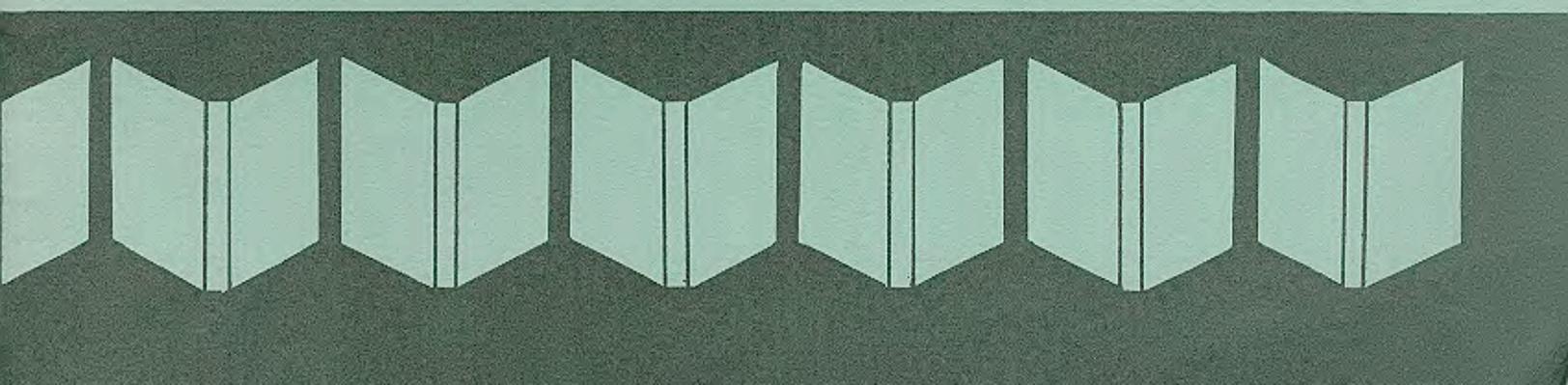


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COMMISSIONER'S COMMENT

Lee Droegemueller

Commissioner of Education, Kansas Department of Education

This issue of *Educational Considerations* is devoted to the topic of Partnerships in Public Schools. While the bulk of the articles address a critical and expanding area of importance through public school/university collaboration, there is another area in partnerships with business organizations which should be noted in the multiplicity of opportunities for productive school alliances.

American business has a long tradition of involvement in the public schools. However, much of that involvement has been on a specific case or project basis, such as business leaders serving on school boards, businesses participating in cooperative education programs, and businesses providing student internships. In recent years, the business world has realized a more definitive role in helping schools support and maintain quality education through business-education partnerships.

According to the Research and Policy Committee for Economic Development, business-education partnerships are difficult to establish and maintain due to the required relationships between dissimilar organizations and the identification of shared and agreed-upon goals. Because schools and businesses greatly differ in the way in which people work and how work gets done, collaborative efforts must take these differences into account to avoid a collision between the school and business culture. Both the school system and the business should enter into their collaboration only after a careful process of identifying goals and strategies, the ways in which these could be carried out, and expected results.

However, the Committee for Economic Development forewarns that compatible goals and strategies are often not enough. To ensure proper communications and exchange, a linking structure may be needed. Intermediary or linking institutions, such as business-related organizations or colleges and universities, can assist in forming partnerships that would not be possible for individual businesses acting independently. For example, a commitment made to guarantee a specified number of jobs for graduating students who meet agreed-upon academic standards would probably not be made by a small business acting alone.

Although the use of an intermediary organization facilitates communication, exchange, and feedback, the role of individuals in forming partnerships should not be forgotten. Partnerships are for people, not institutions. The commitment and perseverance of the individuals involved in the partnership are the main ingredients for success.

In reviewing the successful partnerships included in this issue of *Educational Considerations*, different partnerships with different objectives appear to have basic characteristics. These are similar to the partnership characteristics included in the Committee for Economic Development and Research report *Investing in Our Children: Business and the Public Schools*, and Larry and Virginia Decker's *Home/School/Community Involvement*.

- + Specific, mutually agreed-upon goals and objectives. Each partner knows what the other has to offer and has a realistic view of what might be accomplished.
- + One or more of the following specific objectives: employability, curriculum and skill development, and management and leadership.
- + Leverage of both financial and human resources.

Partnerships represent a leading edge of the future. Partnerships between schools, universities, and business offer myriad opportunities for success. Additionally business has much to gain from its partnerships with education. The schools are the central institution for developing human resources needed in the work place. On the other hand, a firm commitment to education from business can strengthen the schools' performance and accountability. The challenge for members in partnership efforts is to move forward together in pursuit of their shared goals and common interest in the future.

educational considerations

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FOREWORD

A long-standing struggle within education has been how to best maximize and diversify the vast wealth of resources present in communities in a manner which best addresses the needs of children. Central to the dilemma has been twin contentions of concern which have focused on how to meld a vibrant contributing relationship between the schools and the economy, and how to fuse university interest in research and theory with the public schools' need for applied wisdom. All too frequently, these unresolved concerns have resulted in polarized schisms which have failed to contribute positively and meaningfully to productive relationships which effectively promote growth and harmony between these vital elements of society.

The school has long been recognized as the critical link between intellectual growth and economic prosperity. If society is to flourish and progress, schools must prepare and equip children to live in an uncertain future. The traditionally disparate domains of academia, the public schools, and the economic community are no longer viable as discrete entities as demands for accountability and cooperation escalate. New and innovative methodologies of systematically addressing these concerns are desperately needed which will dissipate artificial myths and restructure relationships for the positive benefit of children.

One of the more promising indicators of schools of the future is the concept of *educational partnerships*. Although not a particularly new concept, partnerships are receiving renewed emphasis and undergoing redefinition. That emphasis and redefinition provide every indication of breathing new life into sterile relationships, offering new hope to educators and citizens who aspire to enhanced collaboration and cooperation in the education of children.

This issue of *Educational Considerations* is devoted to collecting and disseminating the work of outstanding leaders in the field of education who have spoken proudly of exemplary partnerships which presently operate in the triad business/public school/university arena. The works which appear in this issue represent a myriad of diverse opportunities for cooperative ventures in excellence. The authors whose efforts appear in this issue were selected for their prominence in partnership efforts, and each offers a unique perspective on why partnerships are a vital link to the future in an era of both accountability and increasing economic parsimony. The partnerships described here are representative of an incredible array of collaborative efforts which occur daily throughout the nation. It is our belief that partnerships, new and existing, should be expanded and encouraged as a bright hope for a new future in which unprecedented effort must be made to fuse the gap between producers and consumers of education. In bridging that gap, the credibility of public schools, universities, and businesses is at stake, for at least the gap will remain unchanged, at worst widened, and at best, healed. The time has come for partnerships, and to that end this issue of *Educational Considerations* is dedicated.

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Today's district must involve all segments of the community in public education if the future of both school and community is to be a bright one.

One Key to Survival and Success: Making Everyone a Partner in Public Education

by Marvin E. Edwards
Dallas Independent School District

In late 1986, an editorial of nearly half a page ran in one of Dallas' two daily newspapers. The editorial advised the Dallas community and its citizens that "education must become an area-wide obsession" in order to reduce student pregnancy, drug abuse, and dropping out and to "get Dallas moving."

As the editorial stated, "sustained, significant improvement . . . [requires] all Dallasites, regardless of whether they have children of their own, or whether their children are enrolled in the Dallas Independent School District, to be supportive and actively involved in an 'education first' effort." (*Dallas News*, Nov. 10, 1986)

This public call for action actually was testimony to the fact that the community's consciousness of the importance of public education to Dallas already had been raised. In fact, the Dallas Independent School District's twenty-year-old self-created system of broad community partnership programs itself undoubtedly helped to lay the groundwork for that 1986 editorial; as seen in Table 1, for years the DISD programs had been feeding growing numbers of citizens information about, examples of, and personal experiences with the link between successful public schools and successful communities. Many of the avenues cited by the editorial for citizens to become involved in and supportive of public education were those very school-community partnership programs that the DISD already had in place.

Through foresight and planning, the DISD had put down a strong foundation to encourage and enable the involvement of all citizens in the schools. The broad-based design of Dallas school-community partnerships, combined with the DISD's systematic structure for encouraging and enabling diverse community involvement, have made the Dallas school-community partnership program not only

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an unusual arrangement, but an unusually effective one as well.

There is no doubt that such a broad partnership and operating system will be even more valuable in the future as the schools seek to overcome the many challenges to education and to prepare youngsters for a changing world. The schools simply cannot accomplish these tasks alone.

TABLE 1
THE DISD's GROWING SCHOOL/COMMUNITY PARTNERSHIP PROGRAM

Category	1969-72	1974	1979	1988
Adopting Partnerships	no record	13 businesses 15 religious groups 6 civic groups	500	2,100
Volunteers	1,791	3,053	8,100	17,217
Schools Served	111	129	155	181
Volunteer Hours	no record		66,215	389,971

The Design of a Partnership Program

From the beginning, the concept of partnerships for the DISD was an ambitiously broad one; the district's administration believed *everyone* in the increasingly diverse, greater Dallas metropolitan area should have one or more avenues of involvement, representation, and communication with the Dallas Independent School District. Among the sectors eventually identified were parents, students, citizens, religious groups, civic groups, social and service organizations, private schools, colleges and universities, businesses, professions, and the city's varied races and cultures. The administration of the '70s correctly believed that only through the cooperation and assistance of people from every sector of the community, could the schools hope to provide quality education and equal opportunity to the urban district's 130,000 diverse students attending nearly 200 schools.

Subsequent research and reports have added great validity to what was then—and still is in many school districts—a cutting-edge philosophy of encouraging everyone to participate in the public schools. Opening their school-room doors to the public is not an easy route for administrators, but the final destination makes it a route well worth taking.

In the more than 350 reform reports since the 1983 "A Nation at Risk," a common thread is evident: "school improvement comes most quickly and profoundly when the school, the home, and the community work together." (*Instructor*, 1986)

Recently, James Coleman, sociology professor at the University of Chicago, studied what he calls *social capital* and its effect on student achievement. In comparing private and public schools, Coleman found that families and communities both embody social capital. "Like other forms of capital," he says, "this is a resource that can be employed to aid . . . the development of youth." Moreover, Coleman found that social capital in the outside community can substitute when social capital is missing from the family. (Coleman, 1988).

It stands to reason that the more broad the social capital available to schools and students, the better. Urban dis-

districts especially are blessed with a wealth of varied social capital and resources that can be tapped. Like many districts, a large proportion of DISD partnerships initially were with business and industry, but from the beginning other segments also were encouraged to participate. Over the years, the involvement of groups such as the community's senior citizens, medical institutions, private and parochial schools, higher education, agencies, civic and service organizations, and cultural and religious groups also have come to have an enormous positive impact on Dallas schools, students, and community.

Today's thoughtful and informed educator accepts the effective schools research that emphasizes the importance of community involvement. But *achieving* involvement, especially the involvement of individuals and groups other than parents and business, takes great effort and remains a challenge almost everywhere.

Structuring "Win/Win" Partnerships

The key to effective school-community partnerships is the same as that for any other partnership, be it a professional partnership of individuals or a personal partnership such as marriage and friendship: all partnership participants must believe that they benefit from their cooperation and alignment of effort.

The Dallas example shows the many ways in which schools and children benefit from participation of the community and its citizens in their schools. During the 1987-88 school year alone, more than 17,000 volunteers invested almost 390,000 hours in the DISD. This is equivalent to some 275 additional teaching positions. Moreover, 2,100 organizations and businesses adopted schools in the DISD's Adopt-A-School program during this past school year, and numerous other groups and individuals contributed to the district in an advisory capacity. Students have benefited directly from tutoring, mentoring, role modeling, teacher incentives, listening, support systems, speakers, programs, trips, competitions, materials, equipment, internships, scholarships, etc. They also have benefited indirectly from the diversity of ideas and programs that have been brought to the district by members of the community and that have helped to improve the district's operation and instructional programs such as the DISD's excellent collection of special-interest magnet schools (DISD Report, 1988). These benefits accrued to the district and its students have proved well worth the time, energy, and money invested by the DISD to achieve a high level of community participation.

This dynamic participation is evidence that community groups and citizens believe that they also benefit from partnerships with the DISD. Fortunately many individuals, organizations, and businesses look upon such involvement as part of their social responsibility. We live in a time when despite the numerous claims on people's time, an interest in grass roots efforts and voluntarism is on the upswing. People want to make a difference in the world around them. In 1985, for example, volunteers gave more time per week on average to organizations than they had in 1980 (*IS Report*, 1986).

Business and industry also have recognized that effective public schools provide good employees, attract good employees, entice new business to a community, and help to preserve the free enterprise system. According to a Conference board survey released in January 1988, education and the quality of the work force are the issues of most importance to today's businesses, and these are the issues to which the private sector now donates the most time and money (*Education Daily*, January 12, 1988).

Other segments of the community get involved because they view public schools as the key to a better quality of life for themselves and others, to the development of good citizenship and character in future leaders and voters, and to a future of freedom and opportunity for all.

It is up to the schools to address the self-interests of the various community sectors, to communicate with those sectors, and to make it as easy as possible for the members of those sectors to join in a school partnership program.

Organizing for Involvement

Today, the Dallas Independent School District has a well staffed internal organization to recruit, train, and coordinate volunteers and to provide channels of two-way communication with all sectors of the community. In addition, the district contracts with the Dallas Chamber of Commerce and the Dallas Black Chamber of Commerce to assist with public relations, recruitment, and recognition of volunteers in the business sector.

In the beginning, however, the DISD took care to proceed slowly and carefully, building on its successes. The 1976 goal was to line up 20 to 25 successful adoptions without expending additional resources. Surprisingly, the district found it easier to recruit adopters than to find principals and schools who were receptive to the idea. However, once enthusiastic principals participated in the pilot projects and perceived the benefits to their schools, they helped sell the idea to their peers.

One more recent and excellent outcropping of the groundwork done by the DISD to involve the community in its schools has been the emergence over the last few years of community- and business-generated pilot programs. Though these programs operate in cooperation with the DISD, the idea for them and the organization of them comes from outside the district. These programs include "Communities in Schools," which targets the lowering of dropout rate by providing mentors for students, and "I Have a Dream," which surrounds disadvantaged sixth-graders with special support and assures them a college education when they complete their public schooling.

Several factors have contributed to the DISD's success in mobilizing broad community involvement in its schools. These include:

- *Making partnerships a priority.* Board policy was established on the commitment to a communitywide partnership effort. The importance of the effort was noted in the district's official goals statement, and the administration spelled out guidelines and procedures for the staff.
- *Taking it slow and easy but strategically.* The initial focus was on a few workable activities. Then the district built on the successes with a defined marketing strategy. Participants were asked to help sell others, and recruitment efforts always begin with the people at the top of an organization.
- *Employing a communications plan.* An on-going comprehensive effort is made to inform key publics about the importance of partnerships, how they work, and the opportunities available. A variety of tools such as district publications, audiovisual presentations, speeches, and handouts are used, as well as the contracted services of the Chambers of Commerce. One special partnership, the Positive Parents of Dallas, was formed specifically to provide positive communication about the DISD.
- *Establishing a care and feeding system.* Probably the toughest part of the job is keeping the partnership pro-

gram rolling. A systematic maintenance system is utilized that includes assigned staff responsibilities in working with the various volunteer groups and community sectors, training for both staff and volunteers, coordinating volunteer efforts, recognizing partners for their contributions, and operating an evaluation system.

- *Building a support system in the community.* The district has been able to make partnerships with the schools a tradition among many community and parent groups. Once such groups are identified, staff members work with them on an on-going basis to build a self-renewing mechanism.
- *Involving all school staff and departments.* Partnerships don't belong to one department, program or school. They help everyone, and everyone must be involved in making them work. By making partnerships a priority of the Board and top administrators, staff cooperation is built both horizontally and vertically.
- *Utilizing the public relations value of community involvement.* Community partnerships are used to transmit information and get feedback on overall school programs, plans, progress, and problems. A special "community network" system is part of this effort; representatives of the key community sectors—from racial groups to realtors—meet regularly for two-way communication with the superintendent.
- *Continual reassessment of school and community needs.* The DISD pays close attention to the changing needs of schools and students and to the changing interests of the community and its citizens. Then refinements are made to existing programs, new partnerships are formed, new types of volunteers are recruited, and new types of training are provided. For example, such on-going assessment recently resulted in a number of new "win/win" partnerships, including:
 - tutoring of DISD youngsters by private school students.
 - the adoption of a Dallas high school by a hospital for crippled children. The hospital needs more young people to go into health care, and the students need more information on career opportunities and preparation.
 - pilot programs in character education. Religious and other groups came forward with proposals to supplement the standard curriculum.
 - plans for a "middle college" to be operated jointly by the DISD and the Dallas County Community College District that will link the last two years of high school with the first two years of college for career training continuity.
 - a partnership with East Texas State University to provide alternative certification training for college graduates wanting to help meet the district's great need for additional bilingual teachers.
 - the development of numerous new partnerships to target the new education/community priority of serving at-risk youngsters. A whole new genre of needs, volunteers, and partners has been developed in this area just over the last few years.
 - a whole new set of guidelines and training of DISD volunteers and partners. Some of the more recent student needs and volunteer interests mean that community partners are working closer to areas traditionally handled only by professional school personnel. These include psychological, emotional, and legal arenas. Not only must volunteers now be totally familiar with the limits of what they can do

and be very well trained in what they will do, but they and the district also must be protected from liability problems. In this sense, voluntarism has become a "profession" requiring new programs of training and development.

The Bottom Line for Public Schools

Public education is facing some tough challenges that are not going to be resolved quickly or easily. In addition to the societal problems that impede the learning of youngsters such as poverty, drug abuse, teen pregnancy, crime, and apathy, our schools already have come head-to-head with financial shortages and shortages of teachers in certain key areas. According to all we know, these shortages of dollars and teachers will grow well into the future.

A primary hope for our public schools to meet the challenges ahead and fulfill their charge of providing educational opportunity to all youngsters is to involve more people in our schools on a volunteer or partnership basis.

Traditionally, our volunteer support has come from parents. With changing demographics, however, public school parents are comprising a smaller and smaller percentage of our urban population. Today in Dallas, three-fourths of our community no longer have children of school age. Thus, our challenge is to reach more non-parents, to communicate with them about our schools, and to involve them in the educational process. The business sector has been a logical and effective starting point; private enterprise will remain our largest source of time and money.

Many other sectors of society have a vested interest in educating today's young people—even if they are not yet aware of it. They can provide not only additional resources but a wealth of social capital that can enlarge and improve the minds and lives of the young people in our communities.

Administrators cannot afford to overlook any potential partners for their schools and their children. They cannot afford to sidestep the planning, work, and money that must be invested in order to reap the many rewards of school-community partnerships. Such an investment is multiplied yearly, and it can make a difference in whether we move forward or backward in our mission to educate all young people.

Our youngsters need all the hearts and hands we can recruit, and they will benefit immensely from all that our citizens have to offer. It is up to the schools to open their doors to community partnerships and guide our friends in the community in helping to see that all youngsters receive the education they deserve.

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Superintendents and principals need a location and time for professional development. EXERT and TEAM 21 are examples of cooperative school/business/university partnerships which have provided new ways to meet these needs.

EXERT and TEAM 21: Partnerships for Professional Development

by Judith Adkison, William E. Camp,
and Bruce Meeks
University of North Texas

Introduction

The educational reform movement and research on school and district effectiveness have heightened interest in educational administration and leadership. A growing body of evidence shows that superintendents and principals do influence student achievement and school improvement efforts. For example, Murphy et al. (1985) found that a sample of instructionally effective California districts shared common characteristics. Superintendents control many of these characteristics: a focus on productivity, improvement, and problem solving; a long-term view of change; and a focus of time and energy on internal operations. The key role of the superintendent and central office staff in successful school improvement efforts also is well-documented (e.g., Fullan, 1982; Huberman & Crandall, 1982). Similarly, the effective schools research has generated a consensus about the characteristics of such schools, one of which is strong administrative leadership (Clark, Lotto & Astuto, 1984).

Consequently, suggestions for improving preservice and inservice training of administrators abound. The National Governors Association called for revisions in the selection and training of administrators and for the provision of inservice training to practicing administrators (1986). To provide inservice, the American Association of Colleges of Teacher Education Subcommittee on the Preparation of School Administrators recently recommended that universities establish collaborative professional development programs with schools and other agencies. The committee also recommended that schools establish professional de-

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velopment programs for professors. The programs should focus on local needs and involve faculty with school professionals in problem solving (Shibles, 1988).

Reform legislation in Texas provided an opportunity for the University of North Texas Department of Educational Administration and Supervision to develop such collaborative arrangements. House Bill 72, passed in the summer of 1984, required all public school administrators to complete state-approved training in three areas: management skills, instructional leadership, and teacher appraisal. The department established collaborative relationships with superintendents, ten school districts, and leading private sector firms to provide professional development that satisfies the state requirements, draws from the expertise of the private sector, and meets the needs of administrators and their school districts. These programs and the process of developing them are the focus of this article.

EXERT

In the fall of 1984, three University of North Texas (UNT) faculty members developed the Executive Educators' Round Table (EXERT) to meet the professional development needs of a special category of administrator—superintendents in large urban and suburban school systems. These superintendents are knowledgeable and sophisticated. Active in professional associations, they attend national conferences and read widely, know the educational experts, and understand the current issues in education and administration. They pose a dilemma for program developers, since the traditional inservice activities likely to be implemented by H.B. 72 requirements fail to meet their actual training needs. To identify those needs, the UNT coordinators formed a steering committee of eight Dallas-Fort Worth area superintendents, the Dean of the College of Education, and the Chancellor to develop a customized training program for large district superintendents that also meets anticipated state requirements for training in management skills and practices.

The superintendents felt that they already knew what the educational experts could tell them. They wanted access to expertise from the private sector and other government agencies, and they preferred the opportunity to interact with leaders in business and government. They felt they could learn from the best thinkers in other fields, and they hoped to familiarize non-educators with educational issues.

The round table format facilitated this interaction. Each round table session included a formal presentation of approximately one hour followed by an exchange of ideas among the superintendents and the invited expert. Limiting membership in the program to 20 superintendents assured ample opportunity for exchange of ideas. The first program offered in the spring of 1985 provided a three-credit-hour doctoral level seminar. UNT coordinators mediated between the university bureaucracy and the participants, handling admissions, registration, parking, and other participant requirements.

The 17 presenters included executives from American Airlines and IBM, a former cabinet member, several media experts, a U.S. representative and several nationally known commentators. Topics featured **Managing Personnel; Managing Politics; Labor Relations: Is Education Different?; Marketing Strategies; Economic Trends and Public Schools; and Designing Effective Instructional Programs.**

Participants completed a brief evaluation form after each program and discussed the programs with the coordinators. They valued the opportunity to interact with leaders in other fields and found the presentations applicable to ed-

ucation. They especially liked the collegial, off-the-record setting where they could discuss common concerns among themselves and with outside experts.

EXERT was expanded for the 1985-86 school year as a result of the positive response to the first year's programs. The expanded format provided programs for central office administrators in the large districts and programs for superintendents in medium and small school systems. EXERT I programs in instructional leadership for large district superintendents and central office staff, and EXERTs II and III for medium and small districts were scheduled back-to-back to use the same speakers for both groups while keeping the job-alike settings.

Other EXERT programs were developed. Following a 1985 needs assessment to determine the market for a program meeting the newly issued guidelines for instructional leadership training, an EXERT in this area was offered. As a result, two superintendents requested instructional leadership programs for their district administrators.

While EXERT received many accolades for its successful design, several problems developed. In the absence of state guidelines, EXERT leaders attempted to first meet the needs of participants. Although program planners communicated with state agency officials, EXERT's content did not correspond precisely to state mandates for instructional leadership training. In one case, participants who had completed an EXERT program had to complete additional training (provided through the program) before the state would approve the program. As the program was revised to meet state guidelines, it drifted from the needs of the original participants. The emphasis shifted from interaction with leaders in business and government to more traditional educational content. As the content and format no longer met their needs, the enthusiasm of the original superintendents waned. By meeting the needs and demands of a larger audience, EXERT began to lose commitment from the original clientele.

Time demands made on the EXERT coordinators created additional problems since faculty received no course load reduction or secretarial assistance for the labor-intensive project. During one semester, five different EXERT programs operated and in some cases utilized the same speakers. The work load and change of focus contributed to a suspension of EXERT in 1986.

However, EXERT's success led to the development of a second project described below. Superintendent feedback showed a continuing need for innovative professional development, and preliminary information from the state indicated that new guidelines for training in management skills would be more flexible than those for instructional leadership training. The EXERT experience of trying to meet a broad array of training needs with limited resources suggested a more focused program and an effort to seek external funding to support some of the staff time required.

TEAM 21

In the summer of 1987, three faculty members began working with superintendents from the ten largest school districts in Tarrant County, Texas, to develop a collaborative professional development program. The county includes the city of Fort Worth and surrounding suburbs, smaller cities, and rural areas. The program would focus on superintendents with follow-up training for other administrators to be developed as a part of the initial project sessions. With many districts experiencing rapid growth fueled by the same set of private and government projects, a county focus and collaborative efforts among districts became especially appropriate.

The project was named "TEAM 21 (Teaming Educational Administrators With Expert Managers for the Twenty-First Century)." The name emphasized the anticipated relationship with private sector leaders and focused on the near future (as several superintendents noted, this year's first graders would be graduating in the year 2000).

Strategic Planning

In discussing their professional development concerns, the superintendents shared their interest in strategic planning and even suggested that the strategic planning process should be used to develop the training program itself. Two districts provided staff members certified as planners through the AASA National Academy for School Executives Certification Program for Strategic Planning to lead the initial planning session. Nine superintendents and a deputy superintendent, a representative from the regional Educational Service Center (one of 20 intermediate areas in the state), the chair of the educational administration department, and three faculty members participated in a productive workshop that both exposed the group to strategic planning and produced a document structuring the program.

Beliefs and Mission. The TEAM 21 strategic plan began with a statement of five beliefs all members of the group shared. The beliefs expressed conviction that high quality leadership and management training can produce improvements in the management of resources and student achievement. The mission statement followed from those beliefs:

The TEAM 21 mission provides a unique professional growth program to meet the leadership/management needs of the largest Tarrant County school districts. Key leaders will identify their training needs and then develop a program using successful models from the private sector and leading school districts for their professional development."

Internal analysis. Having agreed upon the mission, the group focused on an internal analysis of TEAM 21 and identified its strengths and weaknesses. Strengths included: a non-threatening setting for sharing concerns; the broad base of expertise and resources in the ten districts and the metropolitan area; involvement of school systems, private enterprise and the university; the close personal relationship among the participants; training tailored to the superintendent's needs; the opportunity to take a proactive role in shaping change; the focus beyond immediate, day-to-day concerns; and, building public confidence in school leadership.

Some weaknesses such as the lack of formal structure, needs assessment, and evaluation plan, could be remedied by further planning. The limitation of lack of funding would be addressed by seeking funds from various private sources. Other limitations needing further attention during the project included the time constraints on participants and their diverse interests.

External analysis. The group's external analysis considered economic, social, political, technological, and demographic impact on their districts. They expressed a need to know how to incorporate new technologies in instructional and management settings, how to predict and manage changes brought about by new technologies, and how to find the funds to pay for the changes. Economic and financial concerns included questions concerning the costs of educating special populations, pressures for increased salaries, decreases in state funding for many of the dis-

tricts, and the need for alternative funding sources to the property tax. Social concerns included changes in family lifestyle, a maturing population, cultural changes accompanying the increase in the area's Hispanic population, medical problems, and increased efforts of special interest groups to impact schools. However, continued growth in the school-age population would continue to be the major social condition confronting them. Political changes affecting the district included increasing state centralization, changing roles for school boards and a new state finance plan.

Strategies. Having identified beliefs, mission and organizational structure and reviewed external constraints and opportunities, the group identified strategies and activities for TEAM 21. They favored a thematic approach centered around "people skills," finance skills, and instructional skills. Their priorities were: managing power structures in a centralized state system; creative financing; using a broader base of knowledge on how to read people and communicate with them; improved communications with non-parents; managing resources appropriately; and future studies. They retained the positive elements from EXERT—the involvement with leaders from business, industry and government, and the collegial superintendent relationship. The group charged the university representatives with developing an operational plan and evaluation strategy.

Value of Strategic Planning

Strategic planning proved to be an effective technique to provide a structure for superintendents to consider common factors that would impact the future of all of their districts and to help them identify training activities to meet these needs. The process engendered enthusiasm and commitment for TEAM 21 and created a common vision of the project. It gave the coordinators a clear understanding of what content and activities had highest priority for the group. It also provided evidence of the superintendents' support for the program that would strengthen their case as representatives sought external funding.

The planning session left some important issues unanswered. The major issue involved the question of how the pilot program would extend beyond the ten superintendents to improve their districts and other districts in the county. The group also failed to develop consensus on how the skills and knowledge acquired in the program would be initially applied to district management.

Collaboration with the Private Sector

The coordinators initiated contact with a local foundation and after the director expressed interest, developed and submitted a proposal. The proposal cited several changes in Tarrant County that would confront school systems by the year 2000 including an increase in the number of Hispanic students—a group traditionally not served effectively by public schools. The proposal offered a program consisting of the three themes identified in the strategic planning process: **finance skills**—using existing funds more efficiently and identifying new sources of funds; **people skills**—innovative ways of communicating, motivating, and managing human resources, particularly in organizations with significant Hispanic membership; and **instructional skills**—planning effective schools of the future and providing new arrangements for schools in multicultural settings. Instructional strategies would emphasize opportunities for face-to-face interaction among administrators, their private sector counterparts, and nationally recognized authorities in the content areas. Administrators would par-

ticipate in conferences, shadow private sector executives, take part in feedback sessions to share the lessons acquired during shadowing, and group visits to exemplary schools of the future and schools successfully serving minority students.

At the suggestion of the foundation's director, three superintendents and the TEAM 21 faculty coordinators met with representatives of three major firms in the county. These executives learned that the project did not want their money, but instead wanted access to the best thinking occurring in the private sector. Mechanisms to get that access included having superintendents shadow top executives, observe effective practices, utilize executives as speakers and seminar leaders, and use managers to consult with districts on specific problems.

The meeting showed that a basis for collaboration with business does exist. The private sector managers found the project interesting, offered some useful suggestions, and felt their organizations would participate. The discussion showed them that they shared common problems with educational administrators. They were surprised to discover the complexities of school administration and to learn that school administrators engage in planning and decision making activities similar to those of the private sector. The managers also described the private sector's concerns about education. Their concerns addressed the skill levels and attitudes of many job applicants and as well as the impact of technology on the workforce. Large firms would be willing to help in school improvement efforts, not only to assure a competent labor pool, but to enhance their ability to recruit executives to the Fort Worth area.

They offered additional suggestions, such as forming teams of specialists from business and industry for short term assistance in specified problem areas, using retired executives to work with districts on a long-term basis, and admitting school administrators to their firms' executive training programs. They doubted the utility of shadowing.

With this encouragement, the coordinators met again with the ten superintendents. They presented a list of activities and asked them to rate their interest in each area. Participants were most interested in making site visits to businesses to review specific programs, forming school district/business task force to help districts solve specific problems, and participating in corporate executive training sessions. The program was revised to reflect these priorities.

At this meeting, the superintendents also identified leading private firms in their districts and agreed to initiate contacts to secure statements of support for TEAM 21. By the end of the 1987-88 school year, thirteen of the largest private businesses in the area indicated support of the program and willingness to provide some form of non-financial support.

With documentation of the willingness of the private sector to participate in the program, the coordinators returned to the foundation. At the director's request, they reduced the scope of the project from four years to two and added an evaluation of the project's effect on district changes, financial savings, and impact on the districts' 179,000 students.

The final program found in TEAM 21 has several strengths. It meets the needs of the participating superintendents by providing a tailor-made development program that qualifies under state training guidelines. It continues the successful EXERT elements of learning from private sector leadership while maintaining a collegial atmosphere of cooperation between university faculty and district superintendents.

Conclusions

Planning and implementing EXERT and TEAM 21 provide several lessons in the development of collaborative relationships among universities, school systems, and the private sector for the improvement of administrator training. The most important lesson is that superintendents and business executives are supportive of such enterprises. Superintendents spent many hours in EXERT and TEAM 21 meetings and discussions, despite the press of more immediate demands on their attention. Business executives also contributed their time and pledged resources despite the economic downturn in Texas.

Secondly, university workload policies and practices do not encourage such enterprises. Typically, there is no reduction in teaching loads for the extensive planning, meeting, and proposal writing required to develop and implement collaborative relationships. If universities are to pursue such arrangements on a larger scale, workload policies and practices must be changed.

A third lesson is that large urban and suburban school districts bring considerable expertise to the relationship. The planning expertise and experience and the knowledge of trends and development in education and management were essential to the TEAM 21 effort. Collaborative arrangements can thus enhance the professional development of university faculty as well as that of school administrators.

Fourth, strategic planning is an effective tool in developing cooperative programs between school districts and universities. The fact that leaders who make the final decisions in their districts could work effectively together in developing a cooperative program illustrates the strengths of this process.

Two aspects of the collaborative process are noteworthy. The involvement of the private sector enhances the credibility of educational administration. The public perceives that business has expertise that educators lack, and public confidence in educational institutions is enhanced when cooperative arrangements are visible.

EXERT and TEAM 21 also showed that superintendents like to share with administrators in similar situations,

and they have few vehicles for such exchanges. Collaborative relationships such as TEAM 21 provide that vehicle. Daniel Duke contends that: "Administrators complain that they are so heavily involved in reacting to circumstances that they have no time left for reflection. Meeting the needs of others is so compelling and immediate that school leaders have little opportunity to chart their own course of action" (Duke, 1987). TEAM 21 gives a county-wide group of superintendents the opportunity to reflect and to begin to chart a course through cooperative school/business/university partnerships.

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It is essential that strong and on-going linkages exist between those who prepare teachers and the field-based practitioners who are intimately acquainted with student needs.

School/University Partnerships— A Time to Disenthrall Ourselves

by **Stuart B. Ervay**
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In his Second Annual Message to Congress, Abraham Lincoln said that Americans fighting the Civil War must disenthral themselves in order to save the country. By that he meant that citizens of both North and South should seek to escape the intellectual and emotional biases to which they were being held captive, because "the dogmas of the quiet past are inadequate to the stormy present."

Within public education there is a "dogma of the quiet past" which for too long has separated universities and public schools; the dogma holds that because public schools are most responsible for meeting the varied expectations of a sometimes fickle society, they are fundamentally different than universities which serve academic interests above all else. Public school educators are held captive by legislative and board directives and are almost daily asked to expand their roles to meet such emergencies as substance abuse, racism, fragmented families, and sexually-transmitted diseases—to name only a few. On the other hand, universities are insulated so well from the vicissitudes of governmental decision makers that they are often held captive by a form of lethargic scholasticism. Those differences become painfully obvious when attempts are made to create partnerships between universities and public schools.

How, then, do we disenthral ourselves? How do we overcome the fundamental differences in perspective and function that impede our growth toward real partnership? It is particularly important for those who work in university colleges of education to find answers to those questions, because the teaching profession demands reasonable solu-

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tions more than ever before. It is essential that strong and ongoing linkages exist between those who prepare teachers and the field-based practitioners who are intimately acquainted with student needs.

Institutionalizing Partnerships

Much has been written about partnerships between public schools and colleges of education, but most concepts and practices seem to have little long-term impact on improving relationships. Based on our experiences and research, we conclude that the most significant cause for failure is inadequate attention to institutionalizing partnership programs—that those who initiate joint projects do not give sufficient attention to governance systems and to nurturing the personal relationships that evolve within those systems. Both of those aspects in their developmental stages require patient leadership and a willingness to spend years of commitment fulfilling well-conceived goals. Finally, the governance system must be designed in such a way that a dynamic agenda can be perpetuated after the key players who functioned within the initial stages are no longer present.

Many collaborative activities between universities and public schools violate the principles that assure institutionalization. A typical scenario involves a nontenured assistant professor who must lend credibility to an upcoming article that is being readied for submission to a refereed journal. A flurry of activity results in the creation of a short-term project that generates enough data to cause the article to be accepted. The article is complete, the assistant professor becomes interested in a new project, and the initiative is terminated. Another example might involve a field experiences director who wishes to use classroom teachers as special seminar presenters for the student teaching program, but attempts to operate the project on an ad hoc basis in whatever spare time the field experiences office staff has available. The experiment ends after one semester. In both examples, there is no long-term leadership commitment to the project. Because of that condition, no governance system is established nor is there any real effort to nurture personal relationships among the participants. Goals may have been self-serving or poorly conceived, and participants were not excited about the project's agenda of activities. No one gave either project enough attention to detail, nor did anyone seem to care about the long-term consequences of the collaboration. Failure is certain whenever a partnership is based on selfish needs or a concept that begins with this statement: "that's a great idea so let's give it a try." Giving something a try is ordinarily an insufficient reason for opening opportunities for cooperation.

Leadership Commitment

Geraldine Clifford and James Guthrie have written a new book titled *ED SCHOOL: A BRIEF FOR PROFESSIONAL EDUCATION*. Excerpts from that book were included in a recent *Education Week* "Commentary" which points out that colleges of education "have become ensnared improvidently in the academic and political cultures of their institutions and have neglected their professional allegiances." That condition is not news to assistant professors seeking promotion and tenure; their academic careers depend on scholastic productivity, highly visible (albeit inconsequential) service activities, and campus-based teaching. Energetic, bright and capable assistant professors had better be committed to the university's goals first and foremost.

Since public school practitioners are not likely to initiate collaborative activities (as they rarely see obvious ad-

vantages to such relationships), it is important that someone from the university take the lead. If those at the university who were most recently employed by public schools cannot be disenthralled from the university's priority system, then no leadership commitment can exist.

Commitments are most possible when those university administrators responsible for making tenure and promotion decisions play active roles in leading highly visible projects. A good example of that process has occurred in Lubbock, Texas, where Texas Tech's College of Education Dean Richard Ishler and the Lubbock Schools Superintendent E.C. Leslie initiated an "Adopt a Classroom Project" that involves 141 Tech professors, including the University's president. That kind of initiative can certainly inspire younger faculty toward the building and leadership of subordinate or similar programs. University faculty members can also receive encouragement by hearing chief administrators indicate that working with public schools is near the top of their priority lists; two university presidents who regularly do that are the University of Missouri's Peter McGrath and Emporia State's Robert Glennen.

Establishing Appropriate Goals

Goal-setting in most of today's collaborative enterprises is usually a function of the university. A professor senses a need, organizes a project scenario and proposal, and presents the concept to those public school personnel that could and should be involved. Though goals are established at the university, possible outcomes include those in which the schools might have an interest. Such outcomes might be in the realm of staff or program improvement or the increased visibility of projects the school sponsors. Whatever the trade-off, school personnel are nevertheless asked to accept the university's priorities to become part of the activity. Unfortunately, that process leads to a senior partner/junior partner syndrome, in which the schools seem to become laboratories for "good ideas" coming from higher education.

Though public schools occasionally initiate collaboration, that condition is rather uncommon. Most often they look for a university service . . . something they can obtain inexpensively or for nothing, such as workshops, student testing, consultant services, and media exchanges. Since most grant programs encourage collaboration, districts and universities will work together in setting goals for a project that requires that kind of cooperation; if such a grant program is funded, then the impetus to work together may be such that mutually supportive activities will continue after the funding period.

In the Kansas community of Emporia, the schools and university began working closely as a result of informal dialogue among educators who took advantage of the limited number of liaison opportunities that existed in the early 1970s, and who created new mediums for communication since then. Superintendent Harold Hosey can be credited for opening opportunities through these actions:

1. interacting with university administrators and faculty members through affiliation with Phi Delta Kappa, service clubs, and other less formal organizations;
2. reorganizing the district and charging district and building-level administrators with responsibility for working as closely as appropriate with the university;
3. establishing the overriding philosophy that close ties with a university cause tangible benefits for school districts; and
4. hiring district office personnel who are assigned responsibility for working with university administra-

tors to coordinate field placements of university students and other functions initiated by those external to the district.

Because of that climate of openness, university and public school personnel became more than educators stationed at similar but different institutions. Many close associations developed, creating the kind of collegiality that nurtures development of common goals. Teamwork of that sort built solid programs in which both institutions are interested and created a condition that stimulates development of nationally-recognized innovations.

Information about other existing and developing partnerships and how their goals were developed can be obtained from the Association of Teacher Educators and the new publication edited by Sirotnik and Goodlad, *SCHOOL-UNIVERSITY PARTNERSHIPS IN ACTION: CONCEPTS, CASES, AND CONCERNS*.

Governance Systems

We are continually amazed that so many American institutions overlook an obvious means of stabilizing the governance of existing and evolving organizations. The Constitution of the United States sets forth a model of governance that features the principles of governance by law and governance by the people. Those involved in collaborative enterprises must not ignore those fundamental ideas . . . that institutionalization will occur only when the organization's participants are part of the decision-making process, and when a formal governance procedure is developed and followed.

There is a tendency for many educational leaders in public schools and universities to depend on "good old boy" networks, administrative decision-making prerogatives, and personal expectations that are based on pedagogical habit. Those leaders are simply not ready to accept boundaries or to discipline themselves to function in a more democratic atmosphere. No true collaboration can occur if one significant leader in either the university or school district feels compelled to short-circuit the democratic process by forcefully asserting his or her own prerogatives.

As previously mentioned, in Emporia the superintendent created a kind of "glosnost" that allowed and even encouraged the development of new goals and formal substructures; personnel in The Teachers College at Emporia State and district leaders were then able to form two governance bodies: the Emporia Education Council (EEC) and the Emporia Teacher Council (ETC). EEC members are district and university administrators appointed by the superintendent and education dean who meet as needed to discuss issues and evolving concepts, and to create procedures to resolve problems and promote innovations. ETC members are primarily classroom teachers and those university faculty members who direct and/or supervise within the teacher education program; some are appointed and others are elected. The ETC receives a budget that pays for programs it sponsors . . . Flint Hills Multi-Institutional Teacher Education Center (FHMITEC) seminars for student teachers, analyses of problems associated with observation/student teaching assignments, cooperating teacher training programs, and presentations at state/regional/national conferences. The ETC also designs and monitors the FHMITEC seminars, and employs and supervises a part-time FHMITEC director.

The governance model established in Emporia provided direction to The Teachers College when it created a statewide network of student teaching centers. That network is called "Connections," a function that was classified

a "Distinguished Program in Teacher Education" in 1985 by the Association of Teacher Educators. More information about "Connections" can be obtained by contacting Dr. Michael Morehead at Emporia State.

All Emporia State collaborative initiatives are now based on the principles that evolved in the 1970s . . . governance by law (formal policies) and governance by the people (participants involved in the process). We strongly believe that the recommendations in the reform publications of the 1980s will not work if serious attention is not given to administrative climate, the nuts-and-bolts of governance, and a dedication to participatory decision making.

Personal Relationships

One of the most difficult aspects of collaboration is the joining of university/public school perspectives on educational issues and functions. The two dimensions spend considerable time discussing educational practice and often involve others in vigorous deliberations. Through this process we better understand our differences in perspective, the experiences that cause those differences, and how we can find points of compromise. ETC members often spend meetings doing much the same thing but emerge as better friends and professional co-workers.

Research conducted in 1984 with regard to university/field perspectives on student teaching revealed this information:

- University supervisors emphasize subject matter and professional knowledge while cooperating teachers consider personal characteristics, classroom management, and planning skills as being more important.
- Cooperating teachers believe public school practitioners should teach methods classes and that the field experience is the most essential aspect of teacher education, opinions obviously not shared by college supervisors.
- While university personnel view student teaching as being only part of a teacher preparation continuum, cooperating teachers view it as on-the-job training for those who have already mastered basic skills.
- Wide differences occur with regard to the minimum number of visits by a university supervisor (cooperating teachers want many more) and the type of training university supervisors should receive (cooperating teachers recommend training and considerable experience in and continuing involvement with public schools).

Bringing those differing outlooks closer together can be done in only one way—via a forum in which vigorous discussion is possible. Such a forum can be a university classroom, but we believe that deliberations should occur outside formal courses on neutral ground and among educators who view themselves as professional equals.

Much can be learned from those who use friendship and trust to build a better profession. Adam Urbanski and Peter McWalters, union leader and school superintendent in Rochester, New York, have proven its effectiveness. Surely if a union leader and manager can join forces to improve an organization through friendship, trust, and understanding, university/public school educators should be able to use the same principles to improve the profession.

Maintaining a Dynamic Agenda

Keeping the "collaboration agenda" alive and vigorous is a major challenge. Leadership commitment, goals, thorough attention to governance matters, and close personal

relationships help—but cooperative enterprises die without something to do. There is nothing worse than a meeting without an agenda, unless the agenda is artificial and meaningless make-work. Though agenda-building should be as collaborative as possible, one or two participants—perhaps the leaders—should periodically infuse it with a new notion, wild idea, innovative proposal, or anything that is a little crazy, inspiring and feasible.

Agendas should not only serve the organization, they should also serve its individual participants. In Emporia, university and district personnel attend conferences together, co-author articles, conduct research, and take joint responsibility for preparing the teachers of tomorrow. We make the agenda as full, rich, meaningful, and innovative as possible.

Conclusion

In this article we suggest that it is time for us to disenthrall ourselves from the biases unique to university and public schools, as partnerships require new perspectives and broader visions. Partnerships do not work if they are not institutionalized through leadership commitment, clearly established goals, workable governance systems, good personal relationships, and a dynamic and on-going agenda. The improvement of our profession requires that we expend the time and energy necessary to make cooperative enterprises endure.

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Collaboration between the public schools and universities usually results in associations which are enlarged as a natural consequence of the collaboration.

Schools of Education and the Evolving Nature of Partnerships

by Edward L. Meyen
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Like other professional schools, opportunities for partnerships virtually surround Schools of Education. School districts have needs requiring the academic resources of universities, and Schools of Education are dependent on the school districts for clinical experiences, research settings, and curriculum input; yet, in spite of this mutual symbiosis, mature partnerships in education are rare. Where they do exist, they typically center on the provision of field experiences for training programs.

Without question, these are essential; but they are also the easiest to achieve—existing largely because professional conscience dictates that personnel preparation programs and the public schools collaborate in bridging theory and practice through intense applied experiences. Even in the context of historical precedent and logic, as well as mutual professional commitment, considerable variability exists in the quality of experiences derived from these partnerships. While their design and the problems they encounter are fairly predictable, these applied experiences are resilient and survive. Their durability is probably due as much to mutual professional commitment as to the shared benefits they produce.

Certainly examples of creative and effective partnerships involving professional schools of education and the public schools exist, but given the number of professional education schools in this country and the array of situations potentially benefitting from partnership efforts, one would anticipate that every professional school would be systematically engaged in close associations. Under those circumstances, professional education would assume the characteristics of a limited partnership with many investors. This is not the case, however, but the situation is changing. Spurred by encouragement from numerous reform reports calling for closer alliances between teacher education and the public schools, professional schools of education have begun to reexamine the merits of partner-

ships. The recommendation by the Holmes Group that schools of education form linkages that develop the concept of professional development schools is attracting considerable attention, and should, if Holmes Group institutions follow through with their commitments, become a popular model.

The professional development school concept, while not fully described, proposes the following relationships:

Joint appointments for university and selected public school faculty. Personnel preparation programs could be taught by public school faculty and instructional programs by university faculty.

Cooperative curriculum planning of instructional programs for school age students and university level personnel preparation programs.

Shared decision making on research questions, design, implementation, and reporting of results.

The involvement of student teachers, practica students, and interns in cooperatively planned roles and experiences which complement the instructional programs and organizational needs of the participating school(s).

Financial participation of the public schools and professional schools of education in budgeting for projects of mutual benefit.

Formal agreements setting forth governance policies, decision making, benefits, and levels of participation.

A progressive approach to maintaining and developing the relationships.

As professional development schools evolve, they will undoubtedly assume a variety of designs. Some will be comprehensive in the range of cooperative activities characterizing the model; others will be more targeted. Each, however, should reflect responses to individual circumstances which may include situations where the model builds on a history of extensive partnership arrangements. In other situations, the circumstance may be more typical with a history of joint efforts in providing student teaching and practica experiences as the base of operation. Moreover, the individual successful project that provides the impetus for creating a professional development school may be included.

Whatever the circumstance, it would seem that readiness becomes an important consideration toward achieving the necessary associations for establishing and sustaining a professional development school. Partnerships must be based on mutual trust, respect, and a full understanding of the energy and resource costs involved. The programmatic and professional benefits are far more obvious during the conceptual stages than the human and fiscal costs or the bureaucratic obstacles. Clearly, those who elect to pursue the model must be prepared to make a major investment in creating the necessary conditions for building such a partnership.

As a Holmes Group institution, the School of Education at the University of Kansas has actively participated in conferences and discussions focusing on the professional development school model. As a sound concept, the university would be well served, and area schools would benefit considerably. One of our own limitations, however, is the

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lack of extensive experience in partnerships with area school districts. This is not to suggest we have no history of cooperative relationships. Area districts, for example, were directly involved with designing the five-year teacher education program. But that represents one experience, and the professional development school model requires considerable sophistication in partnership relations to succeed and will not thrive on commitment alone.

We are convinced that partnerships with area public schools as well as other educational agencies are central to fulfilling our mission in the future. Two years ago we began to renew our efforts to build partnerships where mutual needs existed and where we had the capability to sustain our responsibility to the association. We were particularly sensitive to not overreaching our capabilities. The School of Education began with visits to area districts to gain exposure to their needs; faculty discussions ensued regarding our mission with particular attention to consciousness-raising concerning ties to the profession; colleagues from area schools were involved in Holmes Group activities; superintendents met on campus; and responsiveness to opportunities for contribution to inservice experiences were increased in the area.

From these initiatives have evolved several positive partnerships. Largely, they emerged from needs expressed by area districts and in all cases involve several districts. Rather than a conscious design, it simply developed and happened. We will obviously engage in partnerships with individual districts in the future, but those developed to date are with groups of districts. This may well reflect collaborative preferences of districts to unite and address mutual needs. In no case did a partnership relationship result from a specific proposal generated from the School of Education. Rather each association resulted from a cooperative initiative based on an area need. No systematic needs assessment occurred. Nevertheless, districts welcomed our participation in their continuing efforts to meet the individual and collective inservice, planning, and instructional needs. As we became more responsive, opportunities emerged and encouragement prevailed.

The following are descriptions of partnerships in which the School of Education at the University of Kansas is currently engaged. These are representative of those that have evolved during the last two years and are still developing. Their formality of organization, purpose, level of participation, and their durability for the future vary. None has been highly publicized, nor has the focus centered on nurturing associations with an emphasis on attracting attention. Rather, the intent has focused on allowing them to evolve as long as they are responsive to needs. The purpose in each case is functional, not based on the need for a partnership per se, and all are operational.

Instructional Leadership Graduate Program: This is probably the most formal of the partnerships. It also has the fewest participating districts by design, and it has the longest planning history. The program is in response to the proposed lead teacher model contained in *A Nation Prepared: Teachers for the 21st Century*, the 1986 report of the Carnegie Forum on Education and the Economy, and the professional teacher level in the career ladder model proposed in *Tomorrow's Teachers*, the 1986 report of the Holmes Group. During the summer of 1986 following the release of these reports, discussions regarding the implications of these models for our graduate training programs were initiated in the School of Education. The first class of fifth year students had just completed the School's redesigned teacher education program. With five years of experience in teacher education reform, it seemed reasonable to build on this ex-

perience and explore the need for an advanced program that would focus on instructional leadership and in addition, respond to new models emerging from the reform movement.

A brief position paper was shared among colleagues in the area public schools during the fall of 1986. Discussions continued among faculty members in the School, and by the winter of 1987 there was an expressed interest on the part of four districts and the Learning Exchange (a major not-for-profit educational organization in Kansas City, Missouri) to pursue serious discussions about the design of a graduate level training program to equip individuals with instructional leadership skills. A meeting involving the superintendents of three districts and the dean proved pivotal when the superintendents took the initiative and proposed we move ahead. In addition, expectations regarding participation of the superintendents in the design of the program emerged.

While preliminary planning began immediately, the primary planning vehicle became a two-week planning institute held in July of 1987. A representative of each district (Kansas City, Kansas; Lawrence, Kansas; Shawnee Mission, Kansas; and Topeka, Kansas), two representatives from the Learning Exchange, two faculty members from the School of Education, one faculty member from the College of Liberal Arts and Sciences, a graduate student in Curriculum and Instruction, and the associate dean for graduate studies comprised the planning group. The dean served as chair for the planning institute sessions.

The following guidelines emerged:

Defining the role of an instructional leader.

Attributes of individuals who would most likely be successful in the role.

Curriculum specifications for the training program.

Admission and selection criteria.

Design features for the graduate program.

Instructional talent needed to offer the program.

Shared responsibilities between participants and the School of Education.

Following the institute, a program document was drafted and shared with institute participants, superintendents of participating districts, and members of the School of Education faculty. The guidelines were refined and subcommittees on curriculum and admissions appointed. The following five basic principles have governed implementation of the program:

- (1) The number of students admitted to the program would be limited.
- (2) Each district and the Learning Exchange would be allowed to nominate candidates and be assured of at least four spots in the program. All nominees would need to meet both the admission and academic requirements of the School for doctoral level studies.
- (3) Students would progress through the program as a cohort with no additional students added to the group.
- (4) The summer session and academic year program offerings would be highly structured and students would be continuously enrolled. They would not be allowed to set their own schedule determining the timeline for program requirements.

- (5) Consultants and *ad hoc* faculty would be used to supplement the School of Education faculty when necessary to ensure appropriate coverage of the content.

The cooperative planning initiative culminated with 21 students beginning the program in June of 1988. They include 10 males and 11 females with an average of 15 years teaching and related educational experience. Nineteen students were selected from nominees by the partner districts and the Learning Exchange, with two being selected from the applicant pool for the program.

This partnership has allowed for significant participation of external constituencies to share in curriculum and program decisions that have traditionally been made by the School with limited input. Districts will benefit from the program and will have the staff resources to move forward in implementing the lead teacher model if they elect to do so, or to use the newly acquired skills and expertise acquired by the colleagues in other approaches to school improvement. The School will benefit from the experience of working collaboratively with the profession on designing a total curriculum program in addition to the professional development experienced by the participating faculty. The groundwork is now laid for cooperative planning to institutionalize the program or to perhaps explore other graduate program initiatives where practicing professionals can assume leadership roles in curriculum planning and program design for innovative graduate programs.

Administrator Assessment Center: Although a successful assessment center operates at Wichita State University, area districts were interested in having access to an assessment center in closer proximity. Moreover, if a center were closer, the chances of influencing the direction of the Center would be increased. Discussions were held with area superintendents early in the fall of 1986. Interest was high among 15 superintendents, and a planning session was held in Kansas City, Kansas, which included a representative of the National Association of Secondary School Principals and three representatives of the School of Education. That session spawned a commitment and the germination of a formal agreement. The consensus was that districts shared in the costs and select participants. In addition, the School of Education appoints a director and provides release time for coordination, arranging the assessment sessions, serving as a liaison with NASSP, and chairing the Center policy committee (comprised of superintendents from participating districts and the dean of the School of Education). To date, three assessor training sessions have been held and approximately 36 assistant principals or other major staff people have taken advantage of the opportunity to have their administrative skills assessed. During the summer of 1988, the training program "Springfield" was offered in response to requests from superintendents. As the Center moves into training, the possibility of designing instructional resources for inservice and preservice training becomes a possibility. All districts and the School share the costs incurred. To date, two training sessions for both assessors and assessees have been conducted.

Annual School Improvement Institute: Two years ago a faculty member engaged in working with school improvement institutes in other states expressed enthusiasm for exploring the interests and needs of area school districts. Rather than the School of Education unilaterally designing and promoting the institute as an instructional offering, the decision was to collaborate with the Kaw Valley Consortium—a group comprised of 18 school districts with the mission of providing staff development and cooperative

purchasing. Representatives of the consortium and the School of Education coalesced and organized an institute planning committee responsible for planning all details of the institute including curriculum, structure, presenter identification, and policy formulation to ensure maximum benefit from the institute.

One-hundred-seventy participants, 13 school districts, and 36 buildings were represented in the first institute held in the summer of 1987, and participation increased to 205 participants in the second institute. Planning for subsequent years is accomplished during the year through regular meetings of the committee. The responsiveness of the planning committee, coupled with the willingness of districts to not only identify areas of need but also be willing to invest the necessary human resources, are central to the institute's success. The School has participated collaboratively as co-partners with Consortium members throughout the process. In addition, the School encourages members of the faculty to participate in the planning and teaching as well as in follow-up activities. Moreover, the School gains the benefits of collaborative planning with a diverse external group. The fee established by the committee is paid by participating districts, while the School of Education provides the funds for the salary of selected professors and staff support. Further, the fees cover the costs of consultants and related conference expenses. Credit is optional and most elect the non-credit choice. Clearly, the institute possesses the potential for self-sufficiency. Plans are underway for the third annual institute to be held during the summer of 1989.

The Society for School Executives: Rather than a partnership in the traditional sense, the Society evolved from similar conditions that provided the fertile ground for the partnerships previously discussed. It was evident during discussions with the superintendents that a forum was needed to allow for interaction and for selected professional growth. From the discussions on campus, the seed for an organization developed. Subsequently the Society was formed, bylaws approved, and became established as an independent organization. A faculty member from the School of Education serves as the executive secretary and the dean sits on the Board of Trustees. Moreover, the School maintains a supportive but nonpartisan posture toward the Society's activities. This symbiotic relationship with the Society is one of the mutually beneficial outcomes of the association. Meetings provide an excellent forum for exploring individual programs, gaining input on new initiatives, understanding the challenges facing area districts, and facilitating communications about individual and collective strategies.

Summary

Each of these partnerships, while unique, shares in participatory decision making. If a school of education is not willing to risk shared decision-making, the probability for sustaining partnerships with the public schools is low. These experiences in building partnerships have helped season us for the process of developing more extensive associations. Without question, they are providing the cumulative experience necessary to achieve readiness for serious consideration of the professional development school model. We have learned a great deal including how much more we need to learn. The results of the initial efforts follow:

1. School districts are willing to invest in planning if there is evidence that the goals can be addressed through cooperative efforts.

2. Colleagues in the public schools may not initially understand the cumbersome decision-making processes of universities, but they are willing to learn and be tolerant when the system becomes mired in bureaucracy.
3. Where costs can be associated with necessary expenditures, a willingness to share costs exists.
4. While institutional admission requirements or quality control measures regarding experiences resulting in credit may at times appear to be excessively rigid, the requirements are appreciated and accepted when they apply in a partnership.
5. Openness to discuss problems depends on the history of cooperation in planning already achieved. At the outset, it may be necessary to aim toward identifying emerging problems to resolve them, as well as to prevent their escalation.
6. Communication is the key to sustaining a partnership, and personal involvement is required. The challenge is to achieve the appropriate level of involvement between public school and university administrators.
7. Faculty members vary in their enthusiasm for and ability to assume active roles in partnership arrange-

ments with school districts. The talent of faculty members needs to match the requirements of the task.

8. It is important that a designated individual monitor the partnership and coordinate the planning activities.

The School of Education at the University of Kansas is encouraged by its experience in partnerships with area school districts. In each case, the initial purpose of the associations has enlarged as a natural consequence of the relationship. With each new partnership initiative, the professional development school model becomes a more achievable goal. We believe this formative approach will assist us in reaching the level of readiness essential for any serious consideration of the professional school model.

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The Topeka-KSU collaborative leadership academy addresses many of the major voids found in traditional administrator preparation programs.

A Working Partnership: Training Administrators in a Cooperative Field-Based Model

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Introduction

The training of educational administrators has long been the autocratic domain of universities and state departments of education. Universities have held an unrelenting grasp on academic and experience requirements for administrator certification and renewal since licensing procedures for administrators were instituted. Similarly, the aims of universities have generally gone unquestioned or at least patently respected by state legislatures. In recent years, however, the traditional preparation program found in universities has come under increasing criticism for a perceived lack of relevance and effectiveness. Charges have been leveled that university professors blatantly forsake the applied practice of administration in favor of theory-based instruction containing little practical applicability. The frustrations of critics have resulted in considerable depreciation of administrator certification requirements (Thomson, 1988), and a variety of proposals designed to improve administrative preparation has been suggested (Griffiths, 1987).

The diminished credibility of universities and strident attacks on the relevancy of preparation programs have not gone unnoticed. In many instances, universities have both reacted and proacted through alternative proposals seeking ways in which to respond to perceived needs for improving preservice and renewal programs and to increase benefits to new and practicing administrators. Proposals have varied widely and have included a continuum of severity, ranging from state mandated entry-level internships and administra-

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tor assessment to drastic reduction in university participation. A central theme of reform has been the intent to provide specific, identifiable skills tied to concrete field based experiences.

In many cases, it no longer seems arguable that a considerable degree of criticism is undeserved. Observation and common sense suggest that administrator preparation has necessarily been discrete from practice. While to some degree the schism is an unalterable natural phenomenon, the unfortunate consequence of deliberately fostering the chasm favoring abstraction has frequently placed preparation programs in the position of serving pedanticism more than it has served to bridge conceptual and experiential gaps.

Unlike the tepid reaction to many waves of reform, the response by institutions of higher learning to criticism of administrator preparation has been strong. While in some instances the reaction has admittedly been cloistered and unproductive, in other instances universities have responded in varied ways which have sought to grasp an opportunity to effect meaningful change. Some institutions have responded by strengthening academic requirements from within the organization, while other accrediting institutions have focused efforts on working cooperatively with state departments of education to standardize and refocus preservice preparation in order to ensure a greater degree of rigor and relevance. Still other universities, while encouraging cooperation within traditional strictures defined in legislative and bureaucratic codification, have sought through far-reaching and novel opportunities to explore uncharted ways in which to enhance preparation programs and to simultaneously address the credibility gap between practice and theory (Thompson et al., 1988).

One of the more promising structures addressing the theory-to-practice gap in training administrators is the university-public school partnership. This issue of *Educational Considerations* is devoted to exploring representative partnerships exemplifying myriad opportunities for enhancing cooperative relationships. While many variations on the partnership concept are represented in this volume and many more are readily conceived, one dimension of the partnerships concept is presently being used to address the experience and relevance gap in training administrators. Partnerships between public schools and universities offer tremendous potential for greatly improving administrative quality by providing the structure for public schools and universities to work jointly in determining meaningful administrator preparation. By joining producers and consumers in the preparation process, the multiple dimensions of collaborative partnerships serve a useful purpose by seeking to involve all interested parties in the design and implementation of accountable structures.

As Yount (1985) notes, the current emphasis on university-public school partnerships is timely and appropriate. Partnership is a concept with tremendous potential in an era when there is much concern about educating children for specified outcomes. As knowledge of effective schools and instructional leaders increases, emphasis on the critical role of administrators in effecting change also appears to be increasing through a substantial body of research indicating that administrators, particularly principals, can have a significant effect upon educational outcomes (Hallinger and Murphy, 1987). In at least one instance, the partnership concept is being seen as a vehicle to effectively address that need for effective administrative leaders in public schools.

The Leadership Academy Concept

To effect major change in administrator preparation programs, divergent thinking must be encouraged which strips away tradition and fosters innovation. If a major criticism of preparation programs has been their inapplicability to 'real life,' then life itself must be sought out and experiences delivered which approximate reality as closely as possible. For the training of administrators, the *leadership academy* concept offers a pioneering application of partnerships between producers and consumers. Leadership academies incorporate the willing equal participation of the public school into the design and implementation of performance-based administrator preparation programs. The leadership academy provides for development of administrative leadership skills by focusing on clinical and internship experiences in order to directly address the conceptual gap on which criticism of existing programs is founded. Although clinical experiences have long held a dormant potential for significant contribution to administrative training, only recently have efforts been focused on implementing cooperative ventures to improve preservice experiences.

The leadership academy concept offers unusual opportunities for alternatives in delivering preservice programs. Universities are thus able to provide significant benefits to school systems, and administrative interns and the public schools in turn provide countless benefits to colleges and universities. A leadership academy offers multiple benefits by providing universities the opportunity to field test administrative candidates while simultaneously offering school systems the opportunity to provide system-based training to prospective administrators. The public school simultaneously receives an extraordinary benefit through extended clinical observation of interns prior to contractual agreement for employment. Finally, the leadership academy allows the university to achieve the appropriate integration of theory into field based practice, and university-school district collaborative supervision also addresses the criticism that university programs devote inordinate time to theoretical abstraction.

Clearly, the leadership academy concept has gained impetus from growing concerns regarding the effectiveness and efficiency of both public school administrators and university preparation programs which sponsor them (Livingston et al., 1988). The leadership academy concept deliberately addresses theory-to-practice concerns by preparing administrators in experiential field settings utilizing a living laboratory approach to capitalize on creative and integral input from the public schools. Intensive clinical experiences prepare interns to approach the first leadership assignment with greater confidence and proven skills. The far-reaching benefits to school districts, universities, and the interns are sufficient cause to lend merit to the leadership academy concept.

A Model Program

Kansas State University and the Topeka Public Schools are firm believers in the partnership concept. These dynamic organizations are presently operating a model leadership academy for the identification and advanced preparation of educational administrators for building-level positions. For both the university and the public schools, the leadership academy's onsite preparation program appears to be a creative answer to criticisms of both preparation program content and to administrative shortages anticipated by the school system. Development and implementation of the Leadership Academy in the Topeka

Public Schools has addressed concerns on both issues with considerable success.

A critical conceptual element of the program's operation is the equal cooperative partnership between Kansas State University and the Topeka Public Schools. Following a series of jointly initiated discussions and creative efforts, an agreement was reached in early 1987 between the faculty of educational administration at KSU and officials of the Topeka schools for the creation of an experimental leadership academy. The academy was designed to provide an intellectual and clinical atmosphere to foster innovative experiences for the university-based administrator preparation program and to serve the unique needs of the Topeka school system which is facing potentially significant administrative vacancies due largely to natural attrition.

The KSU/Topeka Leadership Academy was developed for specific reasons benefiting both the university and the public schools. Initial recognition suggested a need to provide advanced skills to a new generation of administrators from the perspective of improving university preparation and from the school district's need to identify outstanding individuals for administrative career opportunities.

The design of the KSU/Topeka Leadership Academy is uncluttered and direct. The structure of the academy called for full and equal approval of the program at each level of involvement. Plans were formulated which sought the collaborative endorsement of the university and the school district. The board of education of the Topeka Public Schools was asked to approve a plan to internally solicit applicants for the academy and to provide funding and structure for the training of eight potential administrators during the 1987-88 academic term. Upon board approval, the superintendent was empowered to create the academy and to provide joint administrative structure in coordination with the university. The resulting organization was the district's administrative team which oversees the entire academy process, and the appointment of one representative from each institution to direct the academy's daily operation.

Participant Selection

An internal notice was sent to all district certificated employees announcing the creation of the Leadership Academy. Several prerequisites were necessary for applicants to be eligible for participation. A primary requirement for entry into the program was that the candidate must already possess a valid building administrator's professional certificate. By incorporating certification as a requirement for candidacy, the university and the school district were assured that candidates selected for participation would not be totally inexperienced recruits without exposure to administrative skills. Additionally, in the event that vacancies were to occur propitiously, the requirement served to provide advanced training to pre-identified candidates rather than to entirely risk employment decisions on external applicants. Additional requirements of applicants included intensive screening by a committee of top administrators and university representatives. Although a decided advantage regarding potential vacancies accrued to participants, a competitive atmosphere was maintained to improve the overall quality of the candidate field because academy applicants were notified in advance that successful completion of the academy experience did not guarantee an administrative post within the district.

Forty applications were received in the first year of the program's operation. All applicants were given full consideration as potential candidates upon receipt of appropriate materials. Applicants submitted a resume, transcripts, letters of reference, and underwent intensive screening using

a thirty minute personal interview before university faculty and central office administrators. The interview process provided the university and school district the opportunity to further evaluate prospective interns and to contribute equally in the spirit of cooperatively identifying promising candidates. The process, although time-consuming, provided rigorous selection and identification, with the result being eight persons who were chosen to enter as the first cohort group beginning in the fall term 1987.

Participant Training and Development

The spirit of collegiality and cooperation was embraced as endemic to success. Both governing organizations brought unique and common needs to the academy which included specific competencies and processes to be field tested. The first year of operation of the leadership academy centered on four intensive experiences serving the unique needs of both organizations. Academic and preparation needs were served as candidates received advanced classroom training using a seminar format in advanced topics on public school administration. To maintain the structural and philosophical integrity of field-based cooperative learning, university personnel traveled to the Topeka Public Schools to join central office administrators in team-teaching experiences. Careful attention was given to preserving philosophic congruency of the partnership concept, as all central office administrators were granted adjunct faculty status at Kansas State University.

The academic component focused on intense examination of current topics in educational administration. The prime thrust of the course work was to provide unique and specific training to candidates to equip them for entry into administration with a defined set of skills. Academy participants were provided the opportunity to earn twelve academic and internships credits delivered in the two semesters of the year-long experience. Instruction focused upon selected indepth topics in personnel, curriculum and staff development, finance, and law. Personnel topics included selection and evaluation of staff, collective bargaining and contract administration, and other related personnel issues. Curriculum and staff development was a heavy emphasis consistent with the attitude that administrators should be educational program leaders. Finance sessions provided an indepth review of principles of school finance, construction and operation of funding mechanisms, and a thorough review of Kansas statutes governing finance. Sessions on school law for principals focused on topics of current concern in public schools by providing indepth analysis of tort liability, due process and student/employee rights, and other current problems confronting school districts. The joint venture of co-teaching instructional segments provided not only the perspective of equality of professional university/school district administrative staff, but also provided seminar participants with the opportunity to gain a close view of the school system and to establish a productive working relationship with district administrators.

While advanced academic preparation provided new skills to interns, experience in administrative roles occupied a major portion of the academy. The agreement provided daily release time for interns for one-half day during an entire semester to participate in intensive clinical experiences with mentor administrators in the district. Interns were scheduled in three-week blocks at all administrative levels in the district. The interns rotated through elementary, middle school, high school, special education, and central office administration levels for the purpose of obser-

vation, instruction, and actual performance of assigned administrative leadership tasks.

While course work provided valuable concepts, internship experiences assumed a critical proportion in the leadership academy. Interns were placed with experienced administrators termed *clinical associates*, who were identified by the school system for their ability to serve as mentors. Clinical associates were assisted by the academy's co-directors. The associates and co-directors met each semester to outline a program of intern experiences and to evaluate their work. Interns were further required to meet monthly with the university supervisor to discuss internship activities in a group setting.

The advanced course work and clinical experiences were supported by a third component which focused on completion of a major applied research project by each intern. At the beginning of the year, central office administrators and university representatives identified research topics of current interest to the school district and the applied practice of educational administration. Under the direction of the university supervisor, interns pursued a research project in which they were expected to develop a thorough and scholarly problem analysis and to propose an exemplary program suitable for implementation in the schools. The applied research project was expected to be scholarly, to identify strengths and weaknesses within the school district associated with the issue, and to propose a model strategy based on research evidence, local needs, and original critical analysis.

The final academy activity provided external validation of district and university observations of the interns. As a culminating activity, interns were evaluated in an National Association of Secondary School Principals (NASSP) Assessment Center. By requiring interns to successfully complete assessment center activities, the university and the district were provided with external observations against which district and university evaluations could be compared, contrasted, and strengthened.

Program Evaluation

The outcomes of the Academy were of vital interest to both the university and the school district, and a major portion of the overall process focused on program evaluation in order to determine the academy's continuance. Clearly, perceived success on the part of the school district was vital to program survival and long-term effectiveness. Evaluation by the school board and district administrative staff was deemed critical to the project as the school district had invested heavily in the project with expected costs in excess of \$50,000 for the first year of operation. In sum, the district's credibility was balanced on the academy's success. Additionally, evaluation of the academy by the university was seen as critical in responding to national criticisms of administrator preparation generally found in the various national reports. Because of strong beliefs by the district and university in efficiency, effectiveness, and relevance in administrator training programs, evaluation was given an important and integral role in the academy's operation. It was clearly recognized that effective evaluation would allow for program improvement and vitality in subsequent years.

Three essential factors comprised evaluation of the academy. The first phase obviously examined the perceptions of university and school district personnel. Given positive attitudes and indications of willingness to continue the program, relative success was measured in part by the merit assigned to the academy after a full year of operation. Secondly, consistency of observations through comparing inhouse evaluations of interns to the assessment center

data was an indicator of validity. Where individual candidate's strengths and weaknesses were uniformly validated by both assessment center data and internal agents, some degree of confidence was assumed regarding the academy's value to future employment decisions. Finally, assumptions were built into program evaluation regarding the increasing value of longitudinal observations extending beyond the first year.

The first year of the leadership academy produced a high degree of satisfaction within both sponsoring organizations. Plans have been formalized to continue the academy into 1988-89 and subsequent years. Content of the program for the second year nearly parallels the first year with minor adjustments to accommodate changes in anticipated vacancies and rearticulation of school district goals. The central components focusing on academic course work, clinical internship experiences, and applied research projects have been retained intact. Both the university and the school district agree that the external NASSP assessment appears to lend strength to the validity of the internal observation process. While the final longitudinal benefit remains to be seen, there is a clear indication that the university and school district perceive real gains resulting from collaboration and equal partnership in preparing administrators.

Summary

The concept of partnerships in education has resulted in many efforts of collaboration in school districts around the nation. Partnerships are as unique as the organizations that engender them. That uniqueness is a major strength, as organizational interests are fused into productive relationships leading to mutual benefits.

The KSU/Topeka Leadership Academy operating in Topeka, Kansas provides one more instance of a growing, thriving plethora of exciting alternatives for the preparation of tomorrow's administrators. It has offered the Topeka Public Schools and Kansas State University an exciting and unique experience which should serve as a model of a working partnership for medium to large districts which support the effective schools research (Kyle, 1985) and which can afford to invest extensively in the educational program improvement by recognizing the contribution of administra-

tive leadership to educational program excellence. The leadership academy offers universities an exciting opportunity to field test preparation programs and to test the appropriate intermingling of research, theory, and practice in a clinical setting, and it also offers school districts an unequalled opportunity to observe candidates for an extended period of time, while providing them with unique experiences related to their roles if they are offered positions within the host district. The sum total of the academy concept appears to address many of the recent concerns expressed regarding sterile preparation programs and the failure to allow for cooperative design of academic and field based administrator experiences.

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Kansas State University and the Public Schools in Kansas have an opportunity to become Leaders in the Partnership Movement.

Public School-University Partnerships: Existing Ground, Common Ground, or New Ground?

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The College of Education at Kansas State University has been involved in some form of partnership with Kansas public schools during the last twenty years. In the last decade, however, dramatic changes in society have caused a core of university personnel and local superintendents* to rethink partnerships that have existed in Kansas. This core group of educators, made up of university and public school superintendents, believe that it is time to reexamine the role and function of partnerships in order to increase the quality of public education. In brief, public schools and universities are more influential and effective when working as partners rather than functioning as independent agents in public education.

Formal and Informal Partnerships

Historically, public school-university partnerships in Kansas and at Kansas State University could be classified as formal and informal (See Figure 1).

While the entries of formal and informal partnerships in Figure 1 are incomplete, they stand as evidence that Kansas public school personnel and College of Education (COE) faculty at Kansas State University have been reaching out to one another.

Formal partnerships at KSU have a long historical tradition. The cooperation between KSU-COE and the public

*Grateful thanks is extended to Superintendent Hal G. Rowe of USD 383 for providing leadership to core educators who have been studying public school-university partnerships.

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schools for the placement of student teachers may be one of the oldest forms of a public school-university partnership. The physical housing of professional organizations (e.g., Phi Delta Kappa, Kansas Association of Supervision and Curriculum Development, and Council for Public Education) on the KSU-COE campus are more recent examples of partnerships. Documentation concerning informal partnerships between COE professors and public school staff is more difficult to obtain. Interviews with faculty and public school staff clearly point out that these partnerships have existed in the past, exist today, and will likely continue to exist in the future. While the formal partnerships are sanctioned and supported by both partners, it is interesting to note that informal partnerships exist without formal sanction and support by either the university or public schools. Like flowers in a garden, informal partnerships sprout and flourish in a flower bed made up of immediate needs, interests, and compatible professional personalities. Both informal and formal partnerships seem to have been beneficial to COE faculty and public school personnel. Ironically, the breadth and depth of the benefits have never truly been studied in a systematic fashion by the public schools or the university.

Figure 1
Illustrative Forms of Formal and Informal Partnerships

Formal	Informal
Placement of Student Teachers	
Kansas Association of Supervision and Curriculum Development	Professors and public school staff cooperate to conduct research.
Council for Public School Improvement	Professors and public school cooperate to develop curriculum materials.
Phi Delta Kappa	
Field-Based Graduate Courses	

Cooperation vs. Collaboration

Surface observation reveals that these informal and formal partnerships have two distinct partnership characteristics: (1) cooperation and (2) collaboration. Hord (1986) has suggested that collaboration and cooperation partnerships are distinctly different. The New England Program in Teacher Education (1973) offered these two definitions:

Cooperation—two individuals or organizations reach some mutual agreement but their work together does not progress beyond this level.

Collaboration—development of the model of joint planning, joint implementation, and joint evaluation between individuals or organizations.

Hoyt (1978a and 1978b) has suggested these definitions:

Collaboration is a term that implies the parties involved shared responsibility and authority for basic policy decision making. . . .

Cooperation, on the other hand, is a term that assumes two or more parties, each with separate and autonomous programs, agree to work together in making all such programs more successful.

Using these definitions as a frame of reference, one can conclude that most of the informal and formal public school partnerships at KSU have been cooperation partnerships and that there have been few collaborative partnerships. This is not to imply that the cooperation partnerships are less valuable than collaboration partnerships. Both forms of partnerships have their value but serve distinctly different purposes.

Forces Impacting on the Nature of Partnerships

There are a number of local, state, and national forces that have impacted on the nature and evolution of public school-university partnerships in Kansas and Kansas State University. They can be categorized into the following areas: (1) access to information, (2) leadership, (3) research, (4) societal pressure, (5) fewer resources, and (6) administrator and teacher training.

Access to information. Print and nonprint materials (e.g., magazines, books, videotape, etc.) published by professional organizations and independent educational agencies are providing current information more quickly and efficiently to the public schools. In the past, the public schools depended on the university to synthesize and present this information through courses, consulting, and conferences. Today, public schools have informational sources dealing with current educational practices and research. Thus, the university or universities in a collective sense are not seen as the "holders of information." This development has made the public schools less dependent on the university. However, this phenomenon has set the stage for a new kind of relationship between the public schools and university.

Leadership. In the last decade, the public schools have adopted a proactive posture to educational change. Responding to societal demands for improved education, public school leaders have assumed an aggressive and assertive role in organizational change (e.g., school improvement). Kansas State University as well as other universities have found themselves assuming a more reactive role in response to that pressure. University restrictions such as traditional course delivery systems, limited on-site contact with practitioners, inadequate finances, and limited access to those same print and nonprint information available to public school personnel account for the university reactive posture. For these and other speculative reasons, the impetus for dynamic school leadership has moved from the university and out into the public schools.

Research. In the 1980s, the type of research which has had the greatest impact on change in the public schools is applied research as opposed to basic research. In contrast, Kansas State University as well as other leading universities has traditionally focused on basic research. The nature of basic research that is having the greatest impact on the structure and nature of public education is qualitative research with a focus on school improvement. University-directed research (basic research) is no longer the dominating force directing educational change. As a consequence, many universities are trying to find balance in their research agendas which include basic and applied research. This shift or refocusing of research emphasis has provided new opportunities for public school-university partnerships.

Societal Scrutiny of Public Education. Public education has been pressed by demands of greater accountability leading to greater student achievement. Public schools have tried to be responsive to these demands. Higher education, while feeling some of these same demands, has not responded as quickly. While this societal scrutiny has forced the public schools into a course of action, higher education has not acted with the same sense of urgency. The

end result is that the public schools have assumed more leadership with universities following public school lead.

Fewer Resources. Saddled with limited finances, universities have encountered troubled times. Less national and state financial resources have pressured universities to do more with less. This phenomenon has placed great stress upon leadership within the university which has led to increased need for significant public school-university relationships.

Higher Education Curriculum/Administrator and Teacher Training. Training programs such as the one at Kansas State University have had difficulty keeping pace with the changes and demands found in the education profession. Bound by tradition, guided by an aging faculty, minimum staff retooling programs, and low salaries leading to low faculty morale have contributed to teacher and administrator training programs ambling along without being connected to the changes and demands found in the public schools. This "disconnectedness" has not allowed higher education to train professionals for dealing with change and providing skills for acquiring new knowledge—skills greatly needed for a progressive public education system for the 1990s.

The above list of forces are only a few of the many factors that have impacted on public school-university partnerships in Kansas. The College of Education at Kansas State University finds itself in a dilemma. On one hand, it can boast about a record of partnership achievements; yet, these partnerships are *not* of the scope and nature that are needed to shape and mold public education for the 1990s and 21st century. In sum, the public school-university partnerships at Kansas State University are a mixture of informal and formal partnerships based more on cooperation rather than collaboration, and they are tethered by a myriad of factors which prevent them from being innovative and creative in nature.

Current Public School—KSU—COE Partnerships

Recent discussion and experiments between a core of public school superintendents and KSU educational administration faculty have stimulated new thinking about public school-university partnerships. The article found in this issue of *Educational Considerations* entitled "A Working Partnership: Training Administrators in a Cooperative Field-Based Model" is illustrative of the new form of partnerships being attempted by selected public schools and Kansas State University. In addition, the article in this edition of *Educational Considerations* dealing with the Council for Public School Improvement also illustrates how the department of educational administration at Kansas State University is attempting to enter into a new style of partnership. This new style of partnership is much closer to Hoyt's (1978a and 1978b) definition of collaboration. Kansas State University is attempting to modify its own training program to meet the administrator and training needs of Kansas school districts.

A third illustration is the KSU-COE and USD 383 program called the USD 383/KSU Instructional Leadership Cadre Program. This program focuses on training future instructional leaders for leadership positions at the building level in the Manhattan school district. The program focuses on training leaders for the classroom as well as leaders or teachers of other teachers. Based on the tenets of the effective teacher and school improvement research, KSU faculty representatives have entered into a new kind of "collaborative" arrangement with public school personnel. Joint planning of program content, joint teaching of that content, and

joint evaluation of participants' competence relating to that content have earmarked the program.

The KSU-COE Instructional Leadership Cadre Program stands as evidence that the college of education and the public schools have begun to reformulate their thinking about partnerships that truly impact on the lives of administrators, teachers, and students.

The Care and Feeding of Partnerships

The core group of educational administration and public school superintendents focusing on partnerships have come to recognize that *effective and efficient public school-university partnerships are based on solid relationships between the existing parties*. Respect, admiration, cooperation, collaboration, flexibility, and understanding of respective cultures are all necessary ingredients for successful partnerships. A second major realization has been that *Kansas State University and its public school partners know very little about the nature of partnerships*. As a consequence, the care and feeding of partnerships has become critically important. A simple resolution has been to employ multiple strategies in an attempt to refine public school-university thinking about partnerships. There have been five major strategies which have been initiated to enhance our knowledge about partnerships as well as our activity in partnerships:

1. Develop and publish educational materials related to the theme of Partnerships.

This issue of *Educational Considerations* represents one of the first attempts to develop and publish educational material dealing with partnerships. Other educational materials related to partnerships are planned for general dissemination to both public school and university personnel. Through this strategy, we hope to explore the whole arena of partnerships through the written medium.

2. Develop a course on Partnerships to study Partnerships.

One of the creative approaches to finding out more about partnerships has been to create an academic environment where partnerships can be studied. In the Summer of 1988, a course was created in the department of educational administration which had as its focus partnerships with a specific emphasis of collaborative research between university and public school personnel. This course had the following characteristics:

Team Planning—jointly determined syllabi (goals and competencies) by a university faculty member and public school superintendent.

Team Teaching—jointly taught concepts.

Team Evaluation—joint evaluation by team teachers.

By attempting to model a form of partnership, the team leaders helped the class explore questions concerning what constitutes partnerships. Equally important, the goal of the course was to empower public school personnel to explore collaborative research partnerships with faculty at Kansas State University. While it is too early to determine the total impact of this course on the public school-university partnerships, several new collaborative partnerships are under negotiation as a result of this course.

3. Develop innovative collaborative/partnership programs.

A major strategy has been to concentrate our energies on collaboration activities as opposed to cooperation activities within existing or new partnerships (e.g., USD 501/KSU Leadership Academy II Program and the USD 383-KSU-COE Instructional Leadership Cadre Program). Existing partnership programs and other partnership programs currently undergoing development have strong characteris-

tics of joint responsibility and authority. The department of educational administration at KSU has made a concerted effort to "collaborate" rather than solicit "cooperate" with public school personnel in these programs.

4. Encourage graduate students to study and research the concept of partnerships.

In existing courses and program requirements, every attempt is being made by educational administration faculty to encourage students to read and conduct applied research in the area of partnerships within the largest context of organizational design and organizational theory. If the training of administrators focuses on partnerships, we hope to train public school leaders who are better partners while learning more about partnerships for ourselves.

5. Identify and empower practitioners who serve as partners with the university.

The department of educational administration has sought to recruit 20 practitioners (e.g., superintendents and instructional leaders) as educational partners. These educators are called *Educational Administration Associates* and have been invited to become partners or fellow workers of university faculty in the training of educational administrators in the doctoral program at Kansas State University. By inviting existing administrators to assist in our graduate programs, we hope to learn more about partnerships and needs of practitioners in the field.

Existing Ground, Common Ground, or New Ground

Core group partnership discussions between KSU-COE faculty and public school personnel reveal that universities and public schools do not know much about the other's culture (the way business is conducted). If the public schools and universities are to make a significant impact on the structure and nature of public education, a continuous dialogue must occur which focuses on the issue of culture as seen through the lens of existing ground, common ground, or new ground for partnerships.

Existing ground is where we have been in the past. That is to say, where universities and public schools have largely operated independently of one another with limited cooperation. Common ground is that area where both parties can find issues, activities, or programs where it is in their best interest to form partnerships to accomplish tasks. Common ground is where many universities and public schools will find themselves in the 1990s. New ground, however, is where the public schools and university have never been before. That is, new ground is that area where the public schools and university form a new kind of partnership with a collective vision employing different strategies to solve complex educational problems and educational related problems which are not known to the partners at the present time. *It is a partnership where the public schools work in the university culture and the university faculty work in the public schools—they work actively and comfortably in each other's culture without fear of encroachment or jealousy.*

Goodlad (1988) has called for a symbiotic public school-university partnership where there is association of close union of two dissimilar organisms—yet the intimate living other of dissimilar organisms in a mutually beneficial relationship. New ground calls for more than symbiotic relationship; it calls for a metamorphosis where public schools and universities change their physical form to become partners in their quest to improve public education. The College of Education at Kansas State University and the public schools have an opportunity to undergo a metamorphosis and to become leaders in the field of partnerships. The choice of metamorphosis where public schools and the university change their physical structure and become a different but unified organization will not be without hazard or

hard work. Moreover, it becomes a matter of choice—being a leader in the movement of public school–university partnerships or being a follower.

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The time has come for universities and public schools to coordinate, cooperate, and collaborate in achieving mutual goals.

The Council for Public School Improvement: From Coexistence to Collaboration in Professional Development Efforts

by Anita M. Pankake, Gerald D. Bailey
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Both universities and public schools share in the responsibility for improving the education of children through professional training and development of certified staff. Generally, this mutual purpose for the two agencies is delivered in an environment of coexistence. That is, universities provide certification courses for preservice and inservice educators; and, individual districts (within the limitations of their available resources) contract consultants, provide inservice programs, build incentives for continued education into their salary schedules, and occasionally request the delivery of a standard credit hour course from universities.

The recent spate of critical reports and reform legislation in education has created an environment in which coexistence is no longer sufficient. The time has come for uni-

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versities and public schools to coordinate, cooperate, and collaborate in achieving mutual goals. One such effort in collaboration is the Council for Public School Improvement (CPSI).

In October 1985, a meeting with area superintendents was initiated by the Dean of the College of Education at Kansas State University. The purpose of the meeting was to discuss the possibilities of forming an umbrella organization for linking the professional development activities of public school districts and Kansas State University. Subsequent meetings resulted in the identification of the need for such an effort and the organization of the Council.

Governance of CPSI is formed at three levels. First, a member-adopted set of bylaws guides the operations and decision making of the organization. Responsibility for the active implementation of the bylaws falls to a six member superintendent Steering Committee. These six individuals are elected to staggered terms by the general membership of the organization. Also serving on the Steering Committee are two *ex officio* representatives from the College of Education and the CPSI Executive Secretary. The third level includes all member superintendents who, through their "voting and voicing," inform the direction of activities.

Membership in the Council for Public School Improvement is available to all superintendents in Kansas. As the chief executive officer of the district, the superintendent's membership represents a district commitment and entitles all professional staff to membership privileges.

Funding for the Council is based on a membership fee. This fee is tied to the student enrollment of the district. The fee formula is \$.15 per F.T.E. with a minimum charge of \$150.00 per district and a maximum charge of \$500.00 per district. In addition, each conference session requires a participant registration fee. For the two years of CPSI operation, the registration fee has been \$20.00 which includes the session luncheon. Currently CPSI has 42 member school districts. This makes the Council the largest public school-university organization in the state. Attendance at the conferences has ranged from 96 to 200 and has included superintendents, building administrators, classroom teachers from all levels, and university faculty.

The creation of CPSI has provided an organizational framework within which both the public schools and the College of Education at Kansas State are able to pool their resources (personnel, money, time, etc.) in a mutually beneficial relationship to accomplish the mission of improving student learning through professional development. The Council for Public School Improvement has allowed the identification and facilitation of professional development for Kansas educators to move from a cottage industry approach to an effort of synergism. Rather than operating as discrete agencies in the delivery of professional development, CPSI, through its cooperation, enables each unit to experience an effect that is greater than the sum of the individual parts.

The goals of CPSI are broad, yet concise. A major goal of CPSI is to present members with programs that are on the national education agenda. By pooling financial resources, the Council is able to schedule nationally known keynote speakers to conduct training. The cost of such an activity would generally be prohibitive for any single agency.

Another goal of CPSI is to facilitate networking and exchange of ideas among member districts. Because things such as scheduling speakers, arranging for lodging, scheduling facilities and lunch for 150 to 200 persons, are taken care of by CPSI representatives from the College of Education and the University's Conference Planning Office, member districts are able to send participants to the sessions

without concern for details of conference planning. Attendees are freed from worry and may spend their time focused on the session agenda and interacting with their colleagues from across the state. Other forms of networking are provided through periodic newsletters and a membership directory.

Active participation in the Council provides the university with multiple opportunities to meet its primary mission of field service. Additionally, the scheduled activities afford university faculty low cost professional development literally in their own backyard.

Although the mailing address for CPSI is the College of Education at Kansas State University, the location of CPSI goes far beyond an address. The university provides a centralization for services needed to facilitate projects, programs, and activities of the Council. But the larger response to the question, "Where or What is the Council for Public School Improvement?" is found in the individual and group needs of the member school districts.

Conclusion

While CPSI is one of many KSU-College of Education partnerships, the interest and growth of CPSI has far exceeded the original expectations of the partnership founders. CPSI has filled a void for both public school and university personnel. As a consequence, the public schools and university have forever changed because of the partnership. Recognition of the benefits to both partners has made the excitement of collaboration contagious and has caused CPSI to grow even more extensively in the last few months. The initial investment of time and energy for both parties has been extensive. However, the fruits of the labor have provided substantial dividends in terms of increased influence over education, self-image, and increased knowledge about partnerships.

... Neither schools nor businesses can operate in isolation in this age of interaction and involvement.

Partnerships with a Purpose

by Hal Rowe and Lois Merriman
Manhattan-Ogden Public Schools

Introduction

Nationally, the climate is right for developing collaborative partnerships. One writer calls the growing role of business in school problems "enlightened self-interest." Business organizations are beginning to see that cooperation is essential if schools are to turn out students who have the skills business is seeking. Not only that, teacher education programs are increasingly under fire to provide a curriculum that prepares teachers who can work and live in the information age.

There is even a growing business lobby for education. Instead of criticism, the business community is beginning to promote support. Teacher training institutions are more interested than ever before in bridging the gap between educational theory and its application in the classrooms and the schools.

Community cooperation on the drop-out problem is presently seen as an imperative by schools and increasingly so by business. Both society and a productive business community require a reduction in the number of students who leave school without the skills to support themselves. Teacher training institutions can be key players in this effort.

In the Manhattan-Ogden Public Schools, educational partnerships are viewed as one component of the school district's commitment to enhance the quality of life for the community as a whole. The Board of Education and the Superintendent of Schools believe in public school leadership in community and student activities which contribute to this goal. As a result, the school district is viewed not as the recipient of the benevolence of other entities, but as an equal partner well able to contribute significantly to identified goals of the business, institution, or organization involved. From this position as a contributing partner, we are able to develop significant relationships which meet predefined goals rather than to simply request financial or other support for a series of events.

Each school in the district is involved in the IDEA School Improvement model which generates its energy from planning and implementation committees that include parents, community leaders, and school district staff. Two phases of our School Improvement Project have facilitated the development of educational partnerships. As goals and plans are developed, the ideas and opportunities

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for educational partnerships naturally evolve from these broad-based committees. Additionally, the committee work has been a showcase for the skills and talents of district staff. As a result, school people are now more in demand for non-school roles in community activities. These efforts, together with strong Board of Education goals and initiatives, have created an active and open environment for drawing the community into planning and continuing quality education in the community. While strategies for developing a leadership position will vary from community to community, in most situations the critical element will be Board and administrative commitment to the community leadership concept.

Who We Are and What We Are Doing

A visitor from England once said the people he talked to in the Manhattan-Ogden school district were confident without being complacent. Confidence, competence, and change are all part of what collaborative partnerships are about. Acknowledging and sharing these qualities is important in creating an environment that encourages partnerships.

The school public relations component for encouragement of educational partnerships is not a promotional program for partnerships but more a promotion of who we are and what we are doing. This, in turn, can generate the realization that there will be mutual benefit in partnership activities.

A first step has been to regard all staff members as key communicators. As our staff has become more informed and more experienced in communicating to the public, our district publications have become more complex and sophisticated in terms of information we publish.

The School Improvement Project provides opportunities to welcome people into school activities and planning. It has also helped us to be more receptive and less defensive about the criticism and suggestions that accompany outside participation in school planning.

What Do We Want From Educational Partnerships?

Our primary emphasis at this point is *not* money—money is usually not the most critical need. Most often the greater need is for people, information, expertise and involvement. With few exceptions, both business and institutional partnerships are developed for instructional support and for utilization of expertise or facilities not available in the school district.

- *We want long-term partnerships.* One-time involvement does not develop commitment by any partner.
- *We have plans and ideas.* Our partners have skills that will help us accomplish our goals. This approach expands our people, facility, and financial pool.
- *Our partners model educational outcomes and practical application of learning for us.* Students can see that there is a payoff and a purpose for education, that what they are learning applies to activities in the real world.
- *We want the business community to tell us what our students don't know when they begin their work at entry level jobs.* We do not want our students to be like the proverbial worker who was able to find plenty of 30 inch pipes but no 2½ foot ones in the storage shed.
- *We want to break down the barriers into the community.* We want to find new ways to get people into the schools and new ways to involve school people in business and community events.

- *We want to contribute to community service activities.* These activities provide the model for effective and constructive interaction among community agencies and their projects.
- *We want to provide humanities and quality-of-life offerings to all students.* Collaboration with other agencies provides a cost effective way to broaden the field of opportunities for our students.
- *We want to have confidence that we can contribute significantly to every partnership; we want others to have that confidence in us, too.*
- *We want to develop sensitivity to the needs of business and find out what we can contribute to each business we work with.*
- *We do not want to talk about partnerships just because it is "in."*
- *We want to be alert to opportunities for interaction with the business and university communities.* Public agencies also provide rich opportunities for productive partnerships.
- *We want some of the 70 percent of people who are not connected to the schools to know something about us and to possibly get involved with us.*

What Can We Contribute to Partnerships?

An additional component in the development of creative partnerships is to know and believe that school people can contribute significantly to all partnerships. Staff, as well as a community, often must be convinced of this. In order to be a productive partner and in order to develop productive partnerships, we must promote our assets:

- *We have both long-term and short-term goals* at the building level as well as at the district level.
- *We know how to develop long-term and short-term goals* for our current projects.
- *Schools are often the biggest business in town.* In Manhattan we are the second largest—a \$22 million corporation.
- *The Superintendent is CEO* of one of the largest corporations in town.
- *The Board of Education sets policy* for one of the biggest corporations in town.
- *Principals are managers* of million dollar facilities with big budgets.
- *Teachers are feeder sources* for the workers and citizens of the future.
- *We plan well.*
- *We organize well.*
- *We are efficient and we are effective.*
- *We are sensitive to the value of equity* in the opportunities made available for each child and between schools.
- *We lead children; we can also lead adults.*
- *We teach children; we can also teach adults.*
- *We are flexible; we can make adjustments quickly and smoothly.*
- *We consider mistakes* as a part of learning.
- *We are able to see situations* from multiple viewpoints.

- *We are well-educated.*
- *We are articulate.*
- *We are "people" people.*
- *We have a "good name"* and a good reputation.
- *We are not opposed* to lending our good name for appropriate activities.
- *We believe in equity and equal opportunity.*

What Kind of Partnerships Are Needed and Desirable?

A further consideration is to know what kinds of partnerships are needed and desirable in this school district. Partnerships in the district flourish at both the building and the district level. We have five general types of partnerships:

1. Long-term support for *curriculum-related* activities.
2. Long-term support for *instructional improvement* activities.
3. Long/short-term support for *community service* and *community involvement* activities.
4. *Projects* which provide opportunities for professionals to work/interact together. These kinds of projects extend and broaden the perspective of participants into a healthy and productive environment.
5. *One-time contributions* of money or in-kind materials for advertising, school carnivals, or celebrations.

We assess our needs and approach businesses, institutions, or agencies with our ideas for a project. Restructuring of the district decision-making procedures to emphasize site-based management generates more opportunities for schools/school improvement teams to begin partnerships in a timely and effective way. District-wide initiatives for instructional improvement, working with high risk students, and enhancing teaching as a profession have provided incentives to develop partnerships with KSU and neighboring school districts.

We feel that partnerships are best developed for outcomes identified as important to the various partners. Outcomes are clearly defined and understood by all partners at the outset of the partnership. This causes us to think clearly about our goals and also allows us to spotlight the role played by the school district. Strategies and evaluation methods for each partner are developed in the planning stage.

How to Make It Happen

A final consideration is to develop a plan that leads to educational partnerships in a way that ultimately translates into improved educational opportunities for students. Getting to the leadership point requires commitment and planning at all levels of operation. Each district or entity will have unique aspects in a plan, but most will include many of the components of our plan.

- Our *publications* have taken on a more corporate look—by intention and design.
- *Key appointments* are made to community committees. Those appointed plus already community-oriented staff are encouraged to invite and involve other staff members in community activities.
- The *Superintendent* and other administrators help people view the district as a corporate entity with the capability to effectively contribute to each partnership.

- The *School Improvement Program* continues to involve parents and community leaders in building-based school improvement. As people work with us, they begin to appreciate our talents.
- We have *goals* and hold to them—we do not compromise unnecessarily for money we may need for a project.
- *Board members* and *school administrators* continue to promote themselves and the district as the **biggest undiscovered talent pool around**.
- We have at least one person who is alert to possibilities and available to *broker partnerships*. This is not a full-time "job" in our district because the partnership managers are the people who are most directly involved in the partnership.
- We encourage people to be *visible* in the business and university community through Chamber of Commerce memberships, teaching, consulting, or any community activity compatible with personal interests.

Implications and Outcomes

The implications and outcomes of partnership in school districts can be succinctly stated:

- If we expect to train and educate students to be effective and productive citizens in the new century, neither schools nor businesses can operate in isolation in this new age of interaction and involvement among formerly separated entities.
- If we expect to develop a clear view of how to get at what schools need to teach in order to prepare graduates for a lifetime of learning, we must collaborate with both teacher training institutions (trainers of the work force for schools) and members of the business community (beneficiaries of both the successes and the failures of the educational system).
- If we expect our graduates to be contributors to rather than just consumers of the society in which they operate, all these institutions must work together toward this common goal. The blend of perspectives from each entity is essential in order to create a shared purpose that will generate this kind of success for all students.
- If we expect to take an active rather than reactive role in this process, we must create a delivery system which (1) recognizes the needs of a new kind of student and (2) identifies the skills required by a new kind of teacher who will operate in a new kind of work place and who must prepare for a new kind of future.

Change occurs in small increments which, upon reflection, lead to quiet celebrations.

Partnership Perspectives: Empowering Stakeholders

by Pat Conkwright and Diane DeNoon
Manhattan-Ogden Public Schools

Introduction

Public education was designed around a visionary concept which called for knowledgeable individuals with the skills to make sound decisions. Enculturation of our society continues to be the primary goal of educational systems. In order to educate our youth and keep pace with the sweeping changes in basic societal structures, new ways of dealing with those changes must emerge. Education must adopt a futuristic role which is more responsive to the needs of the various institutions upon which it impacts. Survival skills literacy is simply not sufficient to support the myriad technologies that abound today. Predictions of needed competencies for the information explosion of the future must be projected from the present. "What we know is what we use to design what we become" (Byrne, 1988). Mere access to information is not education. It is not only what we know, but what it means and how we can use it that is the test of the truly educated.

If education is to be responsive to the needs of our society, it must change and adapt to those needs or it will render itself obsolete. As education has progressed from the one room school designed to meet the needs of an early industrial and agricultural society through the present demands of this technological age, bureaucratic organization and shortsighted philosophies have become outmoded. Time is no longer a luxury we can afford. With the mounting pressures of the breakdown in societal structures, schools must engage in futuristic rather than reactionary planning. Plans for change must project future needs and propose innovative avenues for approaching solutions. According to Goodlad (1986), a redefinition of the role of education is required to include a clear delineation of the desired functions of schools is necessary, a clear articulation of the goals of schooling, a fresh commitment to both excellence and equity, and an understanding of how these can be forwarded simultaneously.

Past attempts to "fix" the schools one crisis at a time have resulted in disillusionment. Educational partnerships

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provide one of the best vehicles for realizing a new direction. This issue is addressed by the Holmes group (1988) as they advocate the joining of other agencies with schools in order to "... forge strong relations ..." and assist in the process of transforming schools. The efforts of various institutions, organizations, and individuals as they engage in partnership endeavors provide the best step forward in redefining fundamental roles. As Seeley (1987) notes "Only by putting the relevant players together in more productive and cooperative relationships as partners in a common enterprise is there any hope of achieving the new goals."

A Partnership Venture

Such a collaborative venture occurred on the campus of Kansas State University in the summer of 1988. The Manhattan, Kansas public school system joined with the Kansas State University College of Education to form a partnership seminar. The seminar was planned and funded by both institutions.

Participants were selected on an application basis and included ten public school teachers and one administrator. The seminar addressed public school-university partnership concepts focusing on the roles of research, theory, and practical applications. The format consisted of a survey of current literature and research, speakers who addressed existing partnerships, and group discussions. The establishment of a broad informational base led to the development of collaborative projects by the seminar participants. It further created an awareness for the need to continue this dialogue, to develop a governance structure, and to create new partnerships which emphasize a collaborative nature.

A distinction needs to be made regarding a collaborative versus a cooperative process. A collaborative effort implies that participants complement, not merely supplement each other. There must be shared planning, authority, responsibility, and accountability (Hoyt, 1988). Cooperation, on the other hand, implies that two individuals or organizations with separate needs and self interests work parallel to each other in order to reach individual goals.

Reaching new ground requires a rigorous process whereby individuals and institutions redefine their basic roles. While this may seem a simple or common sense approach, in reality it calls for restructuring of ways of thinking about schools. The following description illustrates how this process can occur.

Several years ago, the Manhattan public school system initiated an intensive school improvement program. Drawing on such recommendations as Effective Schools Research and the Carnegie Report, a concerted effort was made to further improve an already effective school system. This led to the school district's participation in the IDEA School Improvement Program. This program provided training and materials to key members of the school community in order to facilitate team building and skill building among groups of site based planning teams. Collaborative efforts within the school district and the community began with the design of an ideal vision for what the schools could be and a realistic evaluation of present programs. The cyclical nature of the change model allowed for a redefinition of goals and objectives and a restructuring of existing programs. This experience provided a fundamental shift in basic education philosophies and led to the empowerment of the stakeholders.

Personal experiences with the processes of change brought about by dynamic leadership and an effective change model caused committed individuals to recognize their professional integrity and validated their efforts. This insight led to the assumption that new partnerships will

evolve and endure. Such a collaborative inquiry denotes a process of self study—of generating and acting upon knowledge in context, by and for the people who use it. (Heckman, Oakes, and Sirotnik, 1983). The unique nature of the School Improvement model has allowed more time for inquiry, empowered stakeholders in the inquiry process, provided a framework for the improvement of programs, and established a structure for maintaining or upgrading those programs.

Whatever the nature of the partnership or the delivery of the change model, it is imperative that the outcomes in terms of values, practices, and benefits share a mutual vision for the highest quality education for youth. In order for the partnerships to be successful, a symbiotic relationship must occur (Goodlad, 1986). To achieve optimum mutual benefits, the following partnership components must be in place:

- *Involve truly committed people* with a clear vision for meeting mutual goals.
- *Based on sufficient trust* to leave one's turf and ignore tradition.
- *Share equally* the leadership, planning, decision-making, responsibility, and accountability.
- *Contain a purposeful mechanism* with policy and structure that encourages and supports improvement.
- *Include a process for change* which is cyclical and regenerative.
- *Involve equitable relationships* that are complementary rather than supplementary.
- *Include the satisfaction of self-interests* which are mutually beneficial.
- *Require an envisioning process* for the enhancement of goals.
- *Create avenues of accessibility* for the enculturation of our society.

The Partnership Seminar conducted on the Kansas State University campus initiated a number of new proposals. They were generated by empowered individuals and exemplify the components of the partnership process. The following brief description of the proposals evidences the commitment to the outlined components:

- *Manhattan Writing Project*—a literary community interested in and devoted to the study of communication. The National Writing Project will provide support and structure for teacher to share classroom experiences with other interested professionals (Combs and Seymour, 1988).
- *Collaborative Partnership Plan*—a partnership between Northview School and Kansas State University mathematics professors to study the use of mathematics manipulatives and provide a support base for improving the teaching and learning of mathematics (Hendricks and Spiker, 1988).
- *Partnership Institute*—a proposal whose purpose is to offer a meeting place for prospective partners, to document existing partnerships and analyze their success, and to match partners according to their interests in order to develop new partnerships. The Institute will also offer publishing opportunities describing the above activities (Northern, 1988).

- *Public School–University Partnership Governance Structure*—a fluid governance document which sets up a process or framework for partnership development and practice and encourages institutional change through collaboration and partnership (Talley, 1988).
- *Proposal for Improving Public School Climate Through Collaborative Effort*—envisioned the establishment of "The Collaborative Center for Educational Equity and Excellence" which would organize the expertise of education professionals in such a way that efficient and effective exchanges of information between school districts, researchers, practitioners, and other interested citizens could take place (Anderson and Olson, 1988).
- *Professional Efficacy Plan*—A community-based apprenticeship plan which establishes a partnership of committed people formed to create a strong conceptual foundation of means, and designed to develop professional efficacy in future educators at Kansas State University (Conkwright and DeNoon, 1988).

The variety of the outlined proposals illustrates that partnerships are as unique as the individuals who form them. Such diversity in planning complements the needs of the individual learner. Our multicultural society demands that we respect the rich diversity of its members, yet realize the necessity for unity in responsibility. The same is true of partnerships. The schools have an opportunity to connect with as many institutions as possible to enrich and enhance learning. However, they must concurrently maintain their clear sense of direction and vision.

Conclusion

The process of empowerment is a slow and gradual evolution. Change occurs in small increments which, upon reflection, lead to quiet celebrations. As stakeholders become empowered, they conceive a new vision and will work toward making that a vision a reality.

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Book Review

School-University Partnerships in Action: Concepts, Cases and Concerns, edited by Kenneth A. Sirotnik and John I. Goodlad. Teachers College Press, 1988.

As editors Kenneth A. Sirotnik and John I. Goodlad point out, the "idea of recognizing formal or informal connections between individuals, groups and/or organizations as a means of furthering the interests of at least one or more of the members is not new" to American education. Nearly one hundred years ago the Committee of Ten on Secondary Studies was brought together under the direction of Charles W. Eliot. The group consisted of five college presidents, a college professor, two headmasters of private secondary schools, a public high school principal, and the United States Commissioner of Education. The group was to address the need for a uniform requirement for college entrance. During the 1930s more than three hundred colleges joined thirty secondary schools to examine the performance of the high school graduates in the college setting. The collaboration today is known as The Eight-Year Study.

Recent studies on the state of education and the resulting reforms proposed have served to usher in a new phase of school-university partnerships. Sirotnik and Goodlad identify several reasons why such alliances are currently being formed. First, the political nature of educational reform necessitates at least a symbolic association among those who have a stake in education. Second, the shift in American society from dependence upon industry to dependence upon information and services has heightened awareness of institutional interdependency. Third, which is crucial to the thesis of the text, is the premise that positive theoretical and practical reasons for collaboration exist among institutions "struggling with related aspects of a common problem."

The editors assert that the task forces and commissions of recent years have, in their zeal to identify the sources of inefficiency in education, focused on the short

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term solution of rehabilitating or replacing the individuals within the instructional setting identified as being inefficient. While conceding that the identification may be correct, Sirotnik and Goodlad suggest that an alternative approach in which individual and instructional renewal occur simultaneously is in order.

But making partnerships work for all concerned is no easy task. Kenneth Sirotnik argues that a thorough evaluative self-study by all participants must occur throughout the collaborative inquiry. Such analysis will ideally lead to the examination of practices and assumptions which have shaped educational theory and methodology and will pit them against the interests, needs, and goals of the individuals and institutions involved. From an enlightened stance, future courses of action may be logically prescribed.

Contributors Schlechty and Whitford, in their essay on shared problems of a shared vision, stress that organic relationships are needed to insure partnership success. In such relationships emphasis is placed on the common good and not the good of one faction to the exclusion or diminution of another. Issues of concern are seen as belonging not to one segment of the partnership, but as being a communal problem, shared equally among the various participants. Ideally, shared problems will result in jointly contrived solutions, providing, of course, the vision is one mutually acceptable to all involved. The variables inherent in such an undertaking are indeed disturbing, a point well taken by the authors. Drawing on the fragile nature of such an endeavor, Schlechty and Whitford propose a professionalization of teaching as a method by which the gap might be bridged.

In examining the various concepts and concerns of school-university partnerships, the editors have compiled a text replete with clarification of terminology, a brief history of partnerships, projections for future collaborations and actual case histories of school-university partnerships. Contributors aid in the examination of the successes of such enterprises as well as the inherent problems. Through careful examination of previous and existing partnerships, practical and rational guidelines for collaboration emerge.

Reviewed by Susan Day Harrison
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