

# On Common Ground

YALE-NEW HAVEN TEACHERS INSTITUTE

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JASPER JOHNS, *THREE FLAGS*, 1958

## THE EMERGING ROLE OF PROFESSIONAL DEVELOPMENT IN EDUCATION REFORM

By Richard W. Riley  
*Secretary of Education*

We are at the beginning of a series of remarkable changes that will transform American education. The nation has its first set of National Education Goals which establish our expectations for the performance of the nation's schools. Soon, we will have voluntary national standards for what students should know and be able to do in all of the core subjects. These standards can serve as models for states as they develop their content

and performance standards. And finally, there is a revolution underway in our thinking about the nature and use of assessments. States are developing exciting new kinds of "performance" or "portfolio" assessments that provide us with richer understandings of students' knowledge of their subjects and their ability to reason.<sup>1</sup>

While setting high standards and developing assessments aligned with those standards are key parts of systemic reform, by themselves they are not sufficient to transform American education nor dramatically improve

the academic performance of our students. Students need opportunities for learning in order to reach these challenging standards and teachers are the primary creators of those opportunities. However, what it takes to create such learning opportunities is changing. New challenging standards, like those of the National Council of Teachers of Mathematics, make new demands on teachers. In mathematics, they require teachers to have a better understanding of the nature of mathematics, as well as how to teach mathematics so students can solve complex

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## On Common Ground:

# WHO WE ARE, WHERE WE'RE GOING

We have chosen four works of art to amplify the themes of this inaugural issue of *On Common Ground*. Jasper Johns' *Three Flags* (1958) introduces the essay by Secretary of Education Richard Riley, which emphasizes the need to forge a new partnership between the federal government and the states. Johns does not merely offer a photographic depiction of the American flag. He translates the idea of unity out of plurality into the very terms of his design, in which three painterly renderings of the flag have become a single pattern. Pablo Picasso's *First Steps* (1943), on this page, pays tribute to the solicitude of the teacher and the awkward boldness of the learner. The Cubist distortions seem here to render the child's perspective, its uneasy balance, its natural firmness. Like such a child, we too are making our first steps into the world.

Joseph Stella's *The Brooklyn Bridge: Variation on an Old Theme* (1939) is a less modest image for our own endeavor, as I suggest in the commentary on page 19. And Winslow Homer's watercolor, *Blackboard* (1877), on page 20, returns to the explicit theme of teaching. This sympathetic image of a teacher in a pensive mood also suggests how our abstract studies relate to our perceptions of the life about us. Homer's painting, like those by Johns, Picasso, and Stella, is at one level "about" the relations between mathematics and art. The figures inscribed on the board are echoed in the shapes of the teacher's body, even as their stark white-on-black contrasts with the pastels of her gingham apron and ruffled dress.

These art-works, like others that will appear in future numbers of *On Common Ground*, remind us that education is interdisciplinary, and that it is not simply a verbal affair. The non-verbal arts have their own complex languages, which can often speak more directly to our students these days than any words can do. In many fields, visual materials are increasingly important to the educational process. Indeed, we hope that each number of *On Common Ground* will contain images that a teacher might use as the basis for classroom exercises. We encourage you to keep these images on file.

### Our Plans

*On Common Ground* will be published three times a year by the Yale-New Haven Teachers Institute, with support through 1995 from the Carnegie Corporation of New York. It will not be a show-case for the work of the Institute or any other organization. Its concern is the development of teachers and their curricula through university-



PABLO PICASSO, *FIRST STEPS*, 1943

school collaboration. It will focus on issues that arise in collaborations of many kinds throughout the United States. And it seeks to address a wide and diverse readership—teachers, administrators, policy-makers, and funders of American education at all levels and in all kinds of institutions.

The title of this periodical, like that of the Institute's first book, *Teaching in America: The Common Ground*, points to the fact that university, college, and school teachers have a strong mutual interest in the improvement of teaching and learning. Most collaborations, no doubt, have been explicitly directed to the improvement of teaching in the schools. But many college and university teachers have recognized the beneficial effects of collaboration upon their own work. And the indirect benefits for higher education of improvement throughout our school systems would be great indeed. American education needs to recognize that it is, ideally, a single field of interrelated efforts.

In June 1993 a planning committee that included members of the closing panel of the Institute's 1991 national conference met to determine how a new publication might best fulfill the evident desire for more adequate communication among those interested in university-school collaboration. We concluded that we should undertake a yet more challenging task. We should try to create a publication that would enable a wide-ranging national conversation on all the issues that concern such collaboration.

We therefore decided that *On Common Ground* should include lead articles on timely topics, responses to those articles, editorial statements, information on developments in state and federal policy, articles from and about grant-makers, and news of gen-

eral interest. We also decided to carry some regular columns or features, an occasional review, and art-work that relates to the teaching profession and to the themes that are appearing in *On Common Ground*. We wanted to make certain that each number would represent one or more voices of elementary or secondary school teachers. Most importantly, we agreed that *On Common Ground* should reflect the concerns—indeed, the participation—of its readers.

Some topics for consideration had already been broached by the national conference: the advantages of close re-



EDITORIAL BOARD MEETING IN OCTOBER

lationships between academic content and classroom procedures; the role of school administrators in collaborative programs; the evaluation of such programs; the incentives for participation of teachers from universities and schools; the services that such programs can provide to urban school districts; the extension of such collaboration to include new partners; its role in wider school reform; the bearing of its experience upon state and federal education policies; and the means by which teachers may have a more influential voice in matters of school improvement.

We thought, however, that we should open up the field yet more broadly. In its meeting of October 1993 the Editorial Board therefore selected eight topics for special emphasis over the next few years:

- 1) National, state, and local policies that affect collaboration;
- 2) University-school collaboration in historical context;
- 3) Collaboration and community in a multicultural nation;
- 4) Educational change and organizational structure, including relations to schools and departments of education;
- 5) Collaborative programs to prepare students for the world of work;
- 6) The rhetoric of educational reform;
- 7) Collaboration and the arts;

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**Cover illustration:** Jasper Johns. *Three Flags*. 1958. encaustic on canvas. 30 7/8 x 45 1/2x5 inches. 50th Anniversary Gift of the Gilman Foundation, Inc., The Lauder Foundation, A. Alfred Taubman, Laura-Lee Whittier, and purchase; Whitney Museum of American Art, New York.

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## 8) Collaboration and science and technology.

This first number, which contains articles by Secretary Richard Riley and Terry Knecht Dozier, begins to deal with national, state, and local policy. In our second number we will have responses to Secretary Riley's statement. We will also have in that number a statement from Ernest L. Boyer of the Carnegie Foundation for the Advancement of Teaching, an article by Vito Perrone that places university-school collaboration in historical context, and some responses to that article.

The shorter pieces in this number by Norine Polio, Charles Serns, and Manuel N. Gomez, begin our process of listening to local teachers and both school and university administrators. That by James Herbert is the first contribution from a person who has worked closely with funding agencies. And the piece by Fred Hechinger

is the first of the regular columns to be provided by that distinguished commentator on educational affairs.

*On Common Ground* has an Editorial Board that reflects much of the diversity—of institution, function, specific field, ethnicity, and philosophy—that can be found among those who are interested in university-school collaboration. For that reason, we do not expect to be able to speak with a single voice on all questions. And yet it seemed right for “An Editorial Statement” of some length to appear in the pages of this first number. We therefore thank Jay Robinson for trying to capture in a single statement much of our diversity, and much of our common ground.

### Let us know your thoughts

We invite you to let us know of your thoughts about any of the pieces carried by *On Common Ground*. We shall be happy to consider any re-

sponses that are submitted for possible publication. We want *On Common Ground* to be a continuing conversation on the issues that most concern us.

We also urge you to suggest works of art that might be reproduced in these pages. We shall be happy to establish a committee of art historians and teachers to help us make our selection.

We want *On Common Ground* to circulate as widely as its contents may deserve. Authors appearing here therefore grant permission for any photocopying or reproducing that readers may think useful.

This inaugural number of *On Common Ground* has been widely distributed in order to reach many who are interested in the issues with which we will deal. If you wish to ensure that your name remains on our mailing list, please write us a note to that effect.

—THOMAS R. WHITAKER  
CHAIRMAN, EDITORIAL BOARD

# AN EDITORIAL STATEMENT

By Jay L. Robinson

In 1886, John Dewey, with others who were to become his colleagues, founded the Michigan Schoolmasters' Club at the University of Michigan. The place isn't important, but likely the persons were. Dewey was only one of the founders and never became more than the Club's Vice-President, which he was in 1887 and 1888. Dewey spoke at the first regular meeting of the Club on May 1, 1886: his topic was “Psychology in High School from the Standpoint of College.”

What he said we do not know in detail, save that it had to do with whether or not psychology should be taught in high schools. But what he said likely had influence (or perhaps his listeners did) for The Schoolmasters' Club, as a cooperative endeavor,

lasted many years. Joseph Ratner, a would-be biographer of Dewey, said of the Club:

“Unlike other existing teachers' associations, the newly formed Club brought together for discussion of their common professional problems two classes of teachers that were universally regarded to be, if not two different breeds, at least two separate and distinct kinds. The radical nature of the Club's membership can be fully appreciated only when one realizes that, according to the best information available, it is, sixty years later, still alone in the field.”

Ratner hints at one reason why the Club endured:

“...apparently, even teachers find it much easier to talk about democracy than to practice it. And it requires an imperious democratic sentiment voluntarily to give up the enjoyment of

caste distinction. To think of themselves as on the same level as ‘schoolmasters’ and ‘schoolma’ams’ is more than the majority of college professors can stand.”

Ratner's perspective is obviously that of a university teacher, and his language is antique. Yet “class,” maybe even “caste,” distinctions still separate university from school teachers. Daily routines are there to make differences and make them real: the ways each kind of teacher gets and holds a job, and then does it in a way to benefit students. And of course the daily pressures on each kind or class or caste of teacher differ: those that come from students, those that come from colleagues and administrators, those that come from interested constituencies, and those that come from agencies that would hold each kind or class or caste of teacher accountable.

Ratner had his own notion about why The Michigan Schoolmasters' Club endured in spite of all of that:

"...immeasurably...important in the Club's rapid development...were the ideas it stood for and promoted. It was a living embodiment of the idea that the college is an integral part of the educational system and not a precious ornament decorously poised on its head. And by papers and discussions, the Club gave direction and momentum to the idea that the problems of college education and secondary education cannot be solved independently of each other but must be solved together."<sup>1</sup>

In 1993, many more "clubs" than Dewey's exist: many that join university and secondary school teachers together, many that invite elementary school teachers as well into collaborative work. And many new collaborations continue to form, to take on new shapes, and even, in some cases, to endure. Yet even with these, those that do endure, so do the problems: how to work effectively together to work past distinctions of kind, class, maybe even caste; how to work past the differing obligations—the different challenges—that even those who wish to work together must ultimately face; how to find a common language that is resistant to distinctions of kind and enabling of mutual understanding and cooperative work. The publication we now announce—the publication we will ask you to read and write for—is intended to provide a forum in which a common language may be found, in which important questions can be raised, in which meaningful answers, no matter how tentative, be proposed.

*On Common Ground* will be a periodical publication of the Yale-New Haven Teachers Institute and will focus upon the development of teachers and their curricula through university-school collaboration. But the publication will not be parochial. Its Editorial Board, a mixed group of people concerned with schools and schooling, knows that a notion like "curriculum"

is a contested one—a place for inquiry and for talk, a topic about which talk can become very contentious since no talk about curriculum can ever be anything other than value-laden. Its members know too how much is both revealed—and hidden—in a phrase like "the development of teachers." Which teachers, when university and school teachers work together? Both, or school teachers only? What questions of kind or class or caste will arise? What kinds of questions allow for mutual inquiry into common problems when one prepares to meet the dizzying complexity and diversity in America's schools and universities as they now exist? *On Common Ground* means to invite questions of just this kind for they seem, now, to be the most urgent ones. As an Editorial Board, we struggle with these questions, even as we struggle to find a language that will unite us, yet allow us to speak of our diverse interests and obligations.

As an Editorial Board, we see issues of substance, content, language, as the important ones. But we consider the mechanisms of collaboration important as well. How do we find means to encourage and support new collaborative arrangements among teachers in college and teachers in pre-collegiate education? The Yale-New Haven Teachers Institute has done that through conferences and through other publications. Others too have tried, sometimes successfully, sometimes with not much success. The notion of collaboration, very popular now, does not always mean cooperation: colleagues working together toward a common sense of who they are as professionals; colleagues searching for ways to seize on and make common the notion that "the problems of college education and secondary education cannot be solved independently of each other but must be solved together." The ideal of cooperation is hard won, no matter how earnestly people mean to collaborate. We mean this publication to be practical, even as it aims at the ideal.

So many problems are out there and other kinds of partnerships than those among teachers must be considered. Partnerships with students, for example, speaking to and with others both inside and outside the classroom. One member of the Editorial Board remembers a poem a student wrote in a class involving school and university teachers working together to invite students to raise their own voices to speak about issues that deeply concern them. The poem, read in a certain way, invites others into the conversation—new partners who might have means teachers lack to act as participants in helping this student and others understand problems of the kind she writes about, and then do something about them.

The student's topic is unemployment; she titles her poem:

#### MISFORTUNE

In his abandoned room,  
a man lies shivering,  
forgotten in the silence,  
of a nation otherwise preoccupied.

After two decades  
at Dawson Tool and Die,  
he reads his name  
on the layoff list.

Canvassing the one-industry  
town, he finds only empty words.  
"Sorry pal, I'd like to help,  
but you know how the  
recession is."

Near the broken window,  
a sieve for a February wind,  
a man lies rigid,  
shrouded in a silence,  
where even nature's elements  
refuse compassion.

The adolescent author of this poem<sup>2</sup> lives in an inner-city, and is growing up in a community in which she doesn't have to be taught the facts of unemployment. Her good teachers, thinking of her future, invited her to

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## THE EMERGING ROLE OF PROFESSIONAL DEVELOPMENT

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problems, communicate in mathematical terms, and reason mathematically.<sup>2</sup>

The development of national and state standards will have significant and long-term implications for the professional development of teachers. Providing students with opportunities for high-quality instruction will require us to begin to view professional development as a necessity and not merely an add-on, and as an integral part of the daily work of teachers rather than an occasional break from classroom instruction.

### Changing opportunities for professional development

Emerging standards create a need for professional development, but they also create a unique opportunity. Standards provide a policy focus for professional development. Too frequently,



*Richard W. Riley was sworn in as the sixth Secretary of Education on January 22, 1993. As governor of South Carolina, elected in 1978 and again in 1982, he initiated and led the fight for the Education Improvement Act (1984), which, according to a Rand Corporation study, was the most comprehensive education reform measure in the country.*

professional development activities have been “one shot,” offer limited follow-up, and are isolated from school and district goals. This has been true of many federally funded professional development activities as well. Most of the professional development supported by United States Department of Education program funds—particularly under the current Chapter 1, Chapter 2 and Eisenhower Math and Science programs—has been relatively brief, not part of a comprehensive plan, and not sustained.<sup>3</sup>

Brief professional development programs, such as half-day or one-day workshops, are helpful for informing people about reforms, but they are unlikely to significantly change classroom practice. Among Chapter 1 teachers, who on average participate in professional development more often than regular classroom teachers, only one-third receive more than four days of staff development a year. And Chapter 1 teachers’ aides receive even less.<sup>4</sup> There also has been little coordination among professional development activities. For example, professional development for early elementary grade teachers is often separate from that of their preschool counterparts, including Head Start teachers.

Both research and current successful programs, however, have demonstrated the value of sustained and intensive high-quality professional development that is based on new models of teaching and learning, tied to high content standards, and located within professional communities of teachers.<sup>5</sup> A study of Eisenhower-supported teacher training found that funds were more likely to be well spent in school districts with well-focused agendas for improvement.<sup>6</sup>

The Department is trying to encourage professional development that is sustained, intensive and high-quality and will lead to changes in classroom instruction and student learning. Professional development for teachers and other school staff will need to be

ongoing from recruitment to retirement. It must focus on increasing educators’ knowledge of their subjects and pedagogical skills specific to these subjects, as well as on general pedagogical skills. Such professional development should have a strong research base and be an integral part of improving the school.

Professional development for school administrators should focus on increasing their ability to recognize and foster excellent teaching and learning. School administrators need to understand the integral role of professional development in the operation of the school and how to organize the school day to provide staff with opportunities for ongoing professional development.

### A new partnership

To encourage sustained, intensive high-quality professional development will require a new partnership of the federal government with states, universities, local school districts and schools. Such a partnership based on cooperation is central to the Administration’s education agenda. It recognizes that education is and always has been primarily a state responsibility. It also recognizes, however, that the federal government can and should have a leadership role in promoting reform throughout the nation.

The Administration’s first education bill, the Goals 2000: Educate America Act, establishes a framework for this new partnership. The bill sets into law the six National Education Goals, promotes the development of voluntary national standards of what students should know and be able to do, and establishes a council to review and certify these standards. The heart of the bill, however, is to provide resources to help states and local school districts to involve public school officials, teachers, parents, students and businesses in designing and reforming schools. Through an extensive

consultation process states will develop systemic reform plans, to guide state and local efforts. They also will establish challenging state standards of what students should know and be able to do in the core academic subjects and to develop assessments aligned with those standards.

Goals 2000 provides a framework for the new partnership as well as for other federal legislation. The Improving America's Schools Act of 1993 is the reauthorization of the Elementary and Secondary Education Act, the

states will identify their professional development needs; outline a strategy for using technical assistance to address those needs; describe how the state will work with local districts, schools, and colleges/universities to ensure that high-quality support is provided in the core subjects; and monitor and evaluate the effectiveness of professional development activities.

States will also be required to include in their plans a description of how the activities funded by the Eisenhower Professional Development

veloping or supporting professional development networks of educators.

For the local educational agency, the Eisenhower program will be pivotal for professional development. Districts will submit professional development plans that reflect the needs of local schools to states and describe a strategy, tied to state content and performance standards, for addressing those needs. Of the funds received by districts, up to 20 percent will be spent on districtwide professional development activities, with at least 80 percent spent on professional development of teachers and other staff at individual schools in a manner determined by the teachers and staff and consistent with the LEA's plan.

The Improving America's Schools Act focuses professional development for teachers and administrators on providing students with the opportunities to meet state performance standards. It also asks states to develop a knowledge driven professional development system that is aligned with challenging state content and performance standards and develop procedures that rely on assessment and peer review to complement or replace existing credit-based certification requirements.

There is increasing recognition of the need for professional development and a better understanding that professional development needs to become an integral part of the daily life of the school. The federal government can play a constructive role in promoting professional development by establishing a new partnership with states and locals. Such a partnership based on cooperation needs to recognize the key roles all levels of government have to play in reforming American education. The Goals 2000: Educate America Act and the Improving America's Schools Act of 1993 are attempts to redefine this partnership and to provide support to states and locals as they go about the hard work of transforming America's schools.

*(notes appear on next page)*

## University-school partnerships have a critical role to play in providing professional development activities that will improve classroom instruction and learning.

largest federal investment in elementary and secondary education. The bill is built on the principles that all students can learn to high standards, that students living in high poverty areas need to be taught to the same challenging state standards as other students and that schools should be held accountable for students' progress in meeting these standards.

Professional development plays a prominent role throughout the Improving America's Schools Act, though most notably in the Eisenhower Professional Development Program. This program is a large formula grant program that provides money to state and local education agencies and schools for professional development activities. State activities will be guided by state plans for professional development that will outline a long-term strategy for obtaining and providing the sustained and intensive high-quality professional development required to improve teaching and learning. In these plans,

Program will be coordinated with other professional development activities; including professional development activities sponsored by Title I and by other federal and state programs. University-school partnerships have a critical role to play in providing professional development activities that will improve classroom instruction and learning. Many of these partnerships provide high quality and sustained professional development to teams of teachers in schools and support the development of professional communities within and across schools.

States may use Eisenhower funds to implement their professional development plans, which may include revising licensing requirements for teachers, other school staff, and administrators to align them with challenging state content and performance standards, providing financial or other incentives for teachers to become certified by the National Board for Professional Teaching Standards, and de-

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imagine what it feels like to be unemployed, what the world feels like to those who are unemployed. When she does, as she does in this poem, she has something important to say both to her teachers and to other would-be school partners who might think about unemployment in other terms—the terms employers customarily use. The facts of unemployment are important, but so too are the feelings.

We mean to invite employers into conversations with teachers and with students to encourage partnerships that reach beyond classrooms. But we mean to do so in a way that does not ignore or silence the voices of students or the voices of teachers when the conversation is about serious issues like unemployment. Good teachers want to teach skills that will make their students employable, and to do that, they need to know what skills are demanded. But good teachers want more than that: opportunity and time to ask a student to write a poem, ponder her past, wonder about a future, and ask for herself what skills she both needs and wants. We mean to ask together

## RILEY

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### NOTES

1. S.H. Fuhrman and B. Malen, eds., *The Politics of Curriculum and Testing* (New York: The Falmer Press, 1991).

2. National Council of Teachers of Mathematics, *Curriculum and Evaluation Standards for School Mathematics*, (Reston, Va: National Council of Teachers of Mathematics, 1989).

3. For example, a study of training supported by the Title II/Eisenhower program found that the median amount of training teachers received over a one-year period was six hours. M. Knapp, A. Zucker, N. Adelman, M. St. John, *The Eisenhower Mathematics and Science Education Program: An Enabling Resource for Reform* (Washington, DC: U.S. Department of Education, 1991).

4. M.A. Millsap, et al., *Chapter 1 in Public Schools* (Cambridge, MA: Abt Associates, 1993).

5. D.K. Cohen, M.W. McLaughlin, and J.E. Talbert, *Teaching for Understanding: Challenges for Policy and Practice* (San Francisco, CA: Jossey-Bass Publishers, 1993).

6. M. Knapp, A. Zucker, N. Adelman, M. St. John, *The Eisenhower Mathematics and Science Education Program: An Enabling Resource for Reform*, (Washington, D.C.: U.S. Department of Education, 1991).

what we can do as partners, in partnerships, acting in collaboration, to use what we learn to solve problems that trouble us all—not just one young woman trying imagine what it would be like to be unemployed should she become so.

We mean to do no less and perhaps more, and perhaps we should explain why we want to. We think we must do no less because the collaborative movement, if it is to be effective, must be about change: change in the ways schools and universities do what they do; change in the ways those of us who care about schools and schooling express our caring. *On Common Ground* will be about change and about how people can work together to effect change—work together to help children, young adults, teachers too, to imagine better lives for themselves, maybe even find better lives. We are all of us in that together, and somehow, we must find common ground.

But in our country, it's not always easy to find common ground. In our country, for reason of our complicated but interesting history, few forums exist for discussion of common problems—the difficult and important kinds of problems that affect large numbers of people of very different backgrounds and interests. In our country, few institutions exist that are, and must be, sensitive, sometimes very quickly, to voices asking for change—a multiplicity of voices asking for change, often demanding it.

The place called “school” is one such forum. But schools, especially public ones, are not, as they are so often imagined to be, efficiently functioning organizations with clear consensual goals which can easily be rationalized, easily changed. Schools, especially public ones, must make room for the social, economic, ethnic, and linguistic diversity that exists in twentieth-century America: a diversity

of patterns of living and of believing that makes consensus difficult if not impossible. Schools, in our time, are complex cultures in which the inhabitants (those who learn and teach), and interested parties (parents, caretakers, policy-makers, commentators and educational researchers), have sometimes common, more often conflicting, even sometimes directly contradictory interests, motivations, and goals. And schools, right now, are dangerously vulnerable to those who would only mandate, to organized groups who would deny diversity and silence multiple voices and multiform points of view. To think about schools and schooling—even curriculum—in this way, is to be sensitive to the complexities of human intentions: to those of teachers, those of administrators, those of students, those of union leaders, those of educational researchers, those of policy makers, those who would mandate, those of the various complicated constituencies who live outside schools but who inevitably shape the beliefs and actions of those whose lives—short and long—are lived inside them.

In this way of thinking, any thought about collaboration—any impulse toward cooperation—becomes thought about roles and relationships, and urgent questions get raised: For those who would collaborate in making a school, what role should and can be played—expert? policy-maker? social engineer? pundit? partner? For those who choose to act a role, what relations should be enacted with others who choose to make a school? Once a role is chosen, what relations can be enacted with others? If partner is the role, what relations need to follow?

*On Common Ground* invites inquiry into such questions. Its ground, difficult enough to map, is what has and can be made of school-university collaborative efforts focused upon the

(reciprocal) development of teachers and their curricula. But other territory is there to be explored and understood, as this editorial has implied. Curricula have often been imagined as means to make both “schools” and “schooling.” But good teachers know, and learn anew every day, that schools and schooling are much more than curricula, which can easily be mandated but less-easily enacted unless teachers act out roles that establish collaborative and cooperative relationships with the students they teach. For good teachers, schooling gets enacted and learning takes shape in the complicated interchanges that happen every day in classrooms among teachers and students working together to form a community of learners. And good teachers know that community is not easily formed in a society that is and should be multi-cultured.

Commenting on the kind of education our times demand, Maxine Greene, the educational philosopher, argues for a kind of knowing “that surpasses and transforms, that makes a difference in reality.” For her, that kind of knowing demands fresh thought about subject matter, about curriculum. Curriculum is important, she argues, but “Students must be enabled, at whatever stages they find themselves to be, to encounter curriculum as possibility. By that I mean curriculum ought to provide a series of occasions for individuals to articulate the themes of their existence and to reflect on those themes until they know themselves to be in the world and can name what has been up to then obscure.”<sup>3</sup> Curriculum as in part an occasion for a student to write a poem about unemployment and to reflect on its human meanings and costs.

But to make such an occasion come alive, to make curricula that will serve active learning, requires a pedagogy that is sensitive to the needs of individual learners in all their splendid diversity.

“...today, given the cataclysmic changes that have taken place in the

advanced technological society, we must recognize that more is demanded than an alteration of objective relationships to the means of production or to the machine. Human subjects have to be attended to; human consciousness must be taken into account, if domination is to be in any way reduced. This is one reason for the central importance of pedagogy in these days: once pedagogy becomes crucial, the splits and deformations in those who teach or treat or administer or organize take on a political significance never confronted in time past.”<sup>4</sup>

As we seek to find common ground to stand on in order to change education in productive ways, we must not allow curriculum to be separated from pedagogy. To do so is perhaps to invite a separation of university from school teachers; certainly it is to leave in place the gulf that separates liberal arts colleges from schools of education and to discourage partnerships that can be made productive. The communities we form through collaboration must be inclusive ones.

Robert Westbrook connects John Dewey’s commitment to education—to the place called “school,” to the ideal of cooperation—to Dewey’s lifelong commitment to the ideals of a democratic society. He writes this about Dewey’s notion of what such a society owes a child to enable her to join a democratic society and help sustain it:

“All members of a democratic society, he declared, were entitled to an education that would enable them to make the best of themselves as active participants in the life of their community: ‘... To extend the range and the fullness of sharing in the intellectual and spiritual resources of the community is the very meaning of the community.’

“For a child to become an effective member of a democratic community, Dewey argued, he must have ‘training in science, in art, in history; command of the fundamental methods of inquiry and the fundamental tools

of intercourse and communication,’ as well as ‘a trained and sound body, skillful eye and hand; habits of industry, perseverance, and, above all, habits of serviceableness.’ In a democratic community children had to learn to be leaders as well as followers, possessed of ‘power of self-direction and power of directing others, powers of administration, ability to assume positions of responsibility’ as citizens and workers. Because the world was a rapidly changing one, a child could not, moreover, be educated for any ‘fixed station in life,’ but schools had to provide him with training that would ‘give him such possession of himself that he may take charge of himself; may not only adapt himself to the changes which are going on, but have power to shape and direct those changes.’”<sup>5</sup>

Dewey calls for the development of sound academic curricula and for the reciprocal development of teachers as they work together to make curricula. But Dewey’s challenge to education goes beyond that, for he calls on students—with help from adults—to develop skills, habits, and powers that can only be developed in community with others acting as partners. For Dewey, the stakes were nothing less than the continuing renewal of a democratic society—the nurturing and maintenance of a full and participatory liberty that recognizes difference but provides for all some common ground as individuals act for and with others. Perhaps through collaboration, perhaps through partnerships, we can model the democratic multi-cultured society we should have.

#### NOTES

1. Leslie Anderson Butler, *The Michigan Schoolmasters’ Club: The Story of the First Seven Decades, 1886-1956* (Ann Arbor, MI: University of Michigan, 1958).

2. Sarah Edwards, a member of one of two classes in Saginaw who produced *Footsteps: Looking Back, Moving On* (Saginaw: Arthur Hill High School and Saginaw High School, 1991).

3. Maxine Greene, *Landscapes of Learning* (New York: Teachers College Press, 1978), pp. 18-19.

4. Greene, p. 96.

5. Robert C. Westbrook, *John Dewey and American Democracy* (Ithaca and London: Cornell University Press, 1991), p. 64.

# INVOLVED AND EMPOWERED TEACHERS

By Terry Knecht Dozier

Since his appointment as Secretary of Education, Richard W. Riley has demonstrated his commitment to establishing a vital link to the classroom teachers of America. Again and again, he has spoken of his belief that teachers are an essential part of the solution to revitalizing education in this country, and not, as has often been suggested in the past “part of the problem.” That is why the Secretary appointed me, a twenty-year veteran of the classroom, to be his special adviser for teaching. In the Secretary’s view, it is critical to have a teacher’s perspective at the federal level to serve as a “reality check” on

many teachers who visit the nation’s capital—many of whom are here to receive prestigious awards—I have begun a series of focused discussion groups between these teachers and department officials. In our focus groups, more opportunities for ongoing professional development has been one of the teachers’ primary concerns. Teachers need more time for individual and group study, planning, involvement in professional networks, and better access to information and new technologies. As a result, many of the ideas and suggestions teachers communicated to department officials in our meetings were used in the crafting of the professional development section (Title II) of the Improving

annual Goals 2000 Teachers Forum to be held in Washington, D.C. We will gather more than 100 teachers, including many of the current State Teachers of the Year and other outstanding public and private school educators, to hear their thoughts on education issues and policies. In particular we want to explore the ways in which the federal government can collaborate with teachers to achieve the National Education Goals, an essential component of the Goals 2000: Educate America Act.

## South Carolina Teacher Forum

I know first-hand the power and potential of teacher forums. In my state of South Carolina, we have a very active state forum that was modeled after the National Teachers’ Forum sponsored in 1986 by the Education Commission of the States. Along with Dr. Jim Rex, at that time Dean of the School of Education at Winthrop College, I was very involved in establishing this state forum. Through the statewide network of South Carolina’s most outstanding teachers, the South Carolina Teacher Forum continues to provide a mechanism for these teachers to influence the state’s educational systems through increased interaction with policymakers, business leaders, and most importantly, other teachers. In addition, active local and regional forums have grown out of this successful state model.

Now in its seventh year, the South Carolina Teacher Forum has produced impressive results. Teachers have collaborated to produce reports and videotapes on policy issues, met with business leaders and elected officials, and investigated current research on school change. Today, the Forum Leadership Council meets twice a month with the State Superintendent of Education and other educational policymakers. Forum members, nominated by the state forum Leadership

The Clinton administration recognizes that classroom teachers are one of the most underutilized resources for change and improvement in American education, and we plan to change that.

the Department’s policies, programs, and legislation.

It only makes sense, one might say, to have a classroom teacher in on policy discussions affecting education, but my appointment is a first. Through my position, I intend to bring the experience and needs of classroom teachers nationwide to the attention of policymakers in Washington.

Over the past eight months, I have been designing strategies to ensure that the voice of teachers is heard as we develop education policy here. To take advantage of the expertise of the

America’s Schools Act, the Clinton administration’s proposal to reauthorize the Elementary and Secondary Education Act, which is the federal government’s largest (\$10 billion-a-year) investment in education.

In addition to the focus groups, one of the most exciting and promising initiatives I have been involved with is the Goals 2000 Teacher Forum. On November 18-19, in conjunction with American Education Week, and as part of our continuing effort to connect directly with classroom teachers, the Department has sponsored the first

# ARE THE KEYS TO EDUCATION REFORM

Council, advise legislative committees as they draft and revise education laws and policies.

Despite these accomplishments, perhaps the greatest benefit of the South Carolina Teacher Forum has been its effectiveness as a professional development experience. The discussions that occur among teachers at these forums have been essential first steps for teachers to work toward the kind of meaningful change in schools that is necessary if we are to enable all students to meet high levels of academic achievement.

## Goals 2000 Teacher Forum

This month's Goals 2000 Teacher Forum in Washington is part of a broader process of reinventing government, changing the way teachers feel

Through my position, I intend to bring the experience and needs of classroom teachers nationwide to the attention of policymakers in Washington.

about what goes on in Washington, and working toward a more responsive and effective system in which individuals have a stronger say in deci-

sions affecting their work and well-being. The Clinton administration recognizes that classroom teachers are one of the most underutilized resources for change and improvement

turning home to provide teachers with a greater voice in educational issues. We have also called upon state and local policymakers to support these efforts by recognizing the tremendous

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It is the Department's intention to shift the focus from teachers as objects of reform to teachers as partners in reform.

in American education, and we plan to change that. It should be no secret that classroom teachers possess a wealth of knowledge and understanding about how teaching and learning occur. That is why we are firm in our belief that any substantive and successful school reform must be engineered in close consultation with the individuals who work on the front lines of education.

Soon after the forum, the Department will publish a paper summarizing the meeting, so that the views of these outstanding teachers can help guide policymakers in developing programs, policies, and legislation which will help teachers better serve students. Through this initiative, it is the Department's intention to shift the focus from teachers as objects of reform to teachers as partners in reform.

I believe that the Goals 2000 Teacher Forum will be a major step in forging teacher-policymaker partnerships for planning quality education reforms that will build the base for improving student academic achievement nationwide. However, for this initiative to realize its full potential, the real work must be done at the state and local levels. We have asked the forum participants to set up their own state and local teacher forums upon re-

efforts of classroom teachers and by giving them an opportunity to be engaged in and fully contribute to the policymaking process. It is my hope that, as a result of the forum, many more states and local communities will begin to realize the enormous potential of teacher participation in comprehensive education reform.



*Therese (Terry) Knecht Dozier is a special adviser to the U.S. Secretary of Education on teaching. Prior to joining the Department, she was teaching at Irmo High School in Columbia, South Carolina. In 1985, while she was teaching world history at Irmo High School, Dozier was named National Teacher of the Year.*

# COLLABORATION AND THE COMMUNITY OF LEADERS

By Charles S. Serns

A school administration is faced with a swirl of expectations that run the gamut of leadership and managerial responsibilities. The ever growing complexity of educating young people can almost numb a person to the task of fostering a superb teaching and learning environment. Couple the demands of the role with the rush to restructure and reinvent the school environment and one can easily see that a site administrator would only appear foolish if the opportunity to collaborate was not utilized to its fullest extent. Gone are the days of the principal as the sole source of authority on instruction, curricu-

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teachers.**

lum, staff development, and school governance. Staring us squarely in the face is the redefinition of professional growth, empowerment, and decision making through the use of collegiality and collaboration.

The goal of any improvement process in the schools should be improved student learning. All other aspects of a school should support that goal. As a site leader, the principal must make sure that intent of the school is clear to all. The leader must give meaning to the mutually agreed upon vision. The leader must trust the collective wisdom of the teachers. It takes collaboration to have these things happen. The leader must be willing to collaborate to have collabora-

tion happen. This requires a role redefinition for many principals. It will also require an understanding and commitment to collaboration beyond rhetoric. The bounty of collaborative efforts can truly be wonderful.

Clearly we are living in a world that demands mutual dependence. We see this in environmental issues, business affairs, political decisions and personal growth. In education the emphasis on cooperative learning, mentorship, apprenticeship, peer tutoring, family plans, RE: Learning, learning styles, equity issues, and improved understanding of developmentally appropriate instruction demand the skill of working together for a common goal. This emphasis provides the perfect medium for collaboration.

## **Collaboration**

Collaboration has a synergistic power. We are smarter together than we are apart. The power of collaboration can be seen in self renewal, staff development, shared inquiry, community building, and practical application of theory. All of these are crucial. The elements comprise an array of leadership needs that would be impossible for a site administrator to deal with effectively alone—all educational practitioners must take part in the process.

Self renewal is a tremendous benefit of collaboration. It has the potential to rekindle the zest and joy that can be so easily bruised in the veteran teacher. Self renewal can energize the beginning teacher by easing the isolation and loneliness of teaching and by increasing best practices. The renewal process allows the university professor to examine effective teaching techniques of the practitioner as well as to observe content development in the schools. The renewal of self is like opening a door both ways...it allows one to see more

clearly the inner self and it allows one to see the context of endeavor in new ways. It helps to develop and articulate a personal philosophical stance and gain clarity of vision and purpose. All of these actions empower the participants.

**Collaboration  
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and  
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The staff development aspect of collaboration has untold value for the professional growth of teachers. The most powerful aspect is that teachers and professors do indeed become learners. The power of working together to seek common understanding allows teachers to better their craft and professors to refine their practice. The collaborative model recognizes and celebrates each person's expertise. Teachers, working with other teachers, truly do have the answers to improve instruction.

Shared inquiry in a collaborative setting allows for a dialogue focused on learning as a continuous process. The most proficient teachers know that their work is never quite done... in fact more questions arise than do answers. Shared inquiry is a means to frame both the questions and the answers in ways that make sense for both students and teachers. Shared inquiry is the process that personalizes the curriculum development process and adds dimension to content. Shared inquiry allows the professor to

reconceptualize the core of his or her expertise so that all learners may have access to the importance of the knowledge. If all parties come to the process with an open mind and the willingness to learn, the result can have tremendous power to shape insight and discourse.

Collaboration has broken down the lines of difference between learning institutions. This has allowed for the building of a community which focuses on effective instruction and effective transmission of knowledge. The building of community is so important. Collaboration, and all of the

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social implications that go along with it, allows people to develop a process to capitalize on expertise, solve problems, create and celebrate understandings, explore possibilities and share what is known. A teacher or a professor going through this process is part of a bigger whole which is supportive and resource rich.

### **Collaboration as Integration**

There is continued dissonance between the theoretical insights often associated with the university and the reality of the classroom. The two worlds often do not understand each other but, at the same time, have a dependence upon one another. Teachers

typically are not in an environment in which the organization values reflection. Professors often don't know the rigors of facing up to 160 students daily. Teachers are expected to change and do more, yet have little opportunity to internalize the change and do things with more wisdom. Professors have the wealth of their research and extensive knowledge yet seldom have the opportunity to utilize these resources with other educators in actual learning settings beyond the university. Collaboration gives opportunity to bring harmony to theory and practice. This harmony addresses the instructor's desire to continuously improve and the theoretician's desire to apply research. This meld of approaches results in both parties having an increased appreciation of each other's expertise, situation and commitment to learning.

Collaboration is a means to connect the spectrum of educational endeavor. The roles of teacher and professor develop into the role of learner. In essence, it allows for continuous learning and for continued professional growth. Collaboration also sets up a sense of continued obligation between the teaching community and the teaching profession. This obligation is manifested in both the desire to improve student outcomes and the desire to expand the application of content. The obligation actually empowers the teacher with an expanded knowledge base and improved instructional capacity. The obligation also develops the professor's sense of the interconnected nature of knowledge which is the conceptual goal of the university.

An important aspect of collaboration is a support group that is established as a result of the process. The group serves as an extended network which can stay in touch. The common experience, shared vocabulary and personal connection links people together. The group becomes a resource for analysis, refinement for technique and quick feedback. This group also takes on new leadership

roles because of its unique ability to construct meaning and develop instructional methodology. These new leadership roles support the site administrator by expanding the use of constant instructional improvement and professional development.

### **The Present Task**

Some site administrators and professors may see pitfalls in collaboration. The pitfalls are actually illusions used by those who are afraid to give up control or power. There are those who do not know how or do not care to work together. Collaboration requires a redefinition and redistribution of leadership. The leader must become a facilitator of the process rather than the director. The leader must establish an environment where inquiry replaces prescription. The leader must be honest and admit that it is impossible to know how to address all the

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complex issues of a contemporary school setting. The leader must develop a collegial, rather than a disenfranchised, environment. Finally, the leader must realize working together is process oriented. It is the process that enables learners to internalize and apply concepts. Collaboration builds a community of learners which, in turn, develops an even larger community of learners including students with their enhanced understanding of the world.

# WHAT IS THE COMMON GROUND?

By James Herbert

**B**ecause collaboration is a way of doing things, talk about it is vulnerable to the vacuities and inanities that often characterize discussion of educational process. Because collaboration has been a theme in efforts to improve U.S. education for more than a decade, talk about it has accumulated a certain load of assumptions and routine declarations. For the opening of this new forum I thought it might be helpful—at the risk of earning my own characterizations—to recall just what teachers in schools and colleges can share.

## Fields of Knowledge

Collaborating teachers can share knowledge. That all teachers teach something, and that for certain subsets of school and college teachers these things sometimes coincide, is the essential basis of collaboration, the clearest reason for the comparison to “common ground.” These shared fields of knowledge are why all the school improvement programs of the National Endowment for the Humanities are collaborative programs. Teachers in higher education are often thought to have an advantage in this area because they also have a responsibility for cultivating new knowledge that their school colleagues seldom share. Nonetheless, school teachers bring their own advantages to this common ground. Large issues of pattern, integration, comparison and synthesis—the neglected domain of scholarship—are quite visible in the course of their broader teaching responsibilities. Moreover, they must answer to intellectually restless charges who expect to be able to use what they are learning. Using knowledge requires, as David Perkins points out, going beyond the acquisition of information to far richer kinds of un-

derstanding. In this sense, knowledge, education’s common ground, deserves that title more than agriculture’s common ground. The latter, as has been argued with great eloquence, is subject to the “tragedy of the commons.” While it is in the interest of every individual to graze or cultivate the common ground as intensively as possible, this very intensity of use diminishes the value of the commons to all. Knowledge is not the same kind of good; it flourishes when it is used. I think this is why collaboration among school and college faculty members goes so well when content is the primary focus of their concern and procedure receives at most incidental attention.

## Students

Teachers in schools and colleges very often have students in common. This is true in a broad national sense: the successes and failures of the schools become the next generation of possibilities and problems for higher education. But it is even more true in a local sense: patterns of articulation especially within metropolitan areas and states mean that students with whom school teachers are working one year will be the responsibility of their higher education colleagues the next. The pertinent details of what and how and why those students learn are so specific and nuanced that they are best addressed in a rich, ongoing conversation among their teachers. Spanish teachers engaged in a continuing study of the language and literature they teach have far more sophisticated ways of thinking about the transition of their students from high school to college than achievement test scores or the equation of two years of high school study to one year of college study. Collaboration that has a particular group of students in common can mean that their effort and learn-

ing at the secondary level is not wasted or repeated at the college level. This possibility underlies much of the appeal of school-college collaboration in local settings.

## New Teachers

The image of students moving from school to college suggests more a commercial metaphor than an agricultural one, and indeed the transition of students from high school to college is reciprocated by the passage of some of these college students back to the local schools as new teachers. Barry Bluestone has recently called attention to the strong return on public investment generated because graduates of urban colleges and universities tend to remain in a metropolitan area, contributing to its economic growth. In the case of teacher education, a mutually reinforcing cycle can develop. Because of collaboration in subject matter areas, teachers in the schools may be able to send better prepared students to the local colleges, which in turn may be able to send better prepared teachers back to the schools. The reciprocal, long-term benefits possible in this connection between student articulation and teacher placement offer a balanced, stable structure for collaboration, though one in which the common ground looks more like an agora than an agricultural field.

## Teaching

One might expect a great deal of school-college collaboration around issues of how to teach. After all, teaching is something that, by definition, teachers at all levels do. But such an expectation would be disappointed. Concern about and attention to teaching does tend to be explicit and well developed (if somewhat mechanically) among school teachers. In higher edu-

cation, however, even wonderful teachers can be so diffident about how they teach as to appear almost speechless. This state of affairs is not inevitable. Discourse about teaching does not have to involve cookbook approaches, management by objective, “paradigms” and “findings.” Ideally it would be rooted in some specific subject matter, since teaching ten Emily Dickenson poems requires somewhat different approaches than a survey of Chinese history. It could have less to do with trading tricks than with mutual efforts and encouragement to remain clear—through a kaleidoscope of different circumstances, students, and topics—about the essentials of effective teaching: providing clear information about what is expected, opportunities for thoughtful practice, informative feedback, and strong intrinsic or extrinsic motivation. David Perkins has summarized these principles under the general pedagogical starting point he calls Theory One: “People learn much of what they have a reasonable opportunity and motivation to learn.”

### **Self-Governance**

If one can hope that ease and assurance in considering how to teach would spread from school teachers to college and university teachers, it can also be hoped that the latter’s traditions of self-governance would be shared with the schools. It is true that academic governance in higher education is rooted in the research function of the professoriate—not in the teaching function—and ultimately (in the United States) in the Constitutional protections of freedom of speech. But increasingly a different case is being made that teachers in each school need to institute self-governance practices like those of their higher education colleagues. The case typically fuses arguments made under the rubrics of site-based management and teacher empowerment. In any school it is the group of teachers as a

whole that must exercise responsibility for the education of that specific group of students. Further, because of the variety of students and learning situations, and the flexibility needed to respond constructively to them, teaching in today’s diverse, rapidly changing society must be less like learning to follow an orchestral score and more like playing in a jazz ensemble. This felt imperative for faculty self-governance in the school sometimes lies beneath a not-unusual sensitivity about the structure of school-college collaboration itself. One group of teachers needs very much to exercise something like what

Teachers’ relationship with students may be important to understand because it typically crosses a generational boundary, perhaps the next line of fissure in American society. But it may be even more important to understand because it involves proper conduct when a power differential between two parties will not be soon or easily overcome. We like to think of relationships as involving the agreement of freely consenting equals. It has not been easy for us to learn how to act in situations where another individual, group or nation is not necessarily going to have countervailing power.

**Knowledge flourishes when it is used. This is why collaboration goes so well when content is the primary focus of concern.**

the other group routinely carries out as “committee work.”

### **A Certain Kind of Moral Relationship**

Finally it seems to me that teachers have something in common that is seldom talked about but perhaps deserves more attention: a certain kind of relationship, not with each other, but with their students. It is, among other things, moral relationship whose logic has always terrified me. It is inherently unequal; it is transformed when anything like equality of knowledge is achieved. It can work well when the teacher makes use of strategies and observations that are not shared with the students. Unlike parents’ relationship with their children, a teacher does not really have to face the consequences of his actions: children are around for twenty years, or even a lifetime; students generally disappear with the semester or at least graduation.

I don’t mean to suggest that being teachers together should involve surveying some new territory for ethical theorizing. But I would like to recall that, when taken seriously, teaching can be a morally disorienting situation. Manipulation seems almost a daily practice; power is exercised with no balance, few checks and mostly invisible consequences. To keep my bearings on this ground, I have found it useful to think of teaching as also being utterly subordinate to the knowledge, in all its demanding intricacy and complexity, that one is trying to share.

This is the moment in the life of school-college collaboration to move from ad hoc projects to reliable, institutionalized arrangements. This is the period of “systemic reform” directed at orchestrating the large interlocking organizations and structures that shape U. S. education. These are good reasons that it is also time for teachers at all levels to stand and cultivate their common ground.

# THE NEED FOR PARTNERSHIPS IN THE '90s

By Manuel N. Gomez

The 1980s could easily be characterized as a decade of reports critical of American education—both K-12 and higher education. The 1990s may well be characterized as a decade of restructuring American education—with the emergence of school-university partnership efforts as a driving force.

Over the last ten years I have been working with a partnership effort named Project STEP. This work encompasses a broad range of activities focused on student academic support, curricular and professional development, and parental participation. It is guided by four major principles that have emerged from our joint experience:

The conviction that collaboration involving each sector in the entire educational continuum, and including faculty, staff, and parents, can advance more effective learning;

The belief that a comprehensive scope of activities, involving teachers directly, and engaging them in discipline-based dialogues across the curricular spectrum holds significant promise for school-based reform;

The certainty that higher education should cooperate with secondary schools for a reciprocal sharing of a variety of resources to improve teaching and learning;

The belief that sustaining our collaboration is fostered through the development of a formal administrative organization structure that includes the participation of chief executive officers.

## Linkages Offer a National Strategy

Those of us involved in the building of partnership programs are convinced more than ever that linkages between K-12 and higher education, as well as with the business and cor-

porate community, offer the nation a viable strategy for implementing on a broad scale substantial reforms in American education. Such partnerships have a particular significance for serving the educational aspirations of underrepresented minorities.

In California for example, a larger and more diverse pool of high school seniors are now eligible for admission to the University of California than several years ago. This is, in part, due to collaborative reform efforts between K-12 schools and higher education.

## Effective Relationships = Effective Education

In many ways, the partnership movement reflects a basic understanding that effective relationships equate to effective education for all students. It takes a good relationship between a teacher and student—a relationship that is informed by the best available knowledge about learning and teaching—to have authentic learning taking place. Effective relationships between teachers and administrators, between schools and parents, and between schools, colleges, and universities, thus equate to effective education.

Partnerships offer the opportunity to implement the long overdue connection between research and actual classroom teaching practices. Both informal practice and school-based research are essential for guiding the success of the nation's ongoing efforts to improve our schools.

## Enhancing the Teaching Profession

Partnerships also provide valuable opportunities for faculty at different levels within the educational system to exchange ideas and to plan and learn new skills and practices. Programs that support collegial relationships among K-12 and higher educa-

tion faculty—providing, for example, a forum that permits teachers to work together in addressing specific curricular concerns within their discipline—offer a promising path for enhancing the teaching profession.

Collaboration provides the opportunity for K-12 educators to assume the leadership in partnerships with university and college relationships in forming their own schools. Partnership programs address, on a continuing basis, the institutional as well as the individual teacher's insularity or isolation—offering mediating structures that allow for the upgrading of the education profession at all levels.

## Long-Term Efforts Needed

People engaged in partnerships know that there are no quick-fix solutions and realize that these efforts must be long-term and sustained if they are to yield any significant breakthroughs. A strong empirical foundation is emerging indicating the benefits of establishing cooperative linkages between schools, colleges, and universities, between the home and the school, between education and the business and community leadership.

## Renewed Optimism for Change

If we are serious about educational restructuring and the necessary transformation of the quality of our schooling across the educational continuum from K-12 to graduate study, it will require a much greater degree of substantive cooperation between schools and universities than has been the case in previous years. The challenge we face is a serious one. There are problems that remain, but they are not insurmountable. I am pleased therefore that *On Common Ground* is dedicated to advancing knowledge and information related to our educational partnerships.

# COLLABORATION: FEEDBACK FROM TEACHERS

By Norine Polio

**C**ollaborate: to work with others. In the spirit of the inaugural issue of *On Common Ground*, I sent a questionnaire to a group of public school educators who are Fellows of the Yale-New Haven Teachers Institute. This collaboration, established in 1978 between the New Haven public school system and Yale University, unites public school teachers in seminars with university humanities and science teachers, resulting in published curriculum units for use in the classroom. The Fellows polled include one who has since become an administrator, one librarian, and five teachers.<sup>1</sup>

Respondents were asked to comment on four topics suggested at the December 1991 conference at Yale: "School-College Collaboration: Preparing Teachers and Curricula for Public Schools." In attendance at the conference were representatives from 27 programs nationwide, many of which emphasize teacher leadership and collaboration. In addition to policymakers, administrators from public schools and colleges, and college teachers, public school teachers were an integral part of the proceedings, actively involved in planning and serving as panelists. Public school teachers as leaders and professionals—the tenet upon which this Institute and other successful collaborations are based.

Following are the topics and syntheses of Fellows' responses:

## **1. The particular services collaborative programs can provide to public school districts.**

Through collaboration, the art of teaching is seen as the common denominator, uniting elementary, middle school, high school, and college educators. The sense of isolation often felt in the public school classroom is alleviated when teachers on all levels meet together to discuss content,

methodologies, and common challenges. Sharing information and resources enriches teaching and increases confidence in one's subject matter. Teachers model collaboration when they take the new ideas and strategies directly back to their students, encouraging them, in turn, to work together.

## **2. The role of public school administrators, principals in particular, with respect to teacher collaborative programs.**

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Administrators who make collaboration a priority set the tone for working together by actively seeking the ideas of teachers and students. They visit classrooms regularly, get involved in class projects, attend workshops with teachers, and design teaching schedules to include common planning time for interdisciplinary projects. These administrators recognize the need for quality materials generated by teachers to supplement textbooks and allow teachers to work together to develop new curricula.

## **3. The incentives for participation of teachers from universities and schools.**

Intellectual exchange between teachers on all levels is considered the primary incentive of collaboration. Public school and university teachers are challenged by the same goal—to provide a stimulating learning environment for students. When issues and ideas are generated among adult learners, this enthusiasm spills over to the classroom. Teachers from universities visit public school classes and vice versa. University teachers develop a sensitivity to the public school community and public school teachers, in turn, gain new insight into the challenges of the university classroom.

## **4. The evaluation of collaborative educational programs.**

Qualitative analysis of the curriculum materials developed in collaborative programs can best be accomplished by the students themselves. These student voices, often left out of education, are the most important and generally the most honest and inspiring. Teachers evaluating other teachers is another strategy which is supportive and non-threatening. Visiting a colleague's classroom to observe new materials being presented is encouraged. Whatever the format, there should be an on-going analysis and re-shaping of new curriculum materials to reflect the changing needs of students.

During informal discussions after the questionnaires were returned, Fellows spoke enthusiastically about collaboration. Some veterans, others relatively new to teaching, these educators described their experiences as refreshing, stimulating, creative, energizing, supportive. These are the feelings they cannot help but pass on to their students. A community of learners, inspired, inspiring—this is collaboration.

## **NOTES**

1. Fellows: Linn Bayne, Bill Derry, Silvia Ducach, Mary Alice Howley, Sheila Martin-Corbin, Maggie Roberts, Eva Scopino.

# On Common Ground

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Yale-New Haven Teachers Institute  
Box 203563 Yale Station  
New Haven, Connecticut 06520-3563

Phone (203) 432-1080  
Fax (203) 432-1084

Executive Editor, James R. Vivian  
Graphic Design, Richard Peden

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.

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**Manuel N. Gomez** began his work in education with the Oakland Public Schools. He is the architect of STEP: A Partnership for the Advancement of Learning. The project represents an effort to reconstruct relationships between higher education and secondary schools to address academic preparation, professional development, and community participation. His publications include a coauthored book entitled *To Advance Learning: A Handbook for Developing K-12 Postsecondary Partnerships*.

**James Herbert's** experience with school-college collaboration began in 1983 with the College Board's Educational Equality Project. He worked with the Board's Academic Advisory Committees which included teachers from higher and secondary education and with EQ's Models Program for School-College Collaboration. Since 1989, his experience has been extended to include summer institutes, large-scale local collaboratives, small study groups for teachers and other forms of collaboration supported by the National Endowment for the Humanities.

**Edward C. Kisailus** is Director of the Biology Interaction Group/Partnership In Education (BIGPIE), a school-college collaborative established in 1983. BIGPIE works to enhance and update science content and curriculum for K-12 classroom teachers in Western New York. The collaborative effort has been a two-way interaction as the development of strategies for content and teaching implementation has had a positive impact on the college faculty partners and their approaches to undergraduate science education.

**Antonio C. Lasaga** teaches the introductory geology course for undergraduates at Yale. His research focuses on the physical chemistry of geochemical processes. He has been involved with the teaching of science at the pre-college levels, working with the science teachers at the Vincent Mauro elementary school. He led a Teachers Institute seminar on "environmental science." He is a co-principal investigator of a Partnership in Minority Student Achievement grant from the National Science Foundation to the city of New Haven.

**Thomas E. Persing** has been a Superintendent of Schools since 1968 and is currently Superintendent of Perkiomen Valley School District in Collegeville, Pennsylvania. He was one of the original founders of the Lehigh University Faculty Partnership.

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**Norine Polio** has been an educator in the New Haven school system for sixteen years, ten as an English to Speakers of Other Languages teacher at Roberto Clemente Middle School and the past six as the Curriculum Developer at Betsy Ross Arts Magnet Middle School. She assisted in organizing the 1986 Yale conference, "Strengthening Teaching through Collaboration: A National Conference of Teachers and Administrators from Schools and Colleges."

**Henry A. Rhodes** has been a teacher in the New Haven public school system since 1977. The last three years he has served as a Facilitator for Social Development and Curriculum. Being a teacher in the New Haven system has afforded him an opportunity to participate in the Yale-New Haven Teachers Institute and develop curriculum units for his students.

**Jay Robinson** has been involved in university-school projects for more than two decades—most organized to improve student literacy, both functional and advanced. The projects he considers most successful and satisfying have joined school and university teachers working together to design curricula that meet particular and local needs of students, who also join the collaboration effort. Such projects serve the aims of professional development: teachers learning together for the benefit of students.

**Charles Serns** is the principal of Hubert H. Humphrey Elementary School in Albuquerque, New Mexico. The school models collaboration among staff, parents and students by using shared decision making and consensus building. Mr. Serns has worked with the University of New Mexico in various collaborative programs that focus on curriculum development and teacher professional development.

Since 1979, **Thomas R. Whitaker** has led seminars for the Yale-New Haven Teachers Institute on a variety of topics, from "The Process of Writing" and "American Fiction" to "Contemporary American Poetry: Expanding the Canon" and "Twentieth-Century Multicultural Drama." He contributed an essay, "The Play's the Thing," to the Institute's first publication, *Teaching in America: The Common Ground*; edited its second publication, *Teaching in New Haven: The Common Challenge*; and wrote the report on its 1991 national conference, *School-College Collaboration: Preparing Teachers and Curricula for Public Schools*.

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**Page 2:** Pablo Picasso. *First Steps*. Yale University Art Gallery. Gift of Stephen C. Clark, B.A. 1903. **Page 3:** Harold Shapiro. **Page 19:** Joseph Stella. *The Brooklyn Bridge: Variation on an Old Theme*. 1939. Oil on canvas. 70 x 42 inches. Purchase; Whitney Museum of American Art, New York. **Page 20:** Winslow Homer. *Blackboard*. 1877. Watercolor on wove paper, laid down, .502 x .324 (19 3/4 x 12 3/4); LD: .550 x .388 (21 5/8 x 15 1/4). National Gallery of Art, Washington. Gift (Partial and Promised) of Jo Ann and Julian Ganz, Jr., in Honor of the Fiftieth Anniversary of the National Gallery of Art.

# ABOUT PARTNERSHIP

(continued from back page)

One recurring problem in past school reforms was that they tended to ignore the school teachers. Some of the instructional packets produced by professors and other experts were advertised as being “teacher-proof,” hardly a complimentary message to the men and women who toiled in the classrooms. One foundation-supported action, known as the Midwest Airborne Television Project, used a large

aircraft to beam lessons to schools in a six-state area, without first checking with teachers about what they wanted and when they needed it. It went out of business after it had been ridiculed as educational crop dusting.

Yale abandoned that ill-fated tradition of ignoring the school teacher. By creating the Yale-New Haven Teachers Institute, the university acknowledged the importance of cooperation between its faculty and the public school teachers. At the heart of the concept is that professors and teachers work as colleagues in the same enterprise of improving education. The idea is that teachers will not be viewed as professionals until they are made partners in the professions.

The Yale faculty, through the Institute, has provided a model for school-college cooperation that has begun to change relationships between colleges and schools across the nation—not yet in enough places but a crucial beginning nevertheless. Yale’s prestige has been a major factor in making this changed relationship respectable.

A few years ago, a participating Yale professor said that the collaboration gave him new insights into the problems and the potential of the public schools and that, in addition, it had given him the opportunity to work in his field with mature adults rather than mainly with college students.

The realization of the virtues of partnership—not a top-down relationship—has set a new pattern in educational reform. The promise and the problems of this pattern at Yale and anywhere, will be the theme of this column in the future.



JOSEPH STELLA, *THE BROOKLYN BRIDGE: VARIATION ON AN OLD THEME*, 1939

With its stone towers 276 feet high and its soaring span of more than a mile, the Brooklyn Bridge has seemed to many painters and writers an inspiring symbol of the United States. Joseph Stella painted it several times from 1919 to 1939. Hart Crane, who admired Stella’s work, sings in *The Bridge* (1930) of “the bound cable strands, the arching / Path, veering with light, the flight of strings. . . .” Wedding art and technology under the aegis of spirit, the Bridge suggests to Crane the forward leap of a society that is bringing diversity into harmony. He calls it “one arc synoptic of all tides below,” a “pervasive Paradigm,” the “Vision-of-the-Voyage.” Indeed, it symbolizes that process of “bridging,” with steel or words or actions, which binds us together as we move into the future. Stella’s version of 1939, which also captures that vision, is an apt and hopeful image for the inaugural number of *On Common Ground*.

# ABOUT PARTNERSHIP

By Fred M. Hechinger

Competition is the American way. Children are brought up on it. Schools are run on it. Politicians extol it.

Only in moments of crisis do we suspend it in favor of cooperation. Today's school reformers, perhaps sensing a state of crisis, actually call for cooperative, rather than merely competitive, learning.

This column considers American education to be in a state of crisis. It believes that one of the remedies is cooperation. Let me try to make my point:

Some years ago, when I was writing for *The New York Times*, I received a letter from a high school teacher. He had read with interest a page one report about a distinguished professor at a major university who had reinterpreted some Biblical events, such as the parting of the Dead Sea to let the Israelites escape their persecutors, in the light of some natural phenomena—storms, tidal waves, earthquakes and such.

The teacher wrote that he was particularly taken by the story because, several years earlier, his Middle Eastern research had led him to the same conclusions; but nobody—no reporter, no academic press, no commercial publisher—wanted to listen to him, let alone publish his theories. To support his claim, he had enclosed a copy of the story as it appeared in the newspaper of the high school where he taught at the time.

The story did indeed cover much the same ground that had propelled the distinguished professor's theories to prominent display in *The Times*.

The teacher's conclusion: "Of course, nobody wanted to listen to me. After all, I was only a high school teacher."

I wrote a story about this and, a

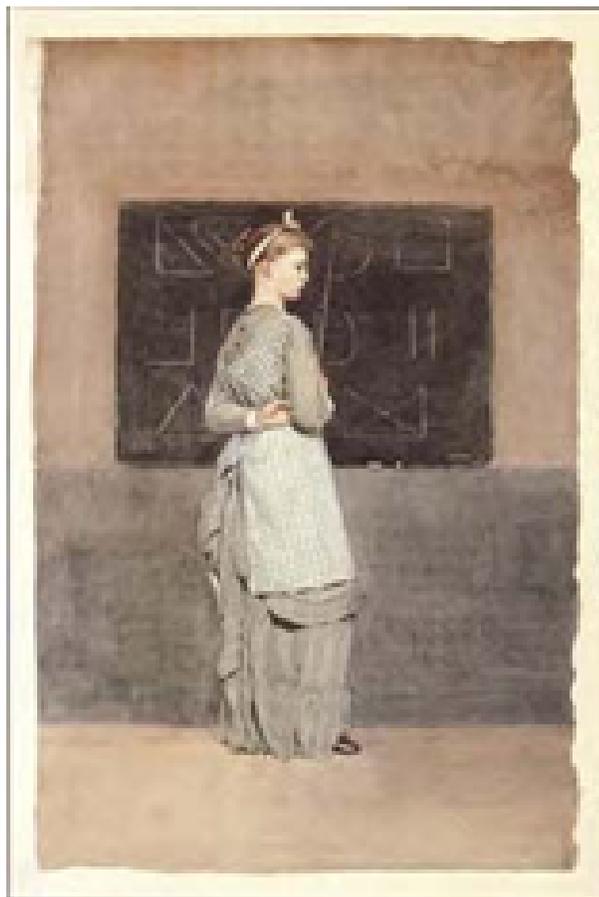
few days later, got a letter from another teacher who told about some important research of his own that he had difficulty getting published. When it finally did appear in an academic journal, he wrote, he was identified only as a doctoral candidate at a major university—not as a high school teacher.

The two stories seemed to me to tell something about the professional status of school teachers and the relationship between them and the teachers—pardon me, the professors—of higher education. Critics tend to blame the teachers for whatever is wrong with the schools.

University professors often join that chorus. Only at moments of serious concern, as in 1957 when Sputnik raised questions about America's technological muscle, did professors step down from their exalted position to try to help public school teachers to beef up their knowledge. Even Har-

vard's president, James B. Conant, took a leadership role in reforming the schools.

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