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MADEIRA ORIGINAL PORTRAIT:

Experiencing the Promise of Simultaneous Renewal: A Portrait of Madeira Junior-Senior High School

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This portrait holds to the proposition that, despite what one reads in the popular press, good things occur every day in high schools across the country. As resistant to change as high schools appear to be, activities that adhere to the highest principles of collaboration and partnership frequently take place; when these principles are enacted, the rewards for individuals and the school community are enormous. At Madeira Junior-Senior High School, there is substantial evidence that educational experiences for high school students, preservice teachers, veteran teachers, and college teachers have occurred. Simultaneous renewal is evident. The task before us is not increasing the quality of these experiences, but increasing the frequency and regularity of them.

There have been many fruitful partnership activities at Madeira High School during the last several years. Student interns have been placed as cohorts with teams of veteran teachers. Cooperating teachers have conducted weekly seminars for interns on relevant topics. Madeira staff have enrolled in on-site, cognitive coaching classes to enhance their skills in working with student interns. Teacher education faculty and Madeira staff have held conversations about expectations for field experiences, integrated curriculum, and the process of school change. Doctoral students have engaged with Madeira staff to address problems in curriculum, instruction, and leadership. Madeira faculty have acted as critical friends, advising doctoral students on the practicality of long-range plans and innovative practices.

Professors and teachers have teamed up to conduct research on such topics as student learning, curriculum design, parental attitudes, and perceptions of student teachers. Collaborative activities have had promising results; many have led to renewal of teachers and professors alike. We believe that with continued support and leadership, activities such as those mentioned above will increase.

Preparing to write this portrait has led us to two fundamental conclusions. First, when professors, teachers, and students work together in partnership, everyone benefits. Second, the most important way to sustain a partnership is by winning the hearts and minds of those within it. Nothing sustains collaboration more than personal commitment. For these two reasons, the portrait begins with one experienced teacher's extended account of a successful teaming arrangement and the benefits of working on simultaneous renewal. Following the description on teaming are three personal vignettes of individuals involved in the partnership. These accounts are intended to illustrate attitudes and dispositions that come from working in a partnership high school. We made a conscious effort, given the space restrictions, to relate these stories in detail rather than try to provide brief descriptions of all of the partnership activities that occurred during the last four years.

The first story comes from a former intern and now second-year teacher at Madeira. Next, an experienced English teacher describes how her attitude and perspective about teacher education have changed. The

third vignette comes from a university liaison to Madeira. The portrait concludes with the notion that Madeira has shown exemplary partner school characteristics, though not with the regularity it has the potential to demonstrate. Some people in the partner school have seen the “promised land” of simultaneous renewal, but wish to extend their view to colleagues. That is our vision.

Bob’s Story: Teams in the Promised Land

The seventh-grade teaching team of which I was a member was excited about the concept of a professional development school. We knew, first hand, the benefits of working collaboratively and the challenges associated with coming together as individuals who had been “trained” in a traditional model of teaching. Near the end of the 1992-93 school year, we worked together with Miami University to create cohorts of student “interns” that would mirror the teams of seventh- and eighth-grade teachers. This resulted in eight teachers at each grade level working with approximately 210 students. It is interesting to look back on that initiative in terms of the “Characteristics of Successful Collaboration” as identified by Sharon P. Robinson and Linda Darling-Hammond in the book *Professional Development Schools* (1994):

- (1) mutual self-interest and common goals;
- (2) mutual trust and respect;
- (3) shared decision making;
- (4) a clear focus;
- (5) information sharing and communication;
- (6) fiscal support;
- (7) commitment from top leadership;
- (8) manageable agenda;
- (9) dynamic nature; and
- (10) long-term commitment.

From the beginning, we enjoyed a sense of mutual self-interest and common goals. All participants believed that they would

become better at their practice individually, that they would grow as teams, and that the students would benefit from the experience. The cooperating teachers looked to the interns for energy, enthusiasm, and innovation. The interns looked to the cooperating teachers for guidance, experience, and understanding. The students would have more adults concerned about their progress, the opportunity to witness collaborative work, and exposure to some innovative activities. We genuinely believed that this structure would facilitate the creation of a culture of caring focused on the whole student while at the same time enhance learning in the subject areas.

Perhaps the key event in the entire practice occurred when the eight veteran teachers and the eight interns met for a day of planning and conversation before school began. Miami University’s liaison designed the day and facilitated the activities. The building principal and the superintendent addressed the group, and both spoke of their interest, support, and enthusiasm for the initiative. The first group activity of the day would prove to be perhaps the most important. Each of the interns interviewed one of the veteran teachers who was on a different team and who taught a different subject. The process was designed to create an awareness of common goals but, more importantly, to build the foundation of “trust and respect” that would be necessary during the next sixteen weeks.

From the start, each cooperating teacher made it clear that this endeavor was to be a shared one, with interns and staff acting as equals in terms of the value placed upon ideas, the need to participate fully, and the decision making that is such an intrinsic part of the “business” of school. This idea was echoed in the afternoon team meetings and was immediately a part of the way work was done. Trying to get sixteen people to agree on anything is challenging and the first decision may have been one of the more difficult ones faced during the semester – where to go for lunch. The process begun in the early hours of the collaboration would serve the teams

well in every aspect of their work, be it the eighth-grade's planning and execution of a Civil War simulation, "Glory Days," or the seventh-grade's development of a series of curricular informational nights for parents. It was obvious from the outset that all eight teachers were equal partners, sharing both the fame and the blame. Three years later, one of the seventh-grade interns stated, "I felt like a teacher from day one." Shared decision making was evident during the daily team planning period and also during the individual planning time when an intern and a cooperating teacher planned for and reflected upon their classes.

The teams did have a clear focus that was reinforced on a daily basis during team planning. This focus began to emerge during that initial meeting in August and guided the eighth-grade team through its efforts to encourage students to understand and demonstrate the fourteen characteristics of intelligent behavior. Our seventh grade was driven by its focus on the importance of helping students develop respect and responsibility for themselves and others. To make sure that we kept our focus, the seventh-grade team set aside Friday's team planning time to share journals we had written on a variety of topics selected by each teacher in turn. Writing about and sharing topics, such as the role of Miss Caroline in *To Kill a Mockingbird* and "the worst grade you ever got," kept the team focused on the fact that it was made up of individuals with much in common and much to offer.

Information sharing and communication were essential to the teams' efforts. Without the time (team and individual planning periods) and the realization that everyone must participate fully for the teams to succeed, little of consequence would have been achieved. Information was shared in many ways and to a degree that was remarkable for our high school. It was shared between teachers and students, among teachers, between teachers and parents, and between teachers and administrators. This communication required thoughtfulness and energy on the part of teachers in ways never

before experienced.

Some of our initiatives required additional financial support. Projects such as the seventh grade's creation of different biomes in the four homerooms consumed large amounts of supplies and materials from the art department. Teachers working in concert wanted to provide meaningful experiences for students outside of school which stretched the field trip budget, and so on. Teachers and students worked together and our fund-raising activities became another source of creative problem solving and cohesiveness.

Both teams took great pains to make sure that they did not attempt to do too much in terms of projects and activities which could possibly detract from Madeira's academic emphasis. To accomplish this, the teams limited themselves to no more than a single inter/multidisciplinary event each quarter. However, there was daily and weekly collaboration and sharing of time and resources, with serious effort made to overlap and reference learning whenever possible.

One of the true joys of the experience for some and frustration for others was the fact that plans, issues, and ideas were constantly being redesigned. This was due in large part to reflection on practice becoming an integral part of each team's culture. Our experience and the evolving understanding as to what happened has caused the partnership and subsequent intern placements to be rethought and continuously reconfigured. There is, however, a strong belief that this semester was the best idea we have had in terms of substantive change in teacher education.

Initially, the project had the support of the superintendent, the Board of Education, and the principal. As time passed and concerns rose, much of that support eroded. There were a number of issues raised, some of which are probably inherent to any student intern placement. Some of them were magnified by at least a factor of eight. A handful of parents became concerned as to whether or not their children would go through an entire day and never have a "real" teacher. Pressure was applied to board

members, administrators, and teachers. By the end of the semester, it was obvious to all that despite the fact that students, teachers, interns, and most parents (as discovered through surveys) were enthusiastic about the experience, it would not be immediately repeated. We came to realize that continued communication and “education” of the parents and community is essential. They, too, must be involved in simultaneous renewal.

As members of partner teams, we look to the future with a few battle scars but undaunted in spirit. We have come to realize that clear answers are not always possible and that “ambiguity is the warp of life, not something to be eliminated” (Bateson, 1994, p. 9). This journey has taught us much, we have seen success, and we will continue to find the best possible expression of “partnership” for Madeira and Miami.

Paula’s Story: Simultaneous Teaching and Learning Using Reflective Journals

From my friends at Miami, I had heard a variety of tales as they were assigned to schools for their interning experience. Some interns were pretty much left on their own; others struggled under the continuous direction of a cooperating teacher who seemed determined to clone herself. At Madeira, as a member of a team of student teachers working with an existing teaching team, I experienced daily interaction with four veteran teachers and four other interns like myself. Throughout the semester, I grew not only as a classroom teacher but also as a person. This progress was the result of dedicated commitment that members of the team made to their careers, to each other, and to the kids.

One method the team utilized for professional growth was team journal sharing. Every Monday a topic would be generated and on Friday we read our individual responses. Some journal entries would evoke laughter, some silent understanding, and some would create tears.

Using this journal, I can look back on my student teaching experience now and see the benefit to the students, to teachers, and to myself.

The team-within-a-team experience benefited the students of Madeira in many ways; one of the most obvious was to lower the teacher-to-student ratio in the classroom. We were able to focus on individual students and share our concerns during the daily team meetings as well as in our journals. I had talked with Heather, another intern, about a student named Mike whom I was afraid was being labeled as a discipline problem without being given a fair chance. A portion of a journal entry reflects my growing insights into the complexities of teaching:

I shared my thoughts during a team meeting when we were discussing how students can be mirrors (to either ourselves in the past or now). As a team, we realized that everyone will connect with different students. I realized a valuable asset of the team is that through individual teachers, individual students will be better understood and no one will be lost in the cracks.

The journal further reflects the benefits that the individuals on the team received from each other. One week’s entry challenged us to observe another member of the team and reflect upon why this person was a good teacher. As I watched Bob, I realized that:

Perhaps his attraction is that he is unpredictable. The students tend to follow him with their eyes for fear they might miss something. Most importantly, Bob is himself. He doesn’t put on a teacher personality to hide who he really is. His anecdotes allow the children to envision him as a father, team member, and friend.

The journal entries were shared and tears were shed that day. Most unique was that the interns were described (by the veteran

teachers) as teachers too; we were all equals.

When a job became available at Madeira, I had an entire team to use as references; I was hired as a full-time teacher. Reading this journal three years later, I feel the overriding benefit was that we were simultaneously learning and growing. "The number of years of teaching experience that surrounds me is probably more years than I've been in school—yet we all face the same dilemmas of planning, grading, and guiding." The team of interns and the team of teachers blended together for one semester and resulted in a far quicker understanding of teaching as a profession for me than I could have received in a year by myself. In one of John Goodlad's postulates, he underscores the necessity of programs which foster the socialization process through which candidates transcend their self-oriented student preoccupations in order to identify with the culture of teaching (Goodlad, 1994). I witnessed that success. "I've also reaffirmed my thought that team teaching, as we do it, is the most caring way to educate. I appreciate working in a school and with people where we all learn together as we grow."

D. J.'s Story: Looking Inward

I've come to love Oprah. It's not just that she refuses to peddle sleaziness on the television at 4:00 p.m.; rather, it's because she has been able to create a "culture" of reading across the nation with her monthly book choices and televised dinners with the author and selected readers. As a high school English teacher, I wish that all of my students would become habitual readers and writers, developing the habits of inquiry and reflection that will serve them well throughout their lives.

John Goodlad asserts that "the concept of being a lifelong learner should be a part of the socialization process from the outset" (1994, p. 62). Reading and the accompanying discussion should be the norm in schools. Beginning teachers need to be immersed in exemplary schools, those that utilize best

practices to educate all the children and that develop a strong sense of professionalism in teachers and administrators (Goodlad, 1994).

In that respect, I'm lucky. The students at Madeira enjoy a lot of success: they routinely score among the top in the state on the Ohio Proficiency Tests; 90 percent go on to college; the school has won various national and state awards. The suburban community, for the most part, trusts and supports the schools, and employees are treated as professionals. However, we know that this success is not a destination at which we have arrived; there are a lot of schools which were "once good."

Ironically, our achievements sometimes hinder us. The old adage "if it's not broke . . ." can become a reason for complacency. Teaching is a consuming and sometimes isolating activity, yet the partnership with Miami University has helped us to become and to remain a good school, the kind of place where I am happy to send my own children. Though our school is rather small (approximately 690 students in grades 7 through 12), our faculty have been active in a variety of groups that are studying and revamping the coursework and requirements at the university level. Faculty members from Miami come to our campus to share concerns and ideas. The greatest value of these activities is that they give us a vehicle, a reason to continually come together and ask ourselves two crucial questions: "What is the purpose of an education at Madeira High School?" and "How can we best enhance student learning?"

Though there are many stories of professional growth as a result of our collaboration, my own centers on a class in cognitive coaching taught several times on Madeira's campus by our Miami liaison. Previously, I had never wanted a student teacher in my room. The universities got all the money and I got the work of another "student." Ground down by a sense of duty, I had accepted a few, yet I always felt inadequate to the task. Was I giving them too much direction? Not enough? Was I shirking my primary responsibility: the education of my high school students?

Since the class was taught at Madeira, the room was full of my colleagues, people I have passed in the halls for years. Yet, as weeks went by, there was, for all of us, an increased camaraderie and a willingness to share not commonly found in high school. As we read about and discussed ways to help preservice teachers develop the cognitive complexity necessary to be an effective classroom teacher in a multitude of settings, we were nudged, even forced, to look at our own practices and beliefs, for we could not create an environment of professionalism for student teachers if we ourselves did not enjoy one. This self-critical glimpse led me to explore my own practices and beliefs about learning. I came to realize that working with a student teacher, especially in a team setting, would foster my own self-interests and benefit the learning of my students. Rather than worrying about passing on a canon of knowledge or a bag of tricks to an intern, together we would create a collaboration based on inquiry: student teaching as informed and thoughtful problem solving. I finally began to feel equipped to enthusiastically welcome a student teacher into my classroom and school, believing that the presence of another emerging professional in the room will be a positive experience for everyone.

Our challenge at Madeira is to maintain and create vehicles that will facilitate serious study and discussion among the faculty. Unlike Oprah, we have neither the budget nor the clout to get Toni Morrison to come to dinner and engage in conversation. Late afternoon teachers' meetings occasionally still collapse into a harangue against hats in school and the epidemic of restroom smokers. Yet, through the partnership with Miami and the Institute for Educational Renewal, we have had the opportunities to witness successes such as the cognitive coaching class. We have felt the energy generated when we meet in committees and teams and departments and discuss the underlying purposes and consequences of our assessments, curricula, and practices. We have witnessed the benefits and the increased learning for our students.

Renewal does not have to come in the dramatic metamorphosis of altered bell schedules or shifted classroom walls or encompassing inservice programs. Bateson (1994, p. 6) assures us that "sometimes change is directly visible, but sometimes it is apparent only to peripheral vision, altering the meaning of the foreground." As Madeira and Miami both struggle with questions of purposes and means, I have come to appreciate the tensions and diversity of interpretations that make it clear that schooling will always be a work in progress and that we must all be observant and lifelong learners.

Bernard's Story: Witnessing Connections

I have spent about half of my twenty-five years in education teaching in high schools and the other half teaching in colleges. I believe I understand the similarities and differences between the two. My experience has helped me to understand why the two remain separate and why that separation works to the detriment of both. Pulling high schools and colleges closer together in collaborative partnerships might have the greatest unrealized potential of any approach to educational reform I know. There is no limit to what high school practitioners and professors can do when they agree on a common direction. That is why I chose to work at a university like Miami where partnerships are valued and supported. And that is initially why I have worked with Madeira High School to form a partnership built on mutual trust and equitable collaboration for the purpose of educational renewal. I say "initially" because at first it was the idea of partnership and its potential that drew me, but later the reason for working with Madeira has been the professional and personal relationships that I have formed there.

In 1993, I became the university liaison to Madeira High School. If a partnership is, as Clark suggests, a deliberately designed, collaborative arrangement between schools

and universities working together to advance self-interests and solve common problems, then liaisons were to exercise some degree of leadership, mobilizing professors and teachers to work more closely toward common ends. Liaisons were to be the individuals who could describe and explain the culture of each school to university professors and who could negotiate what individual partners needed to become “renewing” schools. Liaisons were to represent Miami’s School of Education and Allied Professions to teachers and administrators, to work closely with staff development, to assist with the placement of preservice teachers, and to be the linchpins to the partnership (Herman, Dowhower, Killian, and Badiali, 1994).

The reasoning behind the creation of liaison was simple. If partnership means working together equitably and respectfully, getting to know a school setting and culture would require more than an occasional visit by a university professor. As a new faculty member, I was only too glad to be selected as a liaison to Madeira, a high school in suburban Cincinnati. Interestingly, the school appeared to have many characteristics in common with Miami. It had a tradition for academic excellence, a supportive (albeit conservative) community, and a group of progressive teachers interested in serving students more thoughtfully. The attributes necessary for renewal were evident the first day I went into the building: struggle and equilibrium.

I spent substantial time each semester engaged in liaison activities. At the same time, I was responsible for teaching two graduate courses in curriculum and leadership. Eventually, those courses were redesigned to incorporate what I learned from the partner site. Since many of the courses focused upon school reform, I was able to engage my graduate students in the partner school where they, along with the teachers, conducted inquiry, wrote case studies, and took a team approach to mutual renewal (Badiali, 1995). Together, partnership teachers, administrators, and university

colleagues decided to place student teaching cohorts in teams to work with teams of veterans. At the same time a group of teachers was engaged in renewing their practice, I was engaged in changing my graduate course to reflect more of what I saw in the partner school. On good days, observers could actually see mutual renewal the way it is described in the literature (Goodlad, 1994).

Besides the team-on-team student teaching arrangement, the richest experiences occurred when graduate students exhibited their learning for partner school teachers and university professors. For example, a team of doctoral students redesigned the partner school curriculum in an advanced seminar. They worked on solving the problems that discipline-based, fractionalized high school curricula present. Their task was similar to the task teachers faced in reality, but the seminar allowed for a safe simulation. After weeks of work, students presented their solution to an audience composed of teachers, administrators, and professors. They were careful not to suggest that their solution was “the” solution, but rather simply one solution to the problem of moving to curriculum integration. Teachers responded to graduate students, professors responded to teachers (actually, professors responded substantially to one another), administrators responded to professors, etc. Struggle ensued in a safe place; cross-cultural understanding grew, positions changed, and individuals left energized by new possibilities. Now it is common practice for graduate students to work with teachers on problems and dilemmas that come directly from the partner school setting. The solutions are not as important as the conversations that result from exhibiting them to a mixed audience.

I would like to relate two important lessons learned from the role of liaison. First, schools are at their best when they are sites of struggle (struggle with ideas and concepts, not struggle with one another). The equilibrium or self-portrait of schools must be disturbed in incremental and respectful ways. Fullan (1993) argues this point rather

strongly: “Today, the teacher who works for or allows the status quo is the traitor.” A renewing school is one in which ideological, pedagogical, political, moral, and ethical issues are part of a continuing conversation that eventually intertwines with action. Perhaps a renewing school can be identified by the extent to which such struggle exists around issues that disturb the balance, disrupt the equilibrium. Miami University’s School of Education and Allied Professions is a renewing school. Having been part of the conversation for the past four years, I have been in a position to feel the struggle, to take part in disturbing the equilibrium and, on some occasions, to wish that the struggle would cease. Then I realize that to struggle together with my colleagues about the purpose of public schools, about conflicting ideas and concepts, about logistics and routines, even about the form and structure of the partnership is at the very heart of educational renewal, and I am grateful to be in a setting where such struggle occurs openly. I am convinced that the struggle will result in better education for children, more powerful professional growth for teachers and professors, and more democratic schools.

Second, it occurs to me now that educational renewal is more than re-engineering existing relationships between schools and universities. It is more than closing the conceptual and cultural gaps between two very different enterprises — universities and public schools. Renewal begins with coming to terms about the purpose public schools should serve in society. Renewal needs to be regarded as means to certain ends, not an end in itself. Coming to an agreement about the “ends” of schooling is vital as we engage in activities together — otherwise, those of us who are trying to facilitate simultaneous renewal quickly find ourselves at cross purposes. This fact has not always been part of my thinking. There was a time when I believed that if we could improve the skills of teachers and administrators, schools would take care of themselves. But that is as naive as thinking that if I just take care of my house, the

neighborhood will take care of itself. What I have come to realize is that there must be an overriding purpose. Staff development for what? Best practices for what? Working closer together for what? Often we hear the standard answer — for children. That is a good answer, but it begs the big question about purpose. The purpose of public schools in America is to enculturate the young into a democratic way of life, to prepare them for responsible citizenship. Democracy, then, is at the heart of renewal.

The Institute for Educational Renewal has been the catalyst for significant educational transformation at Miami. It has been durable despite wrenching changes in leadership since 1992. Two university presidents have come and gone as well as deans, one provost, numerous faculty, several partner school principals, and two superintendents. In times of leadership transition, there seems to be a push to return to the security of more peaceful times (less risky business, what we know how to do best). Unlike many change initiatives, however, the Institute for Educational Renewal has held its ground, evidence to me that the concept of educational renewal through partnerships can be an enduring one.

Madeira High School has engaged in exemplary partnership practices, the promised land of simultaneous renewal. The key to sustaining partnerships is winning hearts and minds. People must come first and innovations second. Our collaboration and teaming have been powerful and our personal stories are a reflection of that progress. We need to widen the circle of commitment that will allow exemplary practices to become more frequent and the passion which renewal generates to become commonplace.

Epilogue: As Far As the Eye Can See

In 1979, Madeira High School graduate David Brill hiked the 2,100-mile Appalachian Trail, reaching the peak of Mount Katahdin on September 27. The title of his book about

the trek, *As Far As the Eye Can See*, captures the essence of our teams-with-teams initiative and the partnership with Miami as a whole. The point is that when embarking on such a journey, be it hiking from Georgia to Maine or trying to redesign the teacher education program of a major university, those making the journey go only “as far as the eye can see” and then look again. When traveling uphill through the Smoky Mountains, one cannot cover much ground or see very far. When two teachers are in the middle of a lesson that seems to have missed the point, they are not covering much ground and cannot see beyond the end of the period. The point is to keep moving, to keep seeking the horizon no matter how limited it appears. While climbing to the summit of Mount Katahdin, David Brill reflected that “I soon found myself so thoroughly absorbed in a tangle of conflicting emotions that I felt I was climbing alone when, in fact, I was surrounded by companions.” He understands that without those companions he would not have reached his goal. That is the essence of partnership. It matters not that seated atop the peak he realized that “there were so many things to say, yet none of them could be articulated.” Those of us who are involved in the partnership are nowhere near the summit of our endeavor and find articulation difficult. We can see further than before but not as far as we desire. Perhaps some day we will indeed have traveled “as far as the eye can see” and be able to answer the question posed by Terry and Renny Russell’s book, *On the Loose*:

On the Loose

So why do we do it?
 What good is it?
 Does it teach you anything?
 Like determination?
 Invention?
 Improvisation?
 Foresight?
 Hindsight?
 Love?
 Music?

Art?
 Religion?
 Strength or patience or accuracy or quickness or tolerance
 or which wood will burn and how long is a day and how far is
 a mile and how delicious is water and smoky green pea soup?
 And how to rely on yourself?

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MADEIRA UPDATE:

Madeira Junior-Senior High School

D.J. Hammond, Madeira Junior-Senior High School
Bernard Badiali, Miami University

Completed Formal Memorandum of Agreement

During the summer, a formal agreement between Madeira Junior-Senior High School and Miami University was drafted. Using the new NCATE draft standards for identifying and supporting quality professional development schools, the agreement addressed threshold conditions and critical attributes that both institutions embraced. The draft was circulated, amended, and discussed on several occasions.

Negotiating the role of site coordinator proved to be the most problematic issue. We identified a veteran teacher, D.J. Hammond (who holds a key position in the English Department), as a possible candidate for the position, which created a problem. The superintendent was at first unwilling to release the teacher even though she had been trained in cognitive coaching and in Praxis. The problem stemmed from having to take the teacher out of the regular classroom. Originally, we proposed to hire Mrs. Hammond at half-time. She would teach two classes and supervise for the rest of the day. The superintendent found that arrangement unacceptable. She wanted the site coordinator to teach three classes. In the end we agreed to three classes, but the class size was kept to a manageable number of students.

The financial arrangement is specified in the memorandum. Essentially, the university offered remuneration based on the percentage of time the site coordinator could be released. Mrs. Hammond was relieved of 30 percent of her teaching load, so the district was

compensated for 30 percent of a beginning teacher's salary. The district was sympathetic to the notion that the university could not afford to pay 30 percent of a veteran teacher's salary.

Appointment of Site Coordinator

After reading, speaking with people from other Institute for Educational Renewal (IER) sites, and visiting some schools, we wrote a plan for the implementation of a site coordinator at Madeira. The agreement was signed by the dean of the School of Education and Allied Professions at Miami University and by the superintendent at Madeira. Qualifications for the site coordinator included that she be a full-time Madeira employee with at least a master's degree, one who is knowledgeable about Miami's teacher education program and the State of Ohio licensure requirements. In addition, she must have a knowledge of the National Network of Educational Renewal's agenda for simultaneous renewal.

Responsibilities include assigning all of the interns, matching interns with mentor teachers, conducting orientation sessions for interns and methods students, conducting weekly seminars, acting as the resource for mentor teachers, supervising student intern cohorts, and engaging in regular communication with the Miami liaison. Miami agreed to pay Madeira for several periods of release time for D.J. Hammond, an English teacher and the English Department Chair.

Madeira has reorganized its entire system

of choosing and assigning student interns. The site coordinator, working in conjunction with the Coordinator of Field Placement at Miami University, arranges interviews between prospective interns and mentors. Interns spend time observing in the school, talking with teachers and with teams, and conversing with students. Only when both parties are comfortable that the placement will be an effective match are the final arrangements made.

A doctoral student and the site coordinator are both assessing the advantages and weaknesses of the program. Thus far, the benefits seem promising. The site coordinator is familiar with the culture of the school, with the students, and with the community. She is there every day, and is able to deal with problems and concerns while they are still manageable. Mentor teachers have someone they trust in their classrooms, someone who has a deep and abiding interest in both the student interns and in the high school and middle school students themselves. Seminars can be tailored to the specific needs and concerns of the cohort of interns. Since interns are working as cohorts, they have a built-in support group, rather than separating at the end of the day to go off to various seminars. Interns work as a multi-disciplinary team themselves, sharing the viewpoints from various disciplines within their seminar groups.

Perhaps the most significant change that has come about as the result of the site coordinator's position is the change in philosophy for the entire intern experience. As a direct result of the site coordinator's position description and the contract between Madeira and Miami, significant stakeholders such as the principal, the superintendent, the Board of Education, and the Office of Field Placement at Miami University were compelled to really articulate their goals and expectations for the entire intern experience. As a result, Madeira, in the role of a partner school, has reconceptualized the traditional model of a student teacher who observed for a period of time and then "soloed" for the

remainder of his/her assigned time. Rather, everyone involved, including the parents and community, understand that Madeira students, as well as Miami's intern, will now directly benefit from a team-teaching approach in which teachers, both the preservice and the experienced, work together in a classroom. The site coordinator helps to facilitate this relationship.

On-site Cognitive Coaching Graduate Course

On two previous occasions and again in January, a graduate course in cognitive coaching was offered on site at Madeira. To date, 30 percent of Madeira's faculty have taken at least one such course. Mentor teachers, new teachers, and administrators will be invited to enroll in the course, as well as staff from other partner schools.

Orientation: Student Interns and Cooperating Teachers

As Madeira moves closer to becoming a true PDS, certain practices have taken hold that may fly in the face of conventional wisdom in preparing teachers for the future. Madeira student interns are placed in cohorts. The new written agreement specifies six to eight interns each semester (keep in mind that there are only thirty-eight teaching staff at this school). Interns rarely teach alone. Team teaching is the rule at Madeira. Some interns may team with as many as three different cooperating teachers and/or other interns. Seminars are also faculty forums where interns and veteran staff volunteer to conduct a professional development experience. Interdisciplinary teaching has been increasing as interns work and plan together.

Prospective interns come to Madeira as a group the semester prior to their experience. Madeira staff meet and interview prospective interns in order to decide what students seem compatible with which staff members. After

the meeting, both prospective interns and staff have the option of declining a placement.

Inquiry Project/Action Research

In order to underscore the importance of reflective teaching and to instill in preservice teachers the importance of teaching as a problem-solving activity, interns are required to engage in an inquiry project of their choosing. This action research is based upon a question generated by the intern, and the data collection becomes part of their everyday classroom activity.

In many cases, the mentor chooses to become a part of this inquiry project, and the mentor and the intern form a research team, which has the advantage of shifting the traditional power hierarchy. Students are often solicited for their input, and questions dealing with content and pedagogy become part of the fabric of the classroom.

Miami Doctoral Student Support

Numerous dissertations have been written about some aspect of the Madeira partnership in the past. This year, a doctoral student has been assigned to study the perceptions of all of the student interns who have had a student teaching experience at Madeira. The student is interested in documenting the impact of the partnership on new teachers. Her preliminary findings will become part of Madeira's emerging portrait for 1999. Madeira has welcomed studies of this kind, and many doctoral students have appreciated the access to practice that the school affords them.

Leadership Program

The proposal for 1998 included the goal of beginning a leadership associates program on site at Madeira. However, Miami University has designed such a program for this year, so

Madeira will not attempt a separate program of its own. Rather, Madeira will try to send a representative or two to participate in Miami's program. The draft of the agenda is as follows:

LEADERSHIP ASSOCIATES PROGRAM INSTITUTE FOR EDUCATIONAL RENEWAL SPRING 1999

Since 1992, the Institute for Educational Inquiry's (IEI) Leadership Associates Program has included over 100 leaders from schools and universities from the National Network for Educational Renewal (NNER). This intensive year-long experience involved six cohorts who met regularly over the course of one year to engage in seminars, conversations, and workshops to explore the mission of teaching in a democratic society. The Institute for Educational Renewal (IER), located at Miami University, has sponsored ten participants in the IEI program and is supporting four additional Associates this year.* The strength of this experience has led these Associates to plan and develop a Leadership Associates Program for our setting to facilitate the deepening of our understanding of the moral dimensions of schooling, the NNER postulates, and related issues. We found the intensive engagement imperative for our learning and hope to provide you with a similar experience.

Leadership Associates Program

Purpose

The purpose of the IER Leadership Associates Program is to develop leaders across partnership sites who are committed to the simultaneous renewal of schools and teacher education and to engaging others in collaborative work.

Goals

During the spring semester of 1999, Leadership Associates are expected to:

- Develop a deeper understanding of the moral dimensions of teaching in a democracy.

- Collaborate with other P-12 educators, education professors, and arts/sciences professors toward the renewal of schools and the preparation of educators.
- Promote renewal efforts within the partnership.
- Engage with another Associate in systemic inquiry into a question that affects educational renewal within our partnership.

Program Structure

Four sessions will be scheduled during spring semester 1999.

JANUARY 8 - 9, 1999 – MORAL DIMENSIONS OF SCHOOLING: INTENSIVE EXPLORATION OF THE PURPOSES OF SCHOOLING IN A DEMOCRATIC SOCIETY

[This conversation will focus on building capacity for democracy within the community. How do we build civic capacity? How can individuals impact the system and create more choices for their lives? How do we distinguish between private and public purposes of education?]

Possible Consultants: George Wood (Ohio University), David Smith (Annenberg), David Mathews (Kettering), Deborah Meier, and consider involvement of Richard Quantz and Kathleen Knight-Abowitz

FEBRUARY 5, 1999 – ACCESS TO KNOWLEDGE

Possible Consultants: Kati Haycock (The Education Trust) for an overview of the achievement of minority children, conditions facing children living in poverty, and differential treatment by gender; Barb Lubic (disabilities)

Readings: To be determined based on consultants selected

MARCH 18, 1999 – NURTURING PEDAGOGY: MAKING CONNECTIONS WITH KIDS

Consultant: Nel Noddings (confirmed)

Readings: *An Ethic of Care* (Noddings) or articles by Noddings

April 30, 1999 – Nurturing Pedagogy:
Continued

Possible Consultant: Donna Wiseman

Possible Readings: *A Place Called School* (Goodlad)

MAY 21 - 22, 1999 – STEWARDSHIP OF SCHOOLS IN EDUCATIVE COMMUNITIES

Consultants: Panel selected from one of our partner full-service schools

Readings: Selected chapters from Goodlad books Celebration-related activities will be planned.

Each session focuses on a specific theme grounded in a series of books and other readings.

Application for Participation

Each applicant must submit a letter of application that includes a statement of interest, commitment, and expected outcome from participation. A letter of support should be included from your principal, department chair, superintendent, or dean. In addition to selection based on an individual's potential for providing leadership, the selection committee will consider such factors as nature of the setting the individual represents, institutional role, experience, ethnicity, and gender to secure a broadly diverse group of participants.

Enhanced Technical Links

Every student teacher at Madeira can access Miami via electronic mail. E-mail conversations with methods professors or

staff at the Institute for Educational Renewal is possible, although there has been little conversation using that medium thus far. Miami and Madeira now have linked websites. Go to Miami's home page, www.muohio.edu, through the School of Education and Allied Professions, into the Institute's web page and there is a direct link to Madeira. Likewise, one can go through Madeira's web site at madeira.hcca.ohio.gov and find links back to the university.

Proposal for *In Praise of Education*

Madeira has proposed a roundtable discussion for the June 1999 conference. We would like to include the perspectives of the principal, cooperating teacher, student intern, site-coordinator, superintendent, and university liaison. The focus of the discussion will be the newly instituted inquiry project that is expected of interns.

This session will be a discussion of Madeira's progress in becoming a professional development school. The presenters will describe activities related to the Arthur Vining Davis Secondary Partner School Project. Specifically, inquiry projects, teaming, and on-site supervision will be discussed as they relate to mutual learning for students, teachers, interns and professors. Not only does inquiry allow teachers to construct their own knowledge, but it also changes the power structure that exists between mentors, interns, and university faculty. Madeira has eliminated the old model of one teacher in the classroom; students benefit from having two adults working in the same classroom. Knowing the culture and context of schools is a great advantage for the site coordinator. Issues, including the role of the site coordinator, the usefulness of inquiry projects, and university assistance, will be discussed from a variety of perspectives.

Linking Conference Presentation

Similar presentations are planned for Institute for Educational Renewal's Linking Conference in February. The results of specific inquiry projects will be shared with other partner schools.

National Presentations

In March 1997, a three-person team traveled to San Diego to make a presentation to the National Association of Secondary School Principals (NASSP) annual meeting.

In April, the same team gave a brief presentation at the annual meeting of American Association of Colleges for Teacher Education (AACTE).