

**PORTRAITS OF SECONDARY PARTNER SCHOOLS
IN THE
NATIONAL NETWORK FOR EDUCATIONAL RENEWAL
1996-1999**

**Reflections on Practice Series no. 3
Center for Educational Renewal
University of Washington**

*Expanded and Updated
June 1999*

Contact Information:

CENTER FOR EDUCATIONAL RENEWAL
College of Education
Box 353600
University of Washington
Seattle, WA 98195-3600
(206) 543-6230

WESTFIELD HIGH SCHOOL
16713 Ella Boulevard
Houston, TX 77090
(281) 586-1379

WESTFIELD ORIGINAL PORTRAIT:

Initiating a Secondary Professional Development School: The Westfield High School/Texas A&M University Partnership

William H. Peters, Texas A&M University

Out of Need Comes a Purpose

How does a school in a large metropolitan area such as Houston, Texas, noted for its academic excellence, maintain that excellence in a changing school population? How does such a school address the increasing problems that students experience in learning? How does such a school develop processes and procedures that enable teachers to experience success with an economically and ethnically diverse student population? These were questions that caused a felt need to develop among the faculty at a Houston area high school.

How does a university moving toward field-based teacher education programs and located in College Station, Texas, a somewhat rural community, provide for its students circumstances that are similar to those the students will face in their teaching careers? How does a university whose preservice teacher education population still remains largely Anglo best prepare those students to successfully teach an economically and ethnically diverse public school population? These were questions that challenged a Carnegie Research I university.

A Changing Society

Demographers predict that by the year 2000 one in three Americans will be non-white (American Council on Education and the Education Commission of the States,

1988). The 1990 Census reported that 25 percent of the population in the United States classified themselves as non-European Americans. When considering culturally diverse children the percentage is even higher. Fifty-one percent of school-aged children in California belong to ethnic minority groups; in New York State, 40 percent do. Other data reflect that Hispanic, Asian-American, and African-American populations will grow at a much faster rate than that of Anglo-Americans. By the year 2030, the white population in the state of Texas is projected to constitute 36.7 percent of the state's population, as compared to the current 60.7 percent. The black population is expected to dip from 11.7 to 9.5 percent, while the Hispanic population is projected to be 45.9 percent as compared to the 25.5 percent of the current population. Other ethnicities that currently make up 2.1 percent of the state's population are projected to be 7.9 percent (Nelson, 1997). Minorities already have become the majorities in Texas public school elementary classrooms. Teachers, both in the United States and in Texas, must be prepared to work with this ever-growing population as well as to prepare all students to interact effectively in an increasingly multicultural American society.

Westfield High School

Westfield High School is located twenty miles north of downtown Houston, Texas, in

suburban Harris County. The area is a mix of residential, commercial, and agricultural properties. The school is noted for its academics with 30 to 40 percent of its student population enrolled in one or more honor courses, with 350 of its almost 3,000-student population in Advanced Placement classes, and with almost 70 percent of its students attending college after graduation. The school has become reflective of America's changing society. Indeed, the school's student minority population is now in the majority, 58 percent to 42 percent.

Texas A&M University

Located in South Central Texas some eighty miles from north Houston, Texas A&M University is the third largest university in the United States and is one of the largest sources of new teachers in the state of Texas. The College of Education offers NCATE approved programs at the baccalaureate elementary and secondary levels. Goodlad's nineteen postulates undergird newly established undergraduate programs in teacher certification that have moved toward community-based partnerships, strong collaborative relationships with public schools, and collaboration across disciplines to deliver its innovative programs.

Conversation: The Basis for What Can Be

It was the needs of Westfield High School and of Texas A&M University that gave purpose for entering into a dialogue relating to the development of a professional development school at Westfield High School. These needs placed students at Westfield High School and students in the secondary teacher preparation program at Texas A&M University at the center of the conversation. Westfield High School as a potential partner school developed in a unique way – faculty both at Westfield High School and at Texas A&M University put aside personal and discipline-centered interests for the goal of

providing the best instruction and teachers for our youth (see Grossman and Stodolsky, 1995, for an in-depth discussion of the challenges in developing university/school partnerships on the secondary level). Thus, providing best instruction and teachers for our youth is the framework within which this portrait is created.

Prior activities between the Spring Independent School District and the College of Education at Texas A&M University had been mutually positive in their results. For example, the Spring ISD had participated with Texas A&M in studies and solutions to the student dropout rate as well as in approaches to teachers as researchers. With that positive foundation, the Spring Independent School District initiated discussions with Texas A&M University regarding the development of Westfield High School as a professional development school.

A lesson both institutions had learned over the years was that collaboration in improving educational excellence cannot occur from top-down changes (see Maeroff, 1993; National Commission on Excellence in Education, 1983). An exploratory meeting at Westfield High School was held, involving central school administrators, Westfield High School administrators, representative faculty from each of the departments in the school, the dean of Texas A&M University's College of Education, and faculty from key departments related to teacher education in the College. It was only after this meeting's open discussion related to the mutual benefits of collaboration, only after each faculty on its own campuses further discussed the support for collaboration, and only after continued meetings of an advisory group made up of representatives from each of the institutions that formal position papers were written. These papers put forth the basic concept/structure for a professional development school and the establishment of a joint appointment position funded by both institutions. Open and sincere conversations over a period of time (1995-96) built the foundation for mutual trust and made possible that which can be.

The Assistant Superintendent for Curriculum and Instructional Services in the Spring ISD was pivotal in these discussions and was central to each of the phases in the development of Westfield as a PDS. The ongoing participation of a strong central office administrator is essential to the initiation of a secondary PDS. It is clear that this administrator's active participation in the conversations begun in the summer of 1995 was of primary importance in the development of the Westfield High School Professional Development School, and his role was instrumental in gaining the Spring Independent School Board formal approval of Westfield as a PDS on May 7, 1996. The assistant superintendent's involvement not only gave support to the public school perspective but provided his understanding of the District's five-year framework within which Westfield could play a significant role as a PDS in assisting to reach several district goals.

Concepts Become Reality

If the central goal of a professional development school is providing best instruction and teachers for our youth, what that best instruction is and who the best teachers are becomes a continuous journey, given the constant societal changes. Westfield High School as a professional development school, therefore, was established formally as a Center of Inquiry. As a Center of Inquiry, the school became a laboratory for maintaining a climate in which students value academic achievement; a faculty that is continually growing, improving, and grappling with challenges presented by a changing student population; and opportunities for preservice teacher experiences. Teacher education, then, is viewed as a means by which to improve both teaching and teacher education, and teacher education ownership is viewed as residing exclusively in neither a school district nor in a university but as a collaborative process of which the only goal is to provide the best

teachers for our youth. The conceptual structure of the Westfield High School Professional Development School was thus designed for the simultaneous renewal of the school and of the university teacher education program.

Initial plans in establishing Westfield as a collaborative Center of Inquiry have been directed toward making the school a student teaching center and involving Westfield faculty in teacher research. Longer-term plans include involving high school teachers, preservice teachers, and university faculty in study teams focused on problems Westfield High School students experience in learning and on the processes and procedures that enable teachers to experience success with an economically and ethnically diverse and changing student population. Other study team topics will include fostering and creating a framework for teacher research initiatives arising from the questions and problems investigated in study teams, providing early field experiences for teacher education students, and providing opportunities for local graduate study for Spring ISD faculty.

A major move toward accomplishing such plans was the creation of a Clinical Master Teacher position, a joint position of Texas A&M University and Westfield High School and funded jointly by TAMU and Spring ISD. It was agreed that the occupant of the position would be compensated according to the Spring ISD salary scale and would receive Spring ISD benefits. Evaluation would be according to established Spring ISD and TAMU procedures.

The position was advertised and a selection committee consisting of three members of the Spring ISD staff and three members of the TAMU faculty interviewed candidates and recommended the preferred candidate to the principal of Westfield High School and the head of the Department of Educational Curriculum and Instruction at TAMU. Out of a field of excellent candidates, a thirteen-year veteran employee of the Spring Independent School District at Westfield High School was selected. In those

years, she had reflected numerous instances of professional growth, had established a reputation as an outstanding teacher and colleague and had been involved during several summers with the teacher education department of a small state university.

The quality of the Clinical Master Teacher has been crucial to the success of the partner school. She has brought to the position the shared goals, knowledge, and understanding of both entities in the PDS; provided opportunities for teachers to share in the governance of the school and problem solving through study teams; enhanced the self-image of teachers by providing them with leadership roles; provided on-site training of prospective teachers and a strong support network for them; established classrooms as live laboratories for university students; and encouraged professional growth through ongoing modeling, mentoring, and reflection.

Organizing for Implementation

The work of the TAMU/Westfield Professional Development School is directed by a Steering Committee appointed by the dean of the College of Education and the principal of Westfield High School. Members of the committee include two high school students, four high school faculty, the clinical associate (joint position), the principal, the assistant superintendent, two preservice teachers, four university faculty members, and the dean of the College of Education. At its April 1997 meeting, the Steering Committee recommended including two parent representatives as members.

The Steering Committee has responsibility for developing and adopting plans for each year, establishing direction for staff development and continuing education, developing and supporting study teams and associated teacher research, and developing and supporting a post-baccalaureate teacher education program. Additionally, the Steering Committee is responsible for developing an evaluation plan designed to

monitor and evaluate the processes and outcomes of the professional development school.

The Development and Implementation of Professional Development School Activities

Two forms of teacher inquiry form the basis of professional development for school and university faculty in the professional development school. Study teams (involving groups of school- and university-based faculty, administrators, and students) define and investigate problems of student learning. Teacher research projects, formulated as a result of study team activities or initiated independently by school- and university-based researchers, extend the work of the study teams through more systematic investigation of problems. To support inquiry, graduate-level courses designed to meet the needs of PDS faculty are to be offered on site and through distance learning technology. Possible course topics include teacher research methodology, strategies for improving teaching and learning in diverse classrooms, and knowledge and skills associated with supervision of student teachers.

A Classroom Management Study Team was formed in December 1996 when teachers responded to a survey of concerns they had pertaining to the school. Student conduct was one of the most frequently mentioned concerns. When students do not behave in positive ways, learning diminishes and teacher morale lowers.

The first step was to explore the situation. The study team surveyed a sampling of students about their own behaviors at school and teachers used an observation form to record objectively the behaviors in their own classes. The team reviewed administrative office summaries of student offenses resulting in placement in detention halls or the extension center. From all the data collected, it was concluded that the core of the problem was a lack of respect—for self, for authority, for property, for peers. Most of the behavior

violations derived from the disrespect students manifested.

Team members researched what discipline management systems had been formulated to deal with student behavior. Using the Internet, the Region VI Service Center, and the professional development library, a great deal of information was gathered to provide a basis for the district's Five-Year Education Plan Committee to improve student discipline. Two members of the study team are participating on the district committee.

A recently formed study team is focusing on the 41-point gap in scores between Anglo and black students and on the honors classes. The major thrust for this team is to study ways to address the learning problems of students and to gain greater minority student participation in honors classes through recruitment and retention in these classes.

The structure of the professional development school promotes not only the collaborative nature of research but the collaborative presentation of its findings. For example, research project presentations were delivered by faculty of Spring ISD and Texas A&M University at recent meetings of the American Educational Research Association, the Southwestern Educational Research Association, the Texas School/University Research Collaborative, and the Houston Suburban School Chapter of the Texas Association of Supervision and Curriculum Development.

The Teacher Education Program

While the above projects strive to answer the challenges of a changing student population, renewal of the university teacher education program is simultaneously taking place. A Secondary Education Collaborative has redesigned the secondary education program at Texas A&M University. The Collaborative is composed of representatives from each of the content disciplines offering teaching fields in the College of Liberal Arts, the College of Science, the College of

Geoscience, and the College of Agricultural and Life Sciences; representatives associated with teacher education from throughout the College of Education; practicing teachers from middle and senior schools from each of the teaching fields and representing various school districts; and principals and central office personnel representing various school districts. As a member of this Collaborative, the Westfield PDS is proving critical in facilitating components of the redesign. For example, Westfield is creating a systematic approach to selecting cooperating teachers who have a commitment to the professional development school concept.

Faculty members interested in becoming cooperating teachers fill out a profile that allows student teacher assignments to be less random. In the profile application, teachers indicate how they rank themselves in terms of strictness and innovative lessons, what they have done to grow professionally, their willingness to participate in seminars and/or study teams after school, and what they have to offer a novice teacher. By comparing the answers provided on the student teachers' profiles to those of the cooperating teacher candidates, the possibility of matching personalities for greater compatibility and involving greater numbers of teachers in the work of the PDS increases. Many of the cooperating teachers believe this method makes the process in the PDS seem more professional.

Near the end of the first year as a PDS, another modification grew out of a cooperating teacher's presentation at a state meeting, entitled "Mentoring a Student Teacher as a Way to Achieve Professional Growth." Teachers are now recognizing that serving as a cooperating teacher improves one's own teaching. This recognition has provided an impetus to encourage all interested teachers to apply. Training in mentoring and supervising is provided to interested teachers.

Technology is central to additional renewal processes. Early field experiences that are similar to those preservice teachers will face in their teaching careers is being

provided through distance learning. Westfield High School teachers in the various teaching fields are volunteering to have their classes observed through interactive television. During the fall 1997 semester, students in a required on-campus educational psychology course will view the Westfield classes of a Spanish teacher and a biology teacher at various times during the semester. A debriefing/questioning session with both teachers through interactive television will follow the class observations.

In its recent renovations, Westfield High School developed a teaching theater and put into place accompanying technology compatible with the technology at Texas A&M University. The theater will permit cooperating teachers and their students to be in contact with the Texas A&M campus as necessary or desired and will be used this fall to offer a distance learning graduate course on the processes of mentoring and supervising student teachers which was requested by the high school faculty. Technology is answering the challenge of distance.

Texas A&M University requires that colleges submit strategic plans for its various programs. Each program component in the Department of Educational Curriculum and Instruction was requested to forward its strategic plan. The Westfield Professional Development School Steering Committee served as a reviewing panel for the undergraduate secondary education program's strategic plan and provided specific goals in that plan for the PDS. Thus, the PDS is part of the continuing planning process for the secondary education program.

How Do You Know if the PDS is Effective?

Improving learning in conditions of cultural diversity is the theme of the Westfield/TAMU partnership. This theme provides for the simultaneous investigation of approaches, both to improved instruction in the school classroom and improved teacher preparation in the university program. A

systematic assessment of the degree of success in meeting the theme of the partnership, however, is necessary. To what degree is the purpose that grew out of the needs of both school and university being met by the partnership? To what degree are changes in the teaching/learning process taking place, and are the changes, if made, successful? How effective is the professional development school process? The Steering Committee identified the development of an ongoing research and evaluation plan to study the processes and outcomes of the professional development school as one of its initial activities. This plan provides for a heuristic for the data collection process for the evaluation of both the secondary education program and the secondary professional development school, including both processes and outcomes.

An Initial Year of Insights

Tensions between institutional and individual commitment and relationships diminish when both a high school's administration and faculty and a university's administration and faculty place concern on problems that students experience in learning and on the processes and procedures that enable teachers to experience success with an economically and ethnically diverse changing school population. Tensions also diminish when both institutions place concern on collaborating to find solutions to such challenges. When both high school and university students are the center of conversation, a common institutional and individual commitment emerges.

Making a professional development school central to an organization provides a greater challenge, especially when a school is large and its faculty and staff numbers over two hundred. Increasing the involvement of teachers in the school is necessary, perhaps by providing sessions on the professional development school on staff development days when those already heavily involved from both the high school and university

faculties share their experiences and provide opportunities for others to become more involved. It was out of just such sessions that Westfield teachers previously less involved have offered their classes for observation and interaction with university students.

Working together to solve educational problems also makes clear the strengths of both high school and university faculty. Recognition of the commonalities among the different institutional cultures begins to outweigh their differences. A collegial relationship soon develops through program presentations and scholarly publications in which representatives of both cultures share their work.

Initiating a professional development school, however, is a slow process and hard work. Universities and public schools run on different “clocks,” and calendar and time differences must be worked through in a mutually beneficial manner.

Starting with small activities that involve mutual interests allows for progress to be made. “Less is more” is an important recognition – an overly ambitious initial undertaking that may not bear fruit can affect the likelihood of building a successful PDS.

Westfield High School Professional Development School as a Center of Inquiry may provide a model for some schools facing similar educational problems. Yet it would appear that each professional development school must develop its own model emerging from a purpose. And each purpose may be different. Structure without purpose is nothing. With purpose, it is everything.

Where Does One Go From Here?

A professional development school can grow only as its constituents grow. At Westfield, the community of learners is understood to be the young learners, their teachers, their campus administrators and staff, and their parents as well as university professors and preservice teachers at Texas A&M University. All of these people comprise the membership of the Westfield

High School Professional Development School. The students who serve on the Steering Committee, assist at sessions of the professional development school on staff development days, and participate in pilot studies; the teachers who open their classrooms for external examination; the campus administrators who serve to aid in facilitating professional growth; the parents whose support of the professional development school concept is crucial; the university professors who are in the field learning with their public school colleagues; and the preservice teachers who step into the reality of the PDS classrooms through technology and through student teaching have come together and have built a firm foundation, but its structure is continually in the building stage. In addition to continuing to investigate learning problems through our study teams, we will be building instructional teams of university and public school teachers to instruct in the teacher education program, and we will be building Westfield as a possible model for a post-baccalaureate teacher education program, always moving toward providing the best instruction and the best teachers in an ever changing society.

References

- American Council on Education and the Education Commission of the States. (1988). *One-Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life*.
- Grossman, P. L. & Stodolsky, S. S. (1995). “Content as Context: The Role of School Subjects in Secondary School Teaching.” *Educational Researcher*, 24, (8), 5-11.
- Maeroff, G. (1983). *School and College*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for Educational Reform*. Washington, DC: U.S. Government Printing Office.
- Nelson, Jenny. (June 30, 1997). “Bryan Council Told of Changes in Demographics.” *Eagle*. Bryan: College Station. 2-3.

WESTFIELD UPDATE:

Continuing to Learn Together: The Westfield High School/Texas A&M University Partnership

William H. Peters

A Brief History of the Partnership

The Westfield High School/Texas A&M University partnership grew out of a felt need on the part of each of the institutions. Westfield, known for its academic excellence, was undergoing dramatic demographic changes. The school's faculty was increasingly concerned with developing processes and procedures that would enable them to experience continued academic success with an economically and ethnically diverse student population. The university, moving to field-based teacher education programs located in a somewhat rural area, needed to increase opportunities for its students to have public school experiences with economically and ethnically diverse student populations. Out of these needs, the Westfield/ Texas A&M University partnership was established, with the partnership as a Center of Inquiry, continually learning together what makes best instruction and best teacher preparation possible for diverse student populations.

The first year, the school and the university jointly funded a position for a clinical master teacher at the school, established a Steering Committee to direct the work of the professional development school, created Westfield as a student-teaching site for the university, developed study teams to investigate problems identified by school faculty, jointly prepared and presented papers at several conferences (both state and national), and established technological links

between the university and Westfield, located some 85 miles from the university.

The Partnership Continues Under Shifting Leadership

A shift in leadership in any organizational structure impacts the organization. This can be particularly true when a high school partnership has just completed its first year and the school district is undergoing a shift in leadership. In the Westfield High School/ Texas A&M University Partnership, the school district's superintendent announced his retirement and the assistant superintendent for curriculum and instructional services, who had been pivotal in helping to establish the partnership, decided to accept a superintendent's position in Northern Virginia. In addition, the associate principal of the high school, who had played a very responsible part in the partnership, accepted a principalship in the same district. At Texas A&M University, an interim department head had been appointed in the Department of Educational Curriculum and Instruction. Fortunately, the high school principal continued to provide strong leadership in the partnership, as did the clinical master teacher who holds a joint appointment with Westfield and Texas A&M. The new superintendent's support of the partnership was soon clearly evident by his attendance at various partnership Steering Committee meetings, as was the support of

the executive director for curriculum and instruction by her attendance at meetings both at Westfield and at Texas A&M University. The new associate principal quickly stepped into the role previously held by her predecessor. And so the partnership moved smoothly into its second year.

Increasing Parental Involvement

The structure of the Steering Committee during the first year of the partnership allowed many voices to be heard: faculty, administration, high school students, and preservice students. The voice that was missing was the parental voice. In the second year of the partnership, a parent has now been added to the Steering Committee, and he has become an important and vocal voice, giving needed direction to the partnership.

Expanding the Westfield Student Teaching Site

To increase the visibility of the Westfield Professional Development School on the university campus, a "Student Teacher Day" at the school was established and a brochure announcing the day and inviting prospective student teachers was developed for distribution on campus. The day involved touring the facilities, having discussions with teachers and administrators, observing present student teachers, visiting with students, discussing issues with current student teachers, learning about the community, checking out housing opportunities, and sharing the many additional opportunities provided in a professional development school. Preservice students were bussed from the university, and the "Student Teacher Day" has proven successful in achieving its goals. Plans for the coming year include the creation of a video of Westfield High School not only for recruiting student teachers to the professional development school but to enhance public relations and to share the successes of the

PDS. In addition, attempts will be made to eliminate financial barriers for student teachers who want to apply to Westfield by finding them subsidized housing in the area.

Developing a Broader Means of Communication

The first issue of volume 1 of *The Westfield Gazette*, the newspaper of the Westfield Teaching Communities, was issued on September 26, 1997. To begin its second year as a professional development school, the partnership provided a column to the publication each issue relating to the PDS. In its first column, the Texas A&M University student teachers were welcomed and the opportunity for teachers to develop study groups was announced.

Study Teams Catching On

During the first year of the partnership, twelve teachers participated in a Study Team on Classroom Management. The goal was to discover a means of improving student conduct in the school. As a result of such a study team, the school district sent three of its personnel to a three-day workshop entitled "Classroom Organization and Management Program." Mini-sessions of the workshop are now being offered to Spring Independent School District teachers throughout the school year to help teachers manage student behavior and related issues.

The notion of study teams as a means for teachers concerned about an issue to investigate it and to come to some resolution, is garnering interest and has become recognized as an important component in a school with 3,300 students. The Ninth-Grade Goal-Setters was formed to determine ways to improve consistency among teachers in the ninth-grade wing. Many of the ninth-grade teachers were either new teachers or new to the building. The first goal for Spring 1998 was for ninth-grade teachers to become better acquainted. To accomplish this, ninth-grade

teachers were invited to a coffee social where they were able to interact informally and place names with faces. This group is recruiting additional members and will begin the next year with a stronger focus on improving consistency of expectations among ninth-grade teachers.

In Fall 1998, a Professional Reading Group was organized by a teacher as a means for teachers to read, meet, and discuss the issues raised in their readings. For example, the group read about ways to meet the needs of multiple intelligence and how to adapt lessons to meet these needs; other areas related to assessment and curriculum.

A Student Success Study Team was formed as an outgrowth of a survey of teachers and students on why students fail. The results of the original research was compiled into booklet form and distributed to teachers. Twelve teachers formed a study team to discover ways to use the results to benefit students. The team met bimonthly from September through April. Many of the study team members used this study team as research for their Professional Development Plan, a plan required of all teachers. Others joined to increase their knowledge about why students fail while also investigating ways to increase student success. Overall, members were interested in improving professionally by increasing both their success and the success of their students. Some of the accomplishments of this study team include the following:

- Teachers provided a support group for one another, sharing problem situations and soliciting solutions.
- Motivational literature, such as the short stories in the *Chicken Soup for the Soul* series, was submitted to and published in *The Westfield Gazette*, a quarterly publication for teachers on campus.
- Students who have a history of failure were invited to one of the meetings to share their views on why

students fail. They were very open and their opinions provided valuable insights to study team members.

- Teachers who had been nominated for Teacher of the Year were invited to serve on a panel for discussion about what methods they use in their classes to help students become successful.
- A “Dear Gabby” box was placed in the teacher workroom so that teachers could submit questions about classroom situations of concern that they would like the study group to discuss. Responses to the questions were printed in the Daily Bulletin.
- The final meeting of the group included Dr. Folks, the school superintendent, who shared information and suggestions concerning student success.

Individual Teacher Research

The concept of study teams has also promoted the idea of individual teacher research when a concern specific to a given teacher occurs. For example, a foreign language teacher who has a class in Spanish for Spanish speakers was dismayed by their poor performance in a class taught in their own language. After discussing the situation with the clinical master teacher, she decided to target that class for special intervention strategies that could improve their academic performance. Some of the steps she has taken thus far include the following:

1. Develop and implement intervention strategies to motivate and improve student study skills. These strategies range from guest speakers, to inspirational mottoes adopted by the students, to creating individual portfolios of study skill tips and grade charting. One student has even been sent to a Saturday workshop for minority girls.

2. Obtain data from the students concerning their study habits and time management skills and their attitude toward success and failure.

3. Send a questionnaire to each student's teachers soliciting feedback on that student's potential to succeed in an honors class regardless of his/her current level of performance.

4. Inform counselors and administrators of an overall plan to increase the number of minority students enrolled in honors classes, beginning with a small number of Hispanic students.

Several students have improved their performance in school and are demonstrating pride of academic accomplishment. Together with their teacher, they monitor their weekly academic progress, and the teacher may eventually request that students who demonstrate improvement and increased desire to achieve be assigned to an honors-level class in the fall of 1998. These students will continue to receive mentoring for at least one semester, after which they themselves will become mentors for other Hispanic students.

Because of her individual research activities, the teacher's attitude toward these students has gone from frustration to pride as she sees the results. She has kept records during each step of the process, and she plans to continue the program in the fall of 1998. The clinical master teacher intends to encourage this teacher to chair a study team of teachers who want to achieve similar results with their minority students.

Using Distance Learning with Preservice Teachers

Technology has become central to linking the school and the university and in providing distance education environments for preservice teachers. Since compressed

video is a technology that provides opportunities for live, two-way audio and video interactions between distanced locations, it is this technology that was used to provide students in an educational psychology class a model of classroom teaching taking place some 85 miles from campus at the Westfield Professional Development School.

Conceptualizing a Post-baccalaureate Program

Because the Westfield Professional Development School is 85 miles from the Texas A&M University campus, involving preservice teachers on the Westfield campus has been prohibitive and possible in a limited way only through technology, since preservice teachers are taking academic courses on campus during their pre-student teaching semester. To expand the activities at Westfield, a post-baccalaureate program leading to initial secondary teacher certification has been developed with the cooperation of the Westfield Steering Committee. The program will require the following prerequisites: a baccalaureate degree from an accredited institution; an undergraduate GPA of 2.75; admission to the Graduate Studies Program and the Department of Educational Curriculum and Instruction; a minimum GRE of 800 with minimum verbal of 400; complete coursework for one teaching field of an Option II plan as approved by the teaching field advisor; a passing score on the teaching field ExCET; and completion of a special populations course, an educational psychology course, and an adolescent development course. These prerequisites must be met by the end of the first summer session. Certification may be completed with one summer session and an academic year.

The program provides for a full public school year internship. The intern may, upon approval by the Department of Educational Curriculum and Instruction and the Spring Independent School District in which the

Westfield Professional Development School is located, serve as teacher of record full-time/part-time or as a substitute and receive an agreed upon salary.

The internship may be unpaid as well. The school must provide a mentor for the intern, and the intern is to be supervised by the clinical master teacher. The intern will also become involved in the other activities of the professional development school much as the present student teachers do. This program will allow increased professional school involvement in the Texas A&M University certification program for secondary teaching. The postbaccalaureate program has been approved by the Council on Teacher Education and is moving through the final stages of approval.

Westfield as a Professional Development School Model

A Secondary Education Collaborative of public school teachers and administrators, of representatives from the College of Liberal Arts and the College of Science, and of representatives from the College of Education redesigned the Texas A&M University Secondary Education Program, which was implemented during the Fall 1997 semester. This collaboration continues to be the policymaking/program development body for the secondary redesign. The Westfield Professional Development School is represented within the collaborative and is the first secondary professional development school for Texas A&M University. As a field-based program, the secondary redesign is finding it necessary to develop additional professional development schools within the Bryan-College Station area. The Westfield Professional Development School is serving as a model in the discussions with other school districts for constructing secondary professional development schools in their districts.

Does Collaboration Make a Difference?

A heuristic for the data collection process for the evaluation of the secondary education redesign and for the professional development school has been designed. The redesigned program was implemented in Fall 1997 with Phase I of a four-phase program. Data relating to Phase I of the redesign has been collected and is being analyzed. It will be a few years before the student teaching phase will be implemented and will have student teachers from the redesign at Westfield. However, investigating the effectiveness of collaboration in the redesigned program will assist in having a base of knowledge in the initial implementation of the post-baccalaureate program recently designed. In addition, the role of professional development schools will be crucial as the redesigned program is fully implemented.

Prospects for the Future

The number of teachers involved in the Westfield Professional Development School has grown from 1997 to 1998, but the percentage of faculty members participating is still small when considering a faculty of 200 in a student population of 3,300. Nonetheless, in reviewing the second year of the PDS, it is reassuring that much progress has been made, that a shift in leadership has still allowed the momentum begun in the first year to continue, and that the professional development school concept appears to have become an accepted part of the Westfield High School culture.

Administrative changes, however, are continuing. Fortunately, the Westfield principal who has been such a strong leader in the development of the PDS has recently been appointed the associate superintendent for the district and will therefore be in a position to continue his support of the PDS. The newly appointed principal has been with Westfield for a number of years and is therefore informed regarding the PDS. With

continued support, it is expected the coming year will provide such initiatives as:

- Teacher Professional Development Plans that can be implemented through the Study Team approach now established at the PDS.
- Initiating a supervisor's workshop that will foster mentoring and interpersonal skills.
- Eliminating financial barriers for student teachers who want to apply for Westfield by finding them subsidized housing.
- Increasing teacher volunteering to allow education classes at Texas A&M to observe Westfield PDS classes in action via teleconferencing.
- Increasing teacher leadership in undertaking action research projects with students, documenting the activities, and submitting the results for publication.
- Increasing involvement of Texas A&M faculty in the PDS.
- Fostering PDS initiatives that will promote professional development through school activities to improve the quality of life on the campus.