

**PORTRAITS OF SECONDARY PARTNER SCHOOLS
IN THE
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NORTHGLENN ORIGINAL PORTRAIT:

Portrait of the Northglenn High School/ University of Colorado at Denver Partnership

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The partnership between Northglenn High School (NGHS) and the School of Education (SOE) at the University of Colorado at Denver (UCD) began modestly in the fall of 1994 with the placement of a few teacher candidates (TCs) in math and science classrooms. The development of the partnership began to make rapid strides the following year when dramatic shifts in commitments on the part of Northglenn High School opened up new opportunities for school renewal.

The initial structure for the partnership relationship was conceived by the SOE when its Initial Teacher Education program was restructured, changing the university's teacher training philosophy and program. This occurred prior to any partnership negotiations with public schools. UCD's Initial Teacher Education program philosophically adopted the framework defined by John Goodlad in his book, *Educational Renewal: Better Teachers, Better Schools*. The SOE developed criteria in order to find elementary and secondary schools willing to change not only the way they interacted with preservice teachers but were also willing to examine other aspects of the educational process (i.e., curriculum and instruction, professional development, inquiry).

The selection of NGHS was initiated for very pragmatic reasons. A CONNECT Grant for math and science had already linked Northglenn with UCD. As a result, placing the first teacher candidates in classrooms where these connections already existed was relatively easy.

NGHS is a suburban high school with a long tradition of academic excellence delivered in traditional patterns by an overwhelming percentage of senior staff members. The UCD/NGHS partnership began at the same time the school district changed to the middle school concept, resulting in NGHS becoming a four-year high school with a staff that grew by a third. Another external influence that collided with these changes were the curricular standards instituted by the state of Colorado. In addition, the community served by the school has become increasingly diverse, both ethnically and economically. Students come from federally subsidized housing, mobile homes, apartments, and single family dwellings. The district's English as a Second Language program is now housed at Northglenn. Clearly, rapid changes were taking place in curriculum, staff, and students simultaneously and it became clear to many on the staff that some rational process needed to be devised and implemented in order to assure that the standards of academic excellence, for which Northglenn has been noted, were not compromised. It would be nice to be able say that the school entered into the partnership with a clear plan of how it would use the partnership to address the issues it was facing, with clear goals of what it expected to achieve. That is, however, not the case. When the partnership expanded in the second year from math and science into all five content areas in which UCD licenses teachers (English, foreign language, social studies, math and science), it began to explore ways to develop the other three functions of

professional development schools (professional development, research and inquiry, and curriculum and instruction). In the process, many corners were turned without the leadership in the building fully knowing what would be the next step.

Adding another dimension to the partnership was the introduction of conversations with the UCD College of Liberal Arts and Sciences (CLAS). The Goodlad model for partner schools incorporates a three-way relationship between SOE, CLAS, and the public school. It quickly became apparent that the arts and sciences involvement was a necessary component if Northglenn was to be empowered to continue developing in the areas of curriculum and professional development. Adding CLAS to the mix also introduced a different twist to the partnership. At UCD, CLAS is primarily an undergraduate program, while the School of Education is strictly a graduate program. Structures and frameworks needed to be put into place that enabled these two entities to develop cooperative and mutually productive ventures in the area of teacher training.

As the partnership at Northglenn expanded from solely a teacher training relationship into curricular change and professional development, it became increasingly difficult to define partnership functions separately from other day-to-day functions of the school. In fact, the leadership in the building has consciously worked toward “institutionalizing” the partnership so that it is an integral part of Northglenn’s business. Northglenn High School functions and the functions of the partnership have merged and are becoming complimentary of one another’s goals and future directions. The “running” of Northglenn and the day-to-day “running” of the partnership are not separate business functions but rather an interwoven tapestry.

Teacher training was not only the first of the four functions to be instituted at NGHS; it is the cornerstone and driving force for other school renewal directions and focus. Teacher training is used as a tool to creatively finance

other renewal activities. The impetus for looking for alternative financing came with the realization that there was a potential that Northglenn would house as many as thirty teacher candidates at any given time. This presupposed a need to place someone in charge of supervising the teacher training component with the building, maintaining communication links across partnership roles, and thinking about how to develop the other three Goodlad functions.

A financial arrangement was worked out involving both the school district and UCD with the approval of the teachers’ union. Current district policy charges buildings the cost of an average teacher salary for each teacher assigned to the building regardless of a specific teacher’s placement on the salary schedule. This average salary is almost double a beginning teacher’s salary. Taking one teacher salary from a vacancy, two interns were hired: one to fill the vacancy and one to fill a vacancy created by a master teacher selected to supervise the teacher training program. This individual became known as the Site Coordinator (SC). Interns were students selected from the teacher training program who had become fully licensed by the state of Colorado at Northglenn the previous year.

The site coordinator/intern arrangement is a win-win situation. The partnership has a full-time master teacher on site guiding the partnership by supporting teacher candidates as well as their clinical teachers (CTs). While the interns receive about \$4,000 less than other first-year teachers and have only a one-year position, they receive other tangible and intangible benefits. Those who have finished the licensure program at UCD must complete an additional ten hours to receive their MA in education. Interns receive six hours of tuition waivers for accepting an intern position, worth about \$1,200. Interviews with interns revealed the primary reasons for accepting a first-year teaching position for less pay to be: 1) many of the interns already had relationships with staff members who were available for mentoring; 2) they had familiarity with the students and school

policies and procedures; and 3) they would receive continued support from the site coordinator and the university professors assigned to Northglenn.

UCD's initial teacher training program itself has a different philosophy and takes a different approach from traditional student teacher models. Because UCD concentrates a large number of teacher candidates at Northglenn, it is also able to provide resources in the form of professors in the school. One lead professor and one to two other professors, based on the number of teacher candidates in the building, are scheduled to be at Northglenn one day each week. Their initial role assumed in the building was primarily to supervise the teacher candidates. However, because of the frequency of their visits, they also develop relationships with the clinical teachers as well. The result in many cases has been true simultaneous renewal. Clinical teachers in the building learned or revived long-discarded teaching strategies, revitalizing their approach to the classroom. Professors teaching methods classes concurrent with the teacher candidates' experiences in the classrooms have revised assignments to address the more practical issues of day-to-day teaching. The teacher candidates and students at NGHS become the ultimate winners: TCs because their university classes and student teaching have a higher degree of congruency; students because they enjoy the energy and innovative teaching strategies of their preservice teachers, therefore providing students with more variety in their learning.

A key concern and issue identified early on was the possible community reaction to the number of teacher candidates students would encounter across their courses and throughout the academic year. This issue was addressed by introducing and utilizing the concept of co-teaching. For teachers long accustomed to closing their doors and being the sole "actor on stage," this was a major adjustment. It was also an adjustment to recognize that having a student teacher no longer meant a week or two of modeling various teaching practices and then

adjourning to the teachers' lounge while the student teacher "learned" how to teach, with occasional observations offered as advice by the clinical teachers. Co-teaching required that the clinical teacher and the teacher candidate co-planned and co-taught in the classroom. While a variety of models have emerged, the perception by students and parents alike is that students receive more individual attention than can possibly occur with a single teacher and, thus, students' educational opportunities improved. Further, while teacher candidates will have "solo" time of one to three weeks, the benefit of co-teaching allows them to develop solid teaching practices while their clinical teacher models strategies. Teacher candidates also received daily constructive feedback in the form of coaching. The overall experience for everyone involved was a marked improvement over the traditional "sink or swim" method.

UCD's initial teacher training model also created professional development opportunities not previously available to a school with limited funds for inservice. Because of the large numbers of teacher candidates in the building, multiple teachers with common needs could be released from the classroom for partial or full day to do other planning or curriculum work while their student teachers taught the classes. While many of these opportunities were created, the negative impact on student learning was minimal because of the co-teaching model. This marked the catalyst and the beginning of the partnership's significant role in professional development.

As curricular and professional development began to take on more focus as a part of the partnership functions, two things became apparent. First, anything that would be effective and worth doing would be too big a task for the site coordinator, who was already managing the teacher training component and maintaining university contacts. Furthermore, the position required different curricular and professional development skills. Consequently, the third year of the partnership began with the

addition of a second site coordinator.

This was also the year that technology began to have a major impact on the curriculum. Northglenn, for the first time, enjoyed Internet access in multiple computer labs, but very few staff members believed they were competent to use this resource with their students. The new site coordinator had extensive technology credentials and recognition as a master teacher. Her co-teaching with classroom teachers quickly moved many teachers along a continuum toward competency and confidence in the computer labs. This was augmented by teacher candidates, many of whom came to the school with computer expertise.

The delivery of new curriculum also received major boosts from resources created by the use of interns and the partnership. The science department developed a new freshman course to assure the success of their students on the standards tests. Without a text available to address the comprehensive nature of the course, materials had to be created by the teacher, and labs and equipment had to be coordinated. A lead teacher was given a one-period class release in order to coordinate the course's implementation. At the same time, a comprehensive remedial reading program was also instituted, requiring extensive planning and coordination. Again, a lead teacher was released for one period to assure the success of the program. While the jury is still out on the success of the science initiative (students will not be taking the standards tests until after their second year in the program), the reading program resulted in an average of a 1.9 grade level increase among students who have experienced reading failure throughout their school career.

At the other end of the achievement spectrum, UCD introduced their "Silver and Gold" program to NGHS. While not a new program for the University, the partnership was instrumental in opening the communication that made this opportunity possible. The Silver and Gold program had established criteria for certain courses. Courses already taught at Northglenn

meeting that criteria became eligible, if the instructors themselves also met certain University criteria. Students could receive both college and high school credit concurrently for those courses accepted into the Silver and Gold program. Humanities and certain sections of American History were accepted the first year, and the program will continue to expand across other courses at NGHS.

While the Silver and Gold program has a long-standing prescribed curriculum, the concept has resulted in more curricular discussions between CLAS and NGHS. A desire to communicate between specific departments in order to examine the content standards may result in a "seamless curriculum" between Northglenn and UCD's College of Liberal Arts and Sciences. Those courses that match the criteria for their college counterparts would provide high school students college credit for a specific college course. An example might be an upper level foreign language course that could be identified as comparable to a particular level of the same language course at UCD. The most difficult impediments to making this happen is the time involved and the logistics of getting the right people working together.

While not directly related to the four functions, other connections have been made between the School of Education and Northglenn. When many changes began to take place as a result of the partnership, it became increasingly apparent across the schools partnered with UCD that there was duplication of effort. Further, there was not always congruence between partner school efforts and the efforts of the School Improvement Teams, which are mandated by the state legislature and include representatives of the community, members of the faculty, and students. The Associate Dean of Teacher Education acquired a small grant that provided for leadership teams from each partner school to meet throughout the year in a Leadership Academy led by the School of Education's dean. The Academy provided a framework to help schools

organize so that goals of the partnership complemented the School Improvement Team goals. The key outcome of the Academy was that the efforts of the partnership have become even more closely integrated with the total operation of NGHS.

A second outcome of the Leadership Academy was a chance discussion of a serious need to evaluate the committee governance structure at NGHS. Decisions relative to policy, hiring, curriculum, and allocation of resources have been achieved through a shared decision-making model that involves administration, teaching staff, and support personnel. Committees to accomplish this have traditionally been created as need arose, resulting in confusion and overlap in some decision making, gaps, and decisions made on a crisis basis. Because the dean of School of Education had been working on a planning framework to address just this kind of problem, there was now an opportunity to try it out in a real situation. This kind of a connection would not have happened without the existence of the partnership and without key individuals working toward increasing communication so that all participants could understand the needs and goals of each partnership member.

By mid-year, a Leadership Coordinating Team of representative faculty was created who met with the dean to discuss the framework and plan for a total evaluation of the governance at NGHS. Working through the year, the framework took on a life of its own as the Leadership Coordinating Team sought to involve literally every member of the staff in evaluating what changes needed to be made so that the lines of communication between committees were clear and gaps in the decision-making process were eliminated. The partnership grew beyond anyone's initial vision. The evaluation process that took place at NGHS was considered so successful that it is now being disseminated throughout the school district with the help of the dean of the School of Education.

While the partnership has been viewed largely as a positive influence on Northglenn, it is neither problem nor conflict free. Thus

far, however, the conflicts and problems that have arisen have also served to move the partnership forward. Collaborative and innovative solutions and ideas have further cemented working relationships and have provided platforms for new challenges.

Because UCD prepares and licenses teachers in five content areas (math, science, social studies, English, and foreign languages), teacher candidates are placed only in those classrooms at Northglenn High School. However, because of the philosophical underpinnings of the program and UCD's perspective as to what kinds of school experiences best prepare a well-rounded teacher, teacher candidates are involved in a multitude of activities, committees, and school functions; they are not merely assigned to one classroom. Consequently, they are extremely visible and their presence is well known at NGHS. Teacher candidates' clinical teachers are sometimes released from a partial or a full day of teaching in order to attend various functions related to the partnership. The partnership itself, because of the selective placement of the teacher candidates, quickly became viewed as something only a privileged few were in a position to benefit from it. Several informational and brainstorming sessions were held throughout the year by the site coordinator, UCD professors working at Northglenn, and building administrators. Those participating directly in various aspects of the partnership (e.g., teachers serving as clinical teachers, individuals receiving reduced UCD tuition, release time for university-sponsored workshops and meetings, etc.) as well as those who were not active participants were invited to attend. The intention was to brainstorm ways to include anyone interested in participating in and benefiting from the partnership. One such session was held near the end of the 1996-97 school year. Participants generated strategies by which everyone at NGHS—those with teacher candidates as well as those without—could participate in and benefit from the UCD/NGHS partnership.

Another area of concern was how to evaluate a professor's work in partner schools. The current policies and standards for professors revolve around fundamentally different professional activities than those typically engaged in by professors working with partner schools. The administration and other key individuals at Northglenn have been instrumental in working with the university and the professors themselves in order to realign evaluation with the reality of partner school work.

Another issue addressed was how to accommodate the large numbers of teacher candidates in the five content areas rotating in and out of Northglenn and not suffer from "clinical teacher burnout." Some clinical teachers, especially within certain departments (e.g., social studies), were mentoring teacher candidates semester after semester, year after year. The question became: How do we accommodate all of the TCs at the high school level and also have the flexibility for the clinical teachers to opt in and out of the mentoring process? The best solution for everyone involved was to begin searching for a second partner high school.

Initially, the university faculty and the Northglenn faculty viewed one another from a pretty stereotypical perspective. It has taken time, patience, and a conscious effort from all participants, UCD faculty as well as Northglenn faculty, to build trust and establish productive working relationships. By learning how to "walk in one another's worlds," significant advancements across partnership functions has occurred and is probably the most positive contributing factor to the continuing forward motion of the partnership accomplishments between Northglenn High School and University of Colorado at Denver. Heading "full speed ahead" into our fourth year as partners in simultaneous renewal, the players have developed mutual trust, common goals, and deep friendships. University participants care about the faculty, staff, students, and goals of Northglenn and, likewise, NGHS participants care about the faculty, staff, teacher candidates, and goals of the

university. We have learned and we appreciate what it means to "walk in our partner's world."

NORTHGLENN UPDATE:

Northglenn High School/University of Colorado at Denver Partnership

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History

The partnership between Northglenn High School and the University of Colorado at Denver (UCD) is in its fifth year of existence. The program continues to train highly motivated and mature teacher candidates and to explore ways of integrating the renewal functions of a partnership into the daily life of a high school. Generally viewed as successful by those who are in some way connected with the effort, the partnership with UCD has always been characterized by a set of principles, which can be seen in retrospect to have guided our renewal efforts. These principles are that:

- Partner activities will seek to influence, in a positive manner, the success of high school students and teacher candidates.
- Simultaneous renewal will occur where possible.
- The partners will strive to produce quality teachers who can have a positive impact on students.
- Joint governance and shared decision making will characterize partner activities.
- Sufficient time and resources will be

allocated in order to accomplish partnership activities.

- Additions and/or modifications to the partner program will seek to enhance the respective missions of the participants.
- Partners will strive to ensure an open and ongoing dialogue among the participants.
- Some activities will exist for the purpose of meeting a partner's unique needs.

Changes Test the Resiliency of the Partnership

Over the past two years, the partner relationship has been affected by a number of changes among key personnel, an increasing emphasis on both Adams School District Twelve's *Strategic Plan* and the state of Colorado's *Content Standards*, and a general reduction in the number of teacher candidates assigned to Northglenn resulting from the creation of a second high school in the greater UCD Partnership.

The cumulative effect of a number of personnel changes has undoubtedly influenced and certainly redirected partnership efforts. During the past four

academic years, Northglenn has had three principals and has reduced from three site coordinators (master teachers on release to coordinate partnership efforts) during the 1997-98 school year to the current 1.6 full-time equivalent positions. Two long-time leaders of the partnership and both site coordinators retired in the spring of 1998, and a third took a part-time sabbatical and was reassigned to other duties for the remaining half of her position. At the same time, a university site professor with two years of experience at the school left to pursue other opportunities. Accompanying all this has been the increasing number of retirements among experienced faculty and an influx of new teachers, only some of whom were trained in the UCD program. These personnel changes, which we view as a positive step toward our future, might inadvertently call into question some of the basic assumptions under which our partnership has operated (i.e., questioning the use of partnership resources or the effect of the partnership on the level of teacher training and school renewal). Even more alarming to its proponents is the possibility that the partnership may increasingly be ignored or neglected. As more retirements are anticipated in the next few years, Northglenn will look increasingly to UCD for assistance in the transition to the future, by provision of both personnel and training.

In the eyes of Northglenn faculty, the value of the university partnership is increasingly measured by the quality of the replacement personnel hired by the school from the UCD Initial Teacher Education Program (ITE). It is a pleasure to report that the eight graduates of the program currently employed at Northglenn have quickly adapted themselves to the mission of the school. They are known for their efforts as club sponsors, school improvement team members, curriculum developers, committee members, student advocates, and accomplished classroom teachers who display a professionalism in many aspects of school operation. Never before has Northglenn seen so many early-career

teachers so quickly assume leadership and respect in very challenging situations. The work performed by these teachers is an indicator of the success of the UCD program's emphasis on five metaphors for teaching — instructor, leader, professional, scholar, and student advocate — and the individual participant's focus on leadership areas: math/science, ESL, technology, literacy, and mental health.

One of the underlying premises founding Northglenn as a professional development school is that a large number of (preservice) teacher candidates and interns (who are ITE program students with state certification, filling positions at a reduced rate of pay in return for mentoring, reduced tuition, and other opportunities) will pass through the school. Due to the early concern of the Northglenn faculty with regard to the large number of teacher candidates in the school and the obvious limitations of having only one high school partner relationship in the UCD program, the decision was made at the urging of Northglenn to add Manual High School in Denver as a second partner school in the UCD program starting with the 1997-98 school year. As expected, this resulted in a decrease in the number of teacher candidates assigned to Northglenn, but it did not decrease the expectations of Northglenn faculty for the added volunteer resources provided by the teacher candidates. As a result, there is a partial sense of unfairness among the Northglenn faculty that the teacher candidate program is not doing as much as it previously had for the school.

The reduction in the number of teacher candidates assigned to Northglenn, combined with the increasing demand for the teachers in the state of Colorado, implies a diminishing pool of available teacher candidates trained by Northglenn who are ready to accept an internship or a regular position in the school. Because of a perception of the high level of work required to successfully mentor interns trained outside the school or UCD program, the faculty is increasingly less willing to invest in the intern program unless it involves those who

were teacher candidates at Northglenn. As of this report, only one permanent faculty position has been filled by a UCD program graduate who had not undergone an internship experience at Northglenn. The internship program is indeed a valuable experience for UCD participants because it has resulted in the assignment of several permanent faculty positions.

The partnership between Northglenn and UCD and the employment of its site coordinators has been sustained in large part by the creative use of resources enabled by the unique financial arrangements of the intern program. An agreement allowing the financing of two interns to replace the position of one master teacher (who would act as a site coordinator) was expanded during the 1996-97 and 1997-98 school years to allow the use of fiscal savings for the purpose of employing additional site coordinators and of funding professional development and renewal activities. When there were not enough interns available to fund even the reduced number of site coordinators during the current school year, these funds were used to supplement the site coordinator positions. An unfortunate side effect of using intern positions for the purpose of diverting money to what seemed to be worthwhile causes was an increasing sense of unfairness among departments that experienced a high placement rate for interns. While departments have had to assume the burden of mentoring several interns without a clear or direct benefit to the department, some concerns have been raised about issues of equity as well as the possible effect of the large number of interns on student achievement. As a result, it is likely that the school will begin hiring interns much more carefully (assuming, of course, that they are available).

In order for the intern program to continue, Northglenn will need to investigate other methods of supporting the salaries of interns and attracting them to site. The school will also need to familiarize itself with the level of teacher training taking place at other UCD partner sites. This effort will

include visits to other schools and classroom observations of teacher candidates by faculty members with authority to make hiring decisions. In order to ensure the readiness of interns who have not previously experienced Northglenn, they will be encouraged to substitute teach in the building during the month of May. Further cooperation with the school district personnel office will be sought in order to ensure that internships will continue as a route to a prospective permanent position. It is hoped that modifications to the intern program will allow this important component to the partnership's efforts to continue.

Accountability

One of the greater challenges facing the UCD/Northglenn High School partnership is how best to fulfill the goals of Adams School District Twelve's *Strategic Plan*, which creates a goals-driven environment in the evaluation of school efforts and the allocation of resources. Although an agreement exists permitting the existence of the partnership, the visibility and recognition of the program at the district level is limited. Recently, an assistant superintendent who has taken an active interest in the UCD partnership made several recommendations to the superintendent concerning the partnership, including possible formal procedures for the hiring of UCD-trained teachers. In an environment driven by a strategic plan, limited progress will be made in securing resources and recognition until positive effects relating to the strategic plan can be shown.

UCD has made increasing efforts to match the curriculum of the ITE program to the goals-driven nature of both the *Strategic Plan* and other partner school districts, which have been brought about by state education standards, mandatory testing, and calls for accountability. An emphasis of the university program this year, both in teacher education and partnership efforts, has been in the area of literacy. Each teacher candidate has

experienced an emphasis in his/her training on literacy strategies, and site professors are seeking evidence of literacy instruction in their evaluation of teacher candidates. Additionally, content area education professors have increased their focus on state standards and testing mandates. The creative lessons and strategies utilized by teacher candidates are sure to have an effect as cooperating teachers and their colleagues are exposed to these strategies. Further, this effect should become institutionalized as the current cohort of teacher candidates will become employed in the schools.

Inquiry

Another UCD effort that is beginning to have an influence on Northglenn High School is the emphasis on the partner school function of inquiry. Using the “Whole School Framework” model conceived by the dean of UCD’s School of Education as the basis for school improvement planning, Northglenn has begun to change its school improvement efforts to an inquiry-based model, along with other district schools that are piloting the model. In this model, Student Focused Action Teams (SFATs) are created to empower data-driven decision making as part of the effort to improve student achievement. This focus on inquiry spurred the creation of a student climate SFAT last year, which was empowered to research student climate issues and to make policy recommendations (it should be noted that this effort was led by a UCD intern who is now a regular employee). The student climate SFAT leader has presented to the School Improvement Team the results of a survey given to the student body, indicating student attitudes toward instruction, school policies, decision making, and various groups such as administrators and counselors. The School Improvement Team is currently reviewing action taken by the school and is discussing areas of concern raised by the survey. As the work of the

student climate SFAT and another SFAT that investigated attendance issues is reviewed, it is likely that the utilization of the SFAT model will expand if the efforts are seen as successful.

During the past two years, teacher candidates have been required to conduct an inquiry project in the classroom of their final residency. This effort has produced a cadre of young teachers familiar with the concept of inquiry. Three key grants have now begun to further the empowerment of teacher inquiry efforts at both Northglenn and UCD:

- At UCD, a grant is supporting a graduate assistant charged with teacher inquiry responsibilities and has also enabled a university professor who teaches a research class to increase her efforts to support school-based inquiry.
- A Goals 2000 grant to the teachers of sophomore-level geography has the purpose of investigating the literacy levels of sophomores and enriching the reading experiences in geography classes.
- A grant provided by the Colorado Partnership for Educational Renewal to Northglenn High School has provided incentives to continue the student climate SFAT, allocated resources for a new research group investigating intervention strategies and their effect, and added to the research focus of the Goals 2000 grant given the sophomore-level geography teachers.

These grants will supplement the existing university resources available to the school and will provide motivation to improve the partner school function of inquiry.

Relations with the College of Liberal Arts and Sciences

There continues to be great excitement surrounding the possibilities of an expanding relationship with the UCD College of Liberal Arts and Science (CLAS). An entry point for this relationship has been the CU *Silver and Gold* and CU *Succeed* programs, which permit high school students to pay for and receive University of Colorado credit for achievement in approved high school classes. As this program expands, it promises to create a situation wherein some Northglenn students could conceivably enter college with late freshman or early sophomore standing.

Excitement over the prospect of an expanded relationship with CLAS prompted the partial focus of a faculty in-service in February 1998 to be on brainstorming ideas with CLAS faculty. Among the ideas discussed were the further matching of high school with university syllabi, which would result in the expansion of the number of classes offering UCD credit; the sharing of science facilities at both UCD and Northglenn; and the desire of content-area teachers for further study in their respective disciplines. A second meeting was held in early June between representatives of the UCD history and English departments and Northglenn English and social studies teachers (many of whom teach integrated classes) to further explore professional development opportunities and other ideas for partnering.

The result of these meetings was a great deal of excitement and expectation on the part of the Northglenn faculty. The reality, however, was that the translation of a few ideas into reality requires a great deal of cooperation, commitment of resources, and a sense of mutual mission—all of which were things the participants of an exciting session failed to translate into reality. As strange as it might seem, in the absence of any previous experience, the involved parties seemed to have thought that things would happen without a great deal of personal effort. A lesson from this experience has been that further developments in the CLAS/Northglenn relationship need to be approached cautiously with an

understanding that enthusiasm needs to be coupled with hard work and commitment. Despite this caution, there continues to be optimism on the part of the respective leaders in CLAS, the School of Education, and Northglenn.

Two cases, one in the science department and one among the English and social studies teachers, illustrate how a further relationship between Northglenn and CLAS might evolve. In each case, a School of Education site professor was approached for assistance in creating extension courses for teachers at Northglenn. In the case of the science department, the state content standards required the creation of a new course at the ninth-grade level covering geology, physics, and astronomy, for which existing staff had varying levels of preparation. The site professor assisted the teachers in creating a course that would utilize their own expertise combined with that of visiting university professors from the UCD science department. In the social studies/English example, it was discovered that the UCD history and English departments could not provide a complete course for the teachers of the integrated social studies/English courses. The same site professor who helped with the science course has worked with a school site coordinator to create a seminar course that could be occasionally taught by UCD history and English professors, but would otherwise be facilitated by a group of four master teachers (it should be noted that the chair of the UCD history department has been very cooperative in this effort). In each case, the personal involvement of a School of Education professor has helped us reach a successful arrangement. This model of empowering teachers to facilitate their own course, with consultation from CLAS professors and the assistance and guidance of a School of Education professor, might hold promise for expanding the relationship between the CLAS and Northglenn faculties. This will be particularly true if both Northglenn and the School of Education can identify and empower people to take the role of expanding the relationship with CLAS.

Professional Development

It remains a very big challenge to create professional development opportunities for a faculty as diverse in experience as that of Northglenn High School. There is a desire for advanced scholarship in the various content areas, but also some resistance to training in pedagogy, unless it is handled with a great deal of sensitivity for individual teachers' particular classrooms and needs. No clear agreement has been reached among the partners concerning the type of professional development appropriate for Northglenn.

On two occasions in the past year, in-services have been held that were cooperatively planned by Northglenn and some of its feeder elementary and middle schools, two of which are UCD partner schools. It is interesting to note that both efforts were led in large part by UCD partner school site coordinators and that more schools asked to participate in the second in-service. The combined resources of the overall UCD partner program provide many tools for in-service development, and the expertise and motivation of site coordinators seems to hold promise for further development opportunities. Northglenn hopes to continue working with the UCD program as pedagogical needs arise.

Building the Future

There is an increasing sense that more departments within the school need to feel enfranchised by the UCD partnership. The program continues to be perceived by faculty as primarily a teacher training program within the domain of the English, social studies, math, science, and world language departments. Current discussions that might lead to the addition of a program in both the counseling and fine arts departments will still leave a portion of the Northglenn faculty feeling excluded from this partnership. Proponents of the partnership continue to explain and demonstrate to the entire faculty its value for the entire school, but the

perception persists among some that it is merely a student teaching program. This is perhaps due to the fact that many early efforts of the partnership focused on using the ITE program as an entry point for school renewal, but it also points to a need for the school-level site coordinators, administrators, and others working with the partnership to greater publicize their efforts and make attempts to include others more and more.

An exciting opportunity for evaluating and improving Northglenn High School's partnership efforts is the selection of the school, along with its two feeder UCD partner schools, to participate in a nationwide study of professional development schools being conducted by the National Council for the Accreditation of Teacher Education (NCATE). This study will attempt to define, among other things, how professional development schools align to a set of standards in varying stages of evolution. The exhaustive scope of the required self-study followed by a site visit and a later self-evaluation of the study's impact will likely cause a reexamination of renewal efforts relating to the four partner school functions. A recent in-service in which the faculty was guided in a discussion of how the school aligns to the NCATE standards produced a common language and an understanding regarding the partnership and its many intricacies.

As the Northglenn High School/UCD partnership begins to look toward its own "adolescence," much remains to be done. Of primary importance is the evaluation and the redirection of efforts in a manner that increases whole-faculty awareness and "buy-in." This has begun with the early activities of the NCATE study and the development of a set of goals by the principal and site coordinators. These goals are to:

- Seek the development of a common understanding surrounding partnership efforts.
- Identify possible variables impacting student achievement.

- Create professional development strategies that match the school's culture.

In order to reach these goals, the work of the partner participants will need to be realigned, with careful attention given to the Adams School District Twelve *Strategic Plan*, as new methods for obtaining resources and funding the intern/site coordinator program are explored. Progress towards these goals should ensure that partnership efforts can be sustained and expanded over the next few years.