choose the courses for three of the

Teachers became less isolated, more knowledgeable in their field, and there was a heightened sense of professionalism.

four marking periods, they had the opportunity to change teachers and could sign up to be with their friends. Of course, some students got their second choice, since some courses (and teachers) were more popular than others. Teachers were teaching mini-courses (Women in America, Justice in America, the American Labor Movement, the Harlem Renaissance, to name just a few) they were interested in, and students had the freedom to select teacher and course.

And the University helped make it happen. What were some of the results? As one might expect, teachers who participated became less isolated, more knowledgeable in their field, and there was a heightened sense of professionalism about what they were doing as educators. It was significant to me as a public school teacher that the New Haven

School System was saying to its teachers, "We trust you with the freedom to make responsible decisions about what you teach our students." And it was willing to match that statement with funding to help us carry it out. Out of these humble beginnings, the Yale-New Haven Teachers Institute began its seminars in 1977, appointing a full-time director and eventually expanding opportunities in curriculum development to virtually all New Haven teachers at whatever subject or level: high school, middle school or elementary school.

For the past two summers, I have been privileged to teach in a two-week "Summer Academy" for New Haven high school students sponsored by the School System and the Yale-New Haven Teachers Institute using Teacher Institute curriculum materials as our "textbook." The hallmarks of this experience I would summarize as follows: The two teachers involved had to engage in intensive planning sessions in order to achieve maximum results. We made an effort to integrate arts and field trip experiences into the curriculum and designed activities that would help students to be able to develop a culminating activity, which they would present to parents and students in the middle and elementary school programs. The experience of working closely and team-teaching with a colleague has been quite beneficial, sharing ideas and teaching styles and allowing creative juices to flow freely. We had a four-hour block of time to plan each day, and this allowed us freedom to improvise and engage the students intensely. Students enjoyed the time spent, they were eager to start each day and asked if the program could go longer. Collaboration takes commitment and effort—a lot of it. It can be exhausting, even frustrating. Is it worth the time it takes? Ask your students.

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Teachers' Forum:

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A Teacher's Learning

By Jean Sutherland

In 1989, I was one of the first elementary school teachers invited to apply to the Yale-New Haven Teachers Institute. Though I did have some hesitation centered around the contribution I might or might not make to a seminar headed by a Yale professor and filled with mostly middle and high school teachers, I was eager to become a member. I had been teaching for twenty-eight years and definitely was in need of a jump-start. At times, I had found myself becoming bogged down with the routines of skill development which are a key element of elementary education. The Teachers Institute provided the springboard from which I could rejuvenate my approach.

Since 1989, I have applied and taken part in a seminar in each of the following years. I have also become actively involved in various other elements of the Institute, serving as a representative, coordinator, Center coordinator, steering committee member, and co-coordinator of the Summer Academy. This participation has influenced both the approaches I take in my classroom and the role I play as a member of my school staff. To some extent, it has also broadened my activities related to the City's school system as a whole.

In my classroom, I naturally have not abandoned the teaching of academic skills, but I now have developed a series of interesting, informative units designed for the students I teach. These units allow me to integrate the development of academic skills across the curriculum within a more meaningful framework. Within my school, partly because of my enthusiastic endorsement, about half of the faculty have taken part in seminars. During three separate years, we have also formed "teams" in which four or more teachers, enrolled in the same seminar, have developed independent units related to an umbrella theme, integrated

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ROBERT HARRIS, A MEETING OF THE SCHOOL BOARD TRUSTEES, 1885

their teaching during the following year, and presented a culminating activity involving students from the combined classrooms. The team activities have actively involved parents, other staff members, and our principal. In many respects, they comprise the highlight of each school year. Such activities are beginning to radiate from our recently formed Center for Professional and Curriculum Development, an outgrowth of Institute activity. As coordinator of our Center, I am attempting, along with a small group of teachers, to familiarize all staff with Institute materials both on-line and in print. I am hopeful that our work will strengthen curriculum, foster further cooperative teaching, and energize other staff members.

Examining the influence which Institute participation has had upon my broader relationship to the City's system, I find a number of intertwining activities. The work of our school's team has attracted positive administrative attention, capped by a joint City-Insti-

tute award. Our Social Development staff was particularly interested in my expansion of their AIDS curriculum. A curriculum document which matches City standards on diversity with Institute teaching units was developed by a committee which I chaired. Some teachers seem to be starting to utilize the results of our efforts. A cooperative Summer Academy involving the City and Institute was held at a City high-school and was open to grades 2-12 students citywide. As one of the two coordinators, I found myself in an administrative position for the first time in my career. The varied roles I have played in the Institute structure have given me the feeling that the ripple effects of my efforts go beyond me to my school and to the system as a whole.

With 37 years of experience, I easily qualify for retirement. Though my involvement with the Yale-New Haven Teachers Institute is not the only factor that keeps me in teaching, it undeniably has played and continues to play a major role in doing so.

On the Path to Democracy: The Role of Partnership in American Education

By Manuel N. Gómez

Educational collaborations have emerged from the broad spectrum of reform initiatives as a means to improving educational attainment, both for our highest and lowest achieving students. Bringing together schools, colleges, universities, parents, and community leaders, collaborative projects have attempted to renew the democratic value of education, equalize educational opportunity, support our nation's teachers, break down institutional barriers, and share resources for maximum benefit. And while the movement has not exactly mounted a revolution in American education, the popularity and practicality of partnership attest to the wisdom of the strategy and the importance of deepening our understanding of the relationship between education and democracy.

The promise of partnership lies in our continuous effort to achieve both deep and wide educational change. Its power is in the projects themselves and in the daily experience of the collaborative. Consequently, partnership literature cannot capture all levels of interest and engagement, nor can it represent some of the more qualitative measures of success.

From over twenty years of experience, however, numerous case studies and reflective essays on the process of partnership have emerged. In fact, the prodigious amount of literature assists us in measuring our progress in bringing collaboration into the mainstream of strategies for educational improvement, and provides a partial basis for assessment. The question of this essay, then, is where are we now? And given the complexity of the answer, I will focus primarily on California, a state befuddled by educational dilemmas, whose leaders, both academic and legislative, are turning to partnerships as part of the strategy for fundamental and systemic educational change.

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According to F.P. Wilbur and L.M. Lambert in *Linking America's Schools and Colleges* (1995), over 2,300 partnership programs currently exist. Although the term "partnership" has broad and varied usage, many educational critics insist on a specific definition to prevent a catch-all category of programs and projects. S. M. Hord points to the differences articulated between collaboration and cooperation, insisting that cooperative arrangements do not require a mutual goal or participation by more than one organization (*A Synthesis of Research on Organizational Collaboration*, 1986). The idea of a partnership, then, involves engagement and exchange, with collaborative activities aimed at mutually derived but perhaps independent benefits for all participants.

The basic principles of the partnership movement have been best defined by Ernest Boyer, whose lead essay in *High School/College Partnerships* (1981) set the standard for partnership rhetoric. He argued for five basic principles: agreement on common problems, breaking down of the "traditional academic 'pecking order,'" sharp project focus, recognition and rewards for participants, and a "focus on action - not machinery". These guidelines, reiterated two years later by Gene Maeroff in the Carnegie Foundation report *School and College: Partnerships in Education* (1983), were intended to shift focus away from "budgets and bureaucracy" to the activities which bring educators together on a regular basis for the purpose of "breaking down the barriers and . . . rebuilding the quality of schooling in this nation".

Boyer's model remains popular because it can be adapted to many types of collaborative projects. And in fact, much of the literature following this early work has built on Boyer's principles, with various attempts to define a clear theoretical framework for partnership activity. W.A. Sirotnik and J.I. Goodlad (*School-University Partnerships in Action*, 1988), for example, argue that a successful partnership must function "symbioti-

cally." Such a relationship requires "three minimum conditions . . . dissimilarity between or among the partners; mutual satisfaction of self-interests; and sufficient selflessness on the part of each member to assure the satisfaction of self-interests on the part of all members". According to P.L. Jones and R.W. Maloy (*Partnerships for Improving Schools*, 1988), maintaining this kind of relationship requires an understanding of "multiple realities." Maloy argues that conflicting perceptions of the same event can lead to a breakdown in communication, and that only through a negotiation of individual interpretations can partnerships be sustained over time. He argues that partnerships should be the result of a mutual desire on the part of two or more institutions to effect change; all partners should volunteer their commitment to the project.

Sustaining that commitment, however, is perhaps the most difficult challenge for any partnership. As S. Trubowitz and P. Longo (*How it Works—Inside a School-College Collaboration*, 1997) argue, "[m]aintaining innovative gains . . . requires as much—if not more—imagination and skill than was required to attain them." Over and over, practitioners and researchers agree that the key to sustaining the energy of interinstitutional collaboration is strong leadership and effective governance. Among those characteristics deemed essential are mutual self-interest and common goals; mutual trust and respect; shared decision making; clear focus; manageable agenda; commitment from top leadership; fiscal support; long-term commitment; dynamic nature; and information sharing (G.B. Van de Water, *The Governance of School-College Collaboratives*, 1989).

Much of the literature rehearses the structural limits of partnerships, perhaps in part because the daily gains and interpersonal dynamics are much more difficult to capture in prose. However, it also seems to be the case that the practice of partnership has taken precedence over the development of a theory

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Gómez: The Role of Partnership

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or a set of competing theories to define the movement or contextualize the use of the term. And while debates over terminology might seem like a silly semantic game to some, agreement on a set of terms would allow a more rigorous investigation of collaborative work and its potential impact on educational institutions, as well as on students, faculty, and administrators. T.H. Gross (*Partners in Education*, 1988), for example, believes that “the hub of the wheel [of partnerships] must be the college, the spokes of the wheel must be the schools,” in part because of the greater resources available to higher education. Yet the term partnership implies equity among institutions and individuals within a system circumscribed by entrenched inequities and hierarchies. In fact, Z. Su argues that many partnerships are nothing more than “noblesse oblige, service arrangements,” which “focus mostly on piecemeal reform plans” (*School-University Partnerships*, 1991), rather than authentic attempts to build strong interinstitutional relationships and work toward long-term goals for educational improvement.

According to Trubowitz and Longo, “[t]here is a shop-worn characterization of school-college attitudes towards innovation that is part caricature and part truth: Schools pursue progress while attempting to avoid any real change, while the colleges pursue change without attempting to determine whether it leads to any real progress.” The truth of this assessment lies in the different cultures of schools and colleges and universities. Schools are under tremendous pressure to reflect predominant social values, while colleges and universities are often seen as challenging those values. Ironically, but not unexpectedly, both institutions are conservative, as they preserve basic social structures and values through their socializing functions. Critics like D.S. Seeley (*Education Through Partnership*, 1981) have expressed distrust in any institution because of a social tendency for institutions to maintain themselves as bureaucracies without lasting or profound change. And yet, educational

reform attempts to create this change without threatening the stability of the system. The difficulty of this task should provoke us to conceptualize the theoretical dimensions of partnership within a broader social context. Otherwise, we run the risk of relegating partnerships to the periphery of educational reform, undertaking only superficial and temporary change.

It may be that the promise of partnership remains strong because it reflects the more noble aspirations of American democracy: equality of opportunity, celebration of a common community, and a better way of life for all. And the promise becomes more poignant given the realities of education at all levels. California, which educates 10% of the nation’s students, is looking to partnerships to mend an educational pipeline with multiple fractures. The Migden Bill (California K-12 College Opportunity Program), introduced into the California Assembly, asks for funding to be allocated for the development of local educational collaboratives. And in July of 1997, the University of California Outreach Task Force proposed a series of school-centered partnerships to raise the academic achievement of students in some of our most disadvantaged schools. Why this interest in partnership?

In a nationwide assessment conducted by Education Week in 1997, “the vast California education system rates among the worst of the worst,” earning a D-minus in “overall ‘school climate.’” Students living in poverty attend schools at the bottom of the bottom. In higher education, a decision by the UC Regents to abolish affirmative action at the University, along with the passage of Proposition 209, have exacerbated concerns over educational equity. Proposition 13, passed in 1978, cut local funding for schools by 50%, and recently, Governor Wilson threatened to hold back even more state funding unless legislators agreed to institute a statewide standardized achievement test. And all of this is occurring in a state in which English will be the second language by the end of this century (M. Justiz, et. al., *Minori-*

ties in Higher Education, 1994), where per-pupil spending remains among the lowest in the nation, and where prisons will command twice as much funding as colleges by 2004 (M.A. Shires, *The Future of Public Undergraduate Education in California*, 1996). Debates over bilingual education, academic standards, the impact of race and gender on educational opportunity, and school choice attest to the chasm of controversy and labor which must be crossed to mend the system.

Many now see partnerships as a viable strategy, given the overlapping and overwhelming nature of the problems. A recognition that only a comprehensive joint effort can raise academic achievement and expand educational opportunity, as well as sharing scarce resources, has catalyzed educators, legislators, and community leaders to begin pursuing collaborative projects. And certainly there exists much in the existing literature on partnerships to assist them in organizing and structuring these initiatives. At the same time, however, much is left unsaid about the prospects of collaborative success, given the profound social issues embedded in the educational process.

It is, for example, a good thing that the University has drawn partnerships into the mainstream of its outreach efforts, and has drawn outreach closer to the mainstream of its academic mission. But how can we be sure that our efforts will not merely replicate those of traditional outreach, which function on the assumption that the schools are the problem and the University becomes the disciplining parent? How can partnerships succeed without the recognition that college and universities need to change as well if they are to be authentically engaged in long-term collaborative ventures? Few maps exist to chart the terrain of this comprehensive effort. The dangers in this new territory are even greater given the renewed emphasis on standards. How can standards be determined, let alone met, until enabling conditions for improvement are created? Efforts to reduce class size have helped in some districts, for example in San Francisco, which has exper-

rienced a rise in test scores for five years straight, but those districts most in need of smaller classes have the fewest resources and the least adequate facilities to make the change. And how can we expect to undertake fundamental alterations in our institutions, at all levels, without a clear understanding of the role that education does and should play in a democratic society? And how should we proceed knowing that our educational institutions remain mired in the social problems which nourish inequity and social fragmentation?

Those who remain committed to partnership see as obvious the supposition that systemic change will occur only through equitable participation of all who comprise the system. Yet in spite of such an observation, the democratizing elements of partnership, as in democracy itself, hold most of their power in promise. In part, the delayed gratification of the movement might be related to the absence of a theoretical basis for educational collaboration and an almost exclusive focus on practice. For without more rigorous philosophical scrutiny of the relationship among partnership, education, and democracy, profound systemic change seems unlikely. And yet without partnership, the promise of democratic education is certain to remain only that.

García: Collaboration

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generation of scientists, scholars, technicians, and leaders is coming from. Yet the University is only a partner in this process. Pre/K-12 teachers, the practitioners in the field, are key in dealing directly with the enormity of problems and potentials inherent in the state's increasingly diverse student population. Although teacher preparation programs in the past have on the whole inadequately prepared the teachers for the kinds of classes they will face, many teachers are exemplary

in responding to the nation's changing student population. One key role for the University is tapping the existing knowledge and expertise of effective teachers, especially teachers of students from diverse cultural and linguistic backgrounds, and disseminating their knowledge to others, whether new teachers or more experienced teachers now facing an increasingly complex school environment. Research on effective teachers' practices, on effective teacher-student communication, on involving parents in schools are among the areas where university research in schools offers useful contributions. Also crucial are faculty and staff initiatives, such as UCLA's LAPTAG (Los Angeles Physics Teachers' Alliance Group) and UC Berkeley's Interactive University, working directly with teachers to develop new curricular approaches and inquiry-based instructional strategies.

The University has a broader "outreach" mission as part of its public service role to engage with and assist in the improvement of the quality of the pre/K-12 education generally, particularly in underrepresented communities. The mission of such outreach is not only to improve rates of eligibility and competitiveness for the small number of minority students who may eventually attend the University, but also to help address the systemic problems that create such differences in academic preparation. The traditional, "University-centered" mission of outreach which has supported primarily "student-centered" programs must now recognize the need to expand and integrate outreach efforts to "school-centered" programs. To give importance to "school-centered" programs is not, in the final analysis, a question of strategy, but a question of the fundamental values and goals the University wishes to achieve. The present challenge related to diversity facing us, with or without the use of our past diversification tool, affirmative action, is to address this issue head-on by calling for a broadening of the very mission of University collaboration and outreach.

Whitaker: Looking Ahead

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stration sites.) There would be some site visits by members of the New Haven Implementation Team. There would be a July Intensive Session that would include "national seminars" and other meetings to make evident in detail and "from the inside" the working of the Institute's policies and procedures. Holders of Planning Grants could then apply for three Implementation Grants for the period from 1998 through 2001.

Those awarded Implementation Grants (by the same procedure as before) would then work closely with the Institute as they established their own collaboratives, and their own annual set of seminars, adjusting the Institute approach to the resources and the needs of their specific locations. There would be, for example, continuing directors' meetings, a national steering committee of teachers, a complementary committee of university faculty, another July Intensive Session in 1999 (with "national seminars" now shaped through conversation with the three sites), and three conferences in October of 1999, 2000, and 2001 to share the on-going challenges and results.

Because the ground would be carefully prepared for a self-sustaining organization at each of the demonstration sites, the expectation would be that they would sustain the program activities after the grant period is completed. Such a national demonstration project would not only benefit the teachers and students in those communities; it would also establish a potentially expandable network of teacher institutes that share a common purpose, a network that should have a significant impact upon education reform throughout this nation.

The entire process would be documented by persons working closely with the Institute, by persons at the demonstration sites, and by one or more independent writers. If in fact these three demonstration sites are established, *On Common Ground* itself will have great potential as a means of disseminating their experience and their results to a wider readership of those interested in university-school partnership.

On Common Ground

Strengthening Teaching through School-University Partnership

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The Yale-New Haven Teachers Institute is an educational partnership between Yale University and the New Haven Public Schools designed to strengthen teaching and learning in local schools and, by example, in schools across the country. Through the Institute, teachers from the University and the Schools work together in a collegial relationship. Founded in 1978, the Institute is the first program of its type to be established permanently as a unit of a university.

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