



**POLICY AND PROGRAM STUDIES SERVICE**

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**Partnerships for Reform:  
Changing Teacher Preparation  
through the Title II HEA Partnership Program**

**2004**

**INTERIM REPORT**

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**Partnerships for Reform:  
Changing Teacher Preparation  
through the Title II HEA Partnership Program**

**Interim Report**

Prepared for  
U.S. Department of Education  
Office of the Under Secretary  
Policy and Program Studies Service

American Institutes for Research  
SRI International

**2004**

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# **Partnerships for Reform: Changing Teacher Preparation through the Title II HEA Partnership Program**

## **I. INTRODUCTION**

In 1998, Congress reauthorized and amended the Higher Education Act (HEA) creating, under Title II, the Teacher Quality Enhancement Grants Program for States and Partnerships. One initiative under this amendment, the Partnership Grants Program, was designed to provide grants to fund Partnerships among colleges of education, schools of arts and sciences and local school districts in high-need areas. Specifically, the Partnership Grants program, along with the State Grants program and the Teacher Recruitment Grants program, were designed to do the following:

- Improve student achievement.
- Improve the quality of the current and future teaching force by improving the preparation of teachers and enhancing professional development activities.
- Hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which teachers plan to teach, such as mathematics, science, English, foreign languages, history, economics, art, civics, government and geography, including training in the effective uses of technology in the classroom.
- Recruit highly qualified individuals, including individuals from other occupations, into the teaching force.

Since 1999, when the first Partnership grants were made to 25 projects, the Congress has passed the No Child Left Behind Act of 2001 (NCLB), signed by the president on January 8, 2002. This new legislation presents the nation's expectations for teacher and principal quality. A careful review of the goals of both Title II of the HEA and NCLB's teacher-quality provisions indicates a great deal of congruence regarding the expectations for teacher quality. The goals of both laws emphasize improving the qualifications of teachers, expanding the supply base for the teacher workforce, and holding states and institutions of higher education (IHEs) accountable for the quality of preservice and in-service preparation to improve student achievement. Both highlight the critical importance of academic content preparation for teachers. Both call for high-quality professional development. Both stipulate the importance of training teachers to use technology effectively in the classroom. Both expect new teachers (in traditional or in alternative routes to certification) to have supervised, extensive classroom experience, and both call for support for new teachers. Finally, both the Partnership Grants Program and NCLB use the improvement of student achievement as a standard against which these efforts will be evaluated.

The Title II Partnership Program is very much in the spirit of the new law. Therefore, the findings on the results of the Partnership Grant Program will be helpful to lawmakers, educators and the public as the nation continues to seek highly qualified teachers for all students.

## **The Evaluation of the Partnership Grants Program**

As required under the Title II legislation (§ 206[d]), the U.S. Department of Education (ED) is overseeing an evaluation of the Partnership program based on the cohort of 1999 Partnership grantees. The

evaluation collects data on the Partnerships through surveys and interviews with project leaders, faculty members, school and district officials and preservice and in-service teachers who are participating in the first cohort of the program. Ultimately, the evaluation seeks to determine how and to what extent the Partnerships are improving the quality, content and structure of teacher preparation programs, as well as the relationship between Partnership activities and elementary school student achievement.

This document is the first report on the Partnership Grants Program evaluation. It brings together data from all sources to describe a baseline condition against which future progress will be compared. It provides information on the start-up of the various grants and baseline evaluation data that can be used for comparisons in future reports. As the evaluation progresses, future reports will be able to show trends in project development as well as updates on longitudinal evaluation findings. Data from this report and all subsequent reports will be synthesized and analyzed in a final report to be submitted at the conclusion of the evaluation in 2004.

## **Framework for the Partnership Grants Program Evaluation**

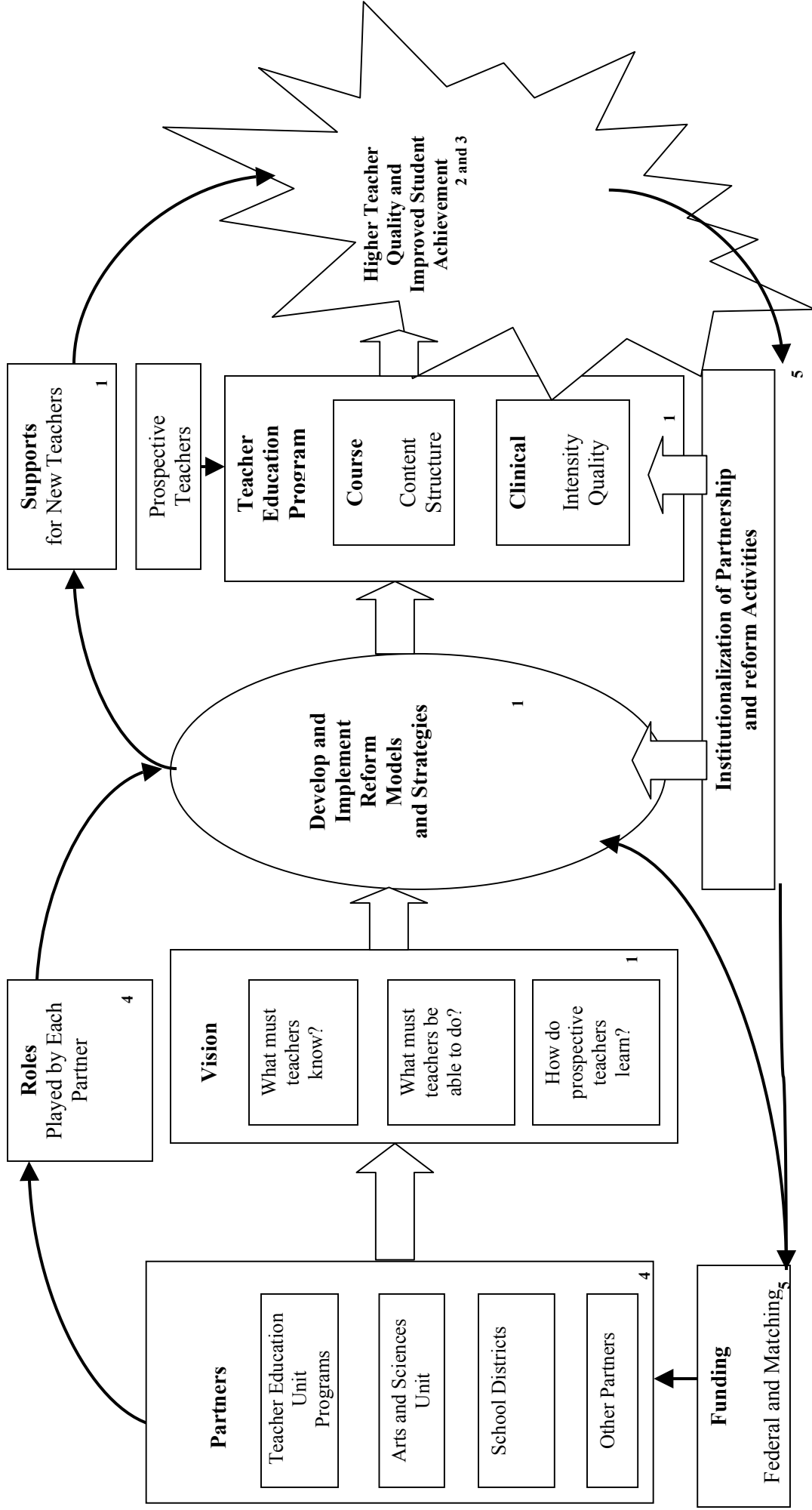
The evaluation is based on a conceptual framework (see exhibit 1) that begins with the Partnership unit, defined by the members of the Partnership and the roles they play in reforming teacher preparation. The Partnership is influenced by its members' shared vision and beliefs for training new teachers, for how teachers learn to teach and for what teachers must know and be able to do to be successful in the classroom. Each Partnership translates and implements its vision of teacher preparation into specific structures, goals and activities. As implementation takes place, the success of the Partnerships' efforts depends on the vision and roles played by the partners, by the preservice students in the program and by outside supports for the reforms, such as funding and opportunities for institutionalization.

The significance of the reform plans in each Partnership should be felt in revisions to the content and structure of teacher preparation, particularly in clinical experience and academic content preparation. The relationships created by the Partnership and the reform model activities will also affect the role and responsibilities of K–12 school teachers (i.e., cooperating or clinical teachers) who allow a student teacher to observe, support and eventually take responsibility for a class. The overall result is that each partner should experience change in ways that improve the preparation, recruitment and retention of qualified teachers in partner schools at risk for failure. Ultimately, the expectation is that improving teacher quality will improve student achievement. Similarly, reforms that support active collaboration between institutions of higher education and local schools are also expected to have a positive effect on the achievement of a school's student body.

The evaluation assesses Partnerships' implementation of high-quality reform models, and it documents and analyzes the efficacy of related reform strategies and practices by focusing on five overarching evaluation topics:

- Characteristics of high-quality preservice teacher preparation and changes to the content and structure of the preservice teacher preparation program over the grant period.
- Contributions of Partnership grants to schools and school districts and schools' and districts' roles in preservice teacher preparation.
- The association between collaborative activities among partner IHEs and schools and student achievement outcomes.
- Organizational changes and relationships among partners within a grant.
- Efforts to institutionalize Partnerships.

**Exhibit 1**  
**Conceptual Framework for Evaluating the Title II Partnership Grants Program<sup>1</sup>**



<sup>1</sup> Evaluation Topics (related to numbers in diagram): 1) Characteristics of high-quality preservice teacher preparation and changes to the content and structure of the preservice teacher education program over the grant period; 2) Contributions of Partnership grants to schools and school districts and districts' roles in preservice teacher education; 3) The association between collaborative activities among IHEs and schools and student achievement outcomes; 4) Organizational changes and relationships among partners within a grant; 5) Efforts to institutionalize Partnerships.

## **First-Year Evaluation Activities**

This first-year evaluation report uses eight data sources to examine the evaluation topics (see exhibit 2).<sup>2</sup>

- **The targeted literature review** (2001), that describes various theoretical criteria that can be used to evaluate the quality of teacher preparation programs, plus a review of some critical articles published subsequent to the production of that report. These reviews were compiled to develop a framework for evaluating the quality of preservice teacher preparation in terms of the characteristics of high-quality preservice teacher preparation, the empirical evidence that indicates that these characteristics lead to high-quality instruction among new teachers and the evidence that indicates that these characteristics lead to increased academic achievement among the students of beginning teachers.
- **Calendar year 2000 institutional accountability reports (IARs)** from each IHE in the cohort with a teacher preparation program. These “report cards” are required from every IHE with a teacher preparation program nationwide by the 1998 HEA Amendments (§207). They include information about program characteristics and prospective teacher achievement data. Fifty-one IHEs representing 20 Partnerships provided IARs. One Partnership had as many as eight responding IHEs, and four Partnerships had no responding IHEs.
- **Calendar year 2000 annual performance reports (APRs)**. These reports provide information on how the Partnerships are doing in terms of the performance measures established by ED under the Government Performance and Results Act (GPRA). Twenty-two of 25 Partnerships (88 percent) responded.
- **A one-time survey of project directors** that collects basic information on the content and structure of each of the teacher preparation programs offered by the IHEs associated with that Partnership, on organizational changes and relationships among partners and on efforts to institutionalize Partnerships. Twenty-four of the 25 project directors (96 percent) responded to this survey.
- **The first of two surveys of partner IHE faculty** that collects information about Partnership activities, faculty work collaboration, and the institutionalization of Partnership activities. Respondents were selected purposively, in consultation with project directors, so that faculty within each institution who were most knowledgeable about the Title II Partnership grant and about institutional policies and characteristics could be contacted.

From each IHE with a teacher preparation program, the following staff were surveyed: 1) one arts and sciences faculty member actively involved in the Partnership, 2) one arts and sciences faculty member playing a leadership role in the college (irrespective of his or her involvement in the Partnership and of his or her title), 3) one education faculty member actively involved in the Partnership, and 4) one education faculty member playing a leadership role in the college (irrespective of his or her title or involvement in the Partnership). Community college and tribal college faculty were included in the respondent group because the project directors identified them as being involved in Partnership activities. Alternate faculty were selected when original faculty were unable or unwilling to respond. In total, 165 (79 percent) of the 209 faculty members

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<sup>2</sup> Future reports will also include data from in-depth Partnership case studies to examine reform efforts in more detail and a baseline survey of Partnership school principals, to examine how collaborative activities between IHEs and schools may be improving student achievement.



from 65 IHEs responded to this survey. Separate survey components addressed the unique knowledge that faculty leaders had of their respective programs (education and arts and sciences).

- **The first of two surveys of representatives from 165 partner school districts** describing interactions among partners, changes in teacher preparation, efforts at institutionalization of the Partnership activities and district-level effects. Again, respondents were selected purposively in consultation with project directors. The goal was to find the individual most knowledgeable about the district's participation in the Partnership grant program. In some instances, this was the district superintendent or another representative of the central district office. In other instances, the most knowledgeable person was a school principal or a teacher. Alternates were selected when the original representative was unwilling or unable to respond. The difference in respondent's position often depended on whether the Partnership relationship was focused on the district at large or on a smaller subset of schools. For one Partnership with an especially large number of partner school districts, 20 of 42 school districts were selected to participate in the survey. This sampling procedure, combined with efforts to increase the response rate by identifying and contacting alternates to nonrespondents and accidental duplication by some project directors when making lists of contacts for district representatives, resulted in some districts having more than one respondent. After these duplications were eliminated, there were 119 respondents representing 119 school districts, an overall response rate of 72 percent (see appendix E for a full description of the duplicate elimination process).
- **Four two-day exploratory Partnership case study site visits** to collect qualitative, contextual information on the design and implementation of four very different Partnerships. Sites were selected to reflect the diversity of the Partnership Grant Program. During these visits, key Partnership leaders, education and arts and sciences faculty, district teachers and administrators and other partner representatives were interviewed. Some site visits also included observations of Partnership meetings and teacher preparation classes that had already been the focus of content or structural reform. Findings from each visit were written up as individual reports. This information was used to plan in-depth case studies that take place during years 2, 3 and 4 of the evaluation as well as to develop follow-up surveys scheduled for year 3 of the evaluation.
- **School-level student achievement data** were analyzed from Partnership and comparable non-Partnership schools. These data were derived from an extant data file compiled by the Policy and Program Studies Service (PPSS)<sup>3</sup> at ED (school-level assessment data base, 1999–00 and subsequent years). First released on Oct. 19, 2001, the file contains school-level scores for all states on statewide achievement tests conducted during the 1999–00 school year and historical school-level achievement data for schools in some states. These data will be used in the final report to assess associations between Partnership activities and student achievement.

The variety of data in the evaluation requires several data analysis tools. Quantitative data (student achievement, survey, IAR, and APR) were analyzed using SAS and SPSS statistical software packages. Qualitative data (some short-response items and most extended-response items) were coded and content analyzed either by hand in cases where there were very few respondents (e.g., in the exploratory site visit interviews) or with the software package QSR NUD\*IST.<sup>4</sup>

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<sup>3</sup> Formerly, the Planning and Evaluation Service (PES).

<sup>4</sup> QSR's Non-numerical Unstructured Data Indexing Searching and Theorizing

As is often the case, not every survey respondent answered every question. Unless stated otherwise, the percentages reported in this report are calculated from the number of *item* (rather than *survey*) respondents. The report specifies those cases in which the number of item respondents represents less than 80 percent of the survey respondents and reports either the number or the percentage.

Characteristics of survey respondents are described in detail in appendix D.

**Exhibit 2**  
**Evaluation Topic(s) Associated with each Data Source**

<b><i>EVALUATION TOPIC</i></b>	<b><i>Literature Review</i></b>	<b><i>Institutional Accountability Reports</i></b>	<b><i>Annual Performance Reports</i></b>	<b><i>Project Director Surveys</i></b>	<b><i>IHE Faculty Surveys</i></b>	<b><i>School District Surveys</i></b>	<b><i>Exploratory Site Visits</i></b>	<b><i>Extant Student Achievement Data</i></b>	<b><i>Principal Survey<sup>1</sup></i></b>
1. Characteristics of high-quality preservice teacher preparation and changes to the content and structure of the preservice teacher preparation program over the grant period.	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Contributions of Partnership grants to schools and school districts and schools' and districts' roles in preservice teacher preparation.	✓		✓	✓	✓	✓	✓		
3. The association between collaborative activities among institutions of higher education and schools and student achievement outcomes.	✓							✓	✓
4. Organizational changes and relationships among partners within a grant.	✓		✓	✓	✓	✓	✓		
5. Efforts to institutionalize Partnerships.	✓		✓	✓	✓	✓	✓		

<sup>1</sup>School principal analyses related to Evaluation Topic 3 will be included in subsequent reports.

## **Benchmarks for Progress**

Each evaluation topic represents an aspect of the evaluation framework. The *Targeted Literature Review* was the principal source through which empirical, theoretical and interpretive research findings were reviewed to identify criteria and benchmarks for assessing the quality of teacher preparation programs; Partnerships (organizational changes and relationships, institutionalization); effects of Partnerships on schools and school districts; and the effects of teacher program and teacher quality on student achievement. More recently, additional sources of literature were reviewed to seek findings from rigorous studies that could serve as benchmarks (SRI International 2000; Educational Testing Service [ETS] 2000; Center for the Study of Teaching Policy [CTP] 2001; National Commission on Teaching and America's Future [NCTAF] 2001; Abell Foundation 2001).

The American Institutes for Research (AIR) and SRI International determined through these reviews that although a number of groups have come to agreement about the definition of quality and the features by which one should be able to measure quality in teacher preparation, neither the research literature involved nor the individuals who have carefully studied it can offer authoritative assurance about the relative importance of these features. As additional data are collected through each year of this evaluation, AIR expects to be able to determine the extent to which Title II types of activities (such as revising courses, extending clinical experiences, infusing technology and improving teaching through professional development) are addressing the features identified in the literature. The Title II evaluation will seek information that will help improve the use of these features as benchmarks for quality.

Exhibit 3 provides an overview of the goals and features associated with evaluation topics 1 through 5. A more detailed table is included in appendix A.

**Exhibit 3**  
**Partnership Evaluation Topics, Legislative Goals and Related Features**

<i>Evaluation topic</i>	
<i>Legislative goal</i>	<i>Features assumed to be related to teacher quality</i>
<b>1. Characteristics of high-quality preservice teacher preparation and changes to the content and structure of the preservice teacher preparation programs over the grant period</b>	
Strong content preparation, extensive clinical experience, and integration of technology	<ul style="list-style-type: none"> <li>• Number and types of courses required</li> <li>• Program models</li> <li>• Continuous program quality review</li> <li>• Training in the use of best practices in teaching and instructional materials development</li> <li>• Induction program</li> <li>• Degrees conferred</li> <li>• Entry requirements</li> <li>• Amount and quality of clinical training and field experience</li> <li>• Training in the use of technology</li> <li>• Performance on teacher assessments</li> <li>• National Council for Accreditation of Teacher Education (NCATE) accreditation</li> <li>• Academic degrees in content areas</li> <li>• Quality of undergraduate education</li> </ul>
<b>2. Contribution of Partnership grants to schools and school districts, and schools' and districts' roles in preservice teacher preparation</b>	
Support for new teachers	<ul style="list-style-type: none"> <li>• Expanded interaction with school district personnel and faculty to support professional development</li> <li>• Support for new teachers through mentoring and on-site providers</li> <li>• Initiatives related to parental involvement</li> <li>• Improved strategies for recruitment and retention</li> <li>• Improved decision making and instructional knowledge of administrators</li> </ul>
<b>3. The association between collaborative activities among IHEs and schools and student achievement outcomes</b>	
Improved student achievement	<ul style="list-style-type: none"> <li>• Highly qualified graduates</li> <li>• Support for infusion of technology in teaching</li> <li>• Professional development in core academic content and instructional strategies</li> <li>• Assistance with evaluation and school management</li> </ul>
<b>4. Organizational changes and relationships among partners within a grant</b>	
Accountability for preparing new teachers	<ul style="list-style-type: none"> <li>• Development and expansion of leadership roles</li> <li>• Shared responsibility for accountability</li> <li>• Collaboration of school personnel and education and arts and science faculty</li> <li>• Elimination of barriers to effective working relationships</li> <li>• Status of teacher preparation on campus</li> <li>• Role of business and nonbusiness partners</li> <li>• Use of funds</li> </ul>
<b>5. Efforts to institutionalize Partnerships</b>	
Improved quality of current and future teaching forces	<ul style="list-style-type: none"> <li>• Legitimization of the Partnership and its activities to people and organizations that are in positions to commit resources to support it</li> <li>• Building of constituencies of advocates who are willing to work for reforms</li> <li>• Mobilizing of resources among public and private donors on behalf of Partnership goals</li> <li>• Designing and modifying organizational structures to support Partnership activities</li> <li>• Monitoring of the impact of Partnership activities on broader educational reforms</li> </ul>

SOURCE: AIR's *targeted literature review* and referenced publications on page 9 of this report provided the list of features in this exhibit.

## **Description of the Partnership Grantees**

Under the Partnership Grants Program, ED awards discretionary grants with the expectation that partners will work to strengthen teacher preparation by holding teacher preparation programs accountable for the following:

- Preparing high-quality teachers.
- Improving prospective teachers' knowledge of academic content through increased collaboration between schools of education and schools of arts and sciences.
- Ensuring that teachers are prepared for the classroom by providing strong hands-on classroom experiences and strengthening the links between university faculty and K–12 teachers and administrators.
- Preparing prospective teachers to use technology as a tool for teaching and learning.
- Preparing prospective teachers to work effectively with diverse students.<sup>5</sup>

Partnerships funded under the program are intended to focus on a core set of activities. These include revising the content and structure of courses for prospective teachers, reviewing the intensity and quality of clinical experiences and expanding the instructional support for new teachers. Over the 5-year grant period, the expectation is that Partnership activities will assist in improving the quality of new teachers' instruction and fulfilling the staffing needs of high-need school districts.

The first 25 Partnership grants were made in 1999. Twenty-five colleges and universities in 20 states serve as lead partners in their respective grants. The lead institutions include a mixture of public and private institutions, 4-year colleges and large state university systems. Two of the lead institutions of higher education, Jackson State University and North Carolina Central University, are Historically Black Colleges and Universities (HBCUs), and one, Our Lady of the Lake University, is a Hispanic-Serving Institution (HSI). Other partners within these 25 Partnerships include tribal colleges, community colleges and school districts, as well as non-profit organizations and corporations. The Partnerships include an average of 45 schools, seven districts, one 2-year college, and three 4-year colleges or universities. Across all 25 Partnerships, approximately 172 school districts are partners. These districts range from large urban systems to rural districts of fewer than 1,000 students. The Partnerships' first year budgets ranged from just over \$175,000 to more than \$2.5 million, with each Partnership awarded an average of \$7 million over the 5-year grant period. Appendix C provides specific characteristics of the 1999 cohort of Partnership grantees.

Exhibit 4 shows that the Partnerships encompass a wide range of projects, diverse in scope and size. The majority of the Partnerships are regional in scope, followed by statewide, local and multistate.

The total numbers of involved individuals and entities is provided in exhibit 5. As one indicator of the scope of the Partnerships, over 14,000 preservice teaching students and over 13,000 school personnel including primarily current teachers, as well as subject and technology specialists, and instructional leaders, are actively involved in Partnerships.

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<sup>5</sup> Higher Education Amendments of 1998 (P.L. 195–244)

**Exhibit 4**  
**Scope of Partnership Projects**

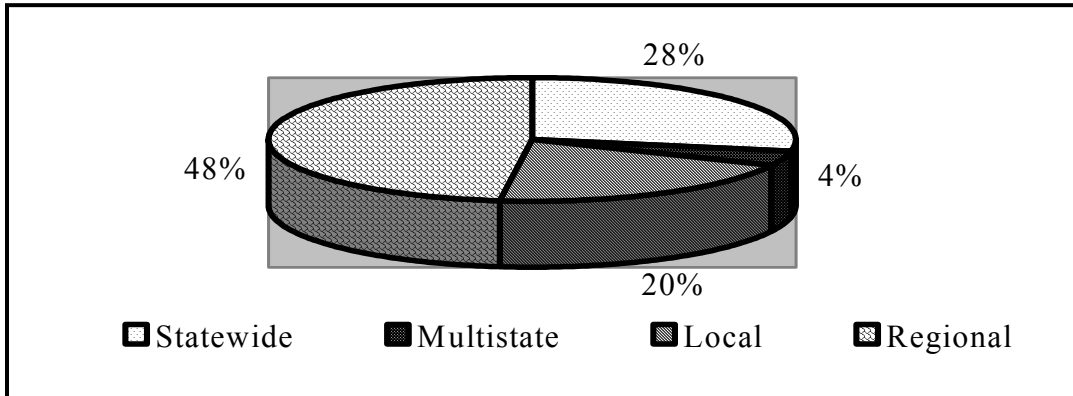


EXHIBIT READS: 48 percent of the Partnership projects are regional in scope.  
SOURCE: Title II Program Office

**Exhibit 5**  
**Number of People and Institutions Directly and Actively Involved in Partnership Activities and Projects**

<i>Partnership Participants</i>	<i>Number</i>
<b>Institutional Partners<sup>1</sup></b>	
Schools	1,137
School districts	183
2-year colleges	24
4-year colleges and universities	64
<b>Institutional Partners Total</b>	<b>1,408</b>
<b>Individual Partners<sup>2</sup></b>	
University faculty members <sup>3</sup>	1,814
Teachers, instructional specialists, and instructional leaders benefiting from professional development activities	13,780
District-level staff	1,893
School-level staff	6,152
Preservice teaching students	14,041
<b>Individual Partners Total</b>	<b>37,680</b>

<sup>1</sup>As reported in project proposals.

<sup>2</sup>As reported in surveys by respondents; underestimates actual totals because not every district, school, or university department in all Partnerships responded to our survey.

<sup>3</sup> Includes 1,035 faculty from the school of education and 779 faculty from arts and sciences.

EXHIBIT READS: 1,137 schools were reported as partners by the 25 Title II Partnerships in this evaluation.

SOURCE: Title II Partnership Evaluation Baseline Surveys of Project Directors, School Districts, and Faculty





## II. FINDINGS

This section of the report describes first-year findings related to the five evaluation topics. Most findings provide contextual information about Partnerships and their constituents at the beginning of the grant period and prior to the full implementation of grant activities. Findings are primarily descriptive and will be used as baseline information for future reports.

For ease of reading about the findings and to further focus the reader's attention, the data, analyses and contextual information for each evaluation topic are organized with the help of the following headings:

**Topic Importance:** A summary explains the relationship between the topic of importance and the Partnership Program vision, sets the topic in the context of research literature and points to the indicators to which topic findings are linked.

**Topic Highlights:** A summary introduces the reader to the areas of findings to come.

**Topic Findings:** Specific findings related to the indicators are provided. The formulation of the findings was based on combining data from the multiple sources listed on pages 4–5 of this report.

### **Evaluation Topic 1: Characteristics of high-quality preservice teacher preparation and changes to the content and structure of the preservice teacher preparation program over the grant period**

**Topic Importance**—The Partnership Evaluation reviewed the literature on the characteristics of quality for teacher preparation programs, identified the current models of delivery in use in teacher preparation and then investigated the extent to which these characteristics and models are prevalent throughout the Partnership colleges and universities.

The beginning point for developing indicators and benchmarks were the Title II program goals, themselves sources of quality characteristics:

- Improve the quality of the current and future teaching force: specifically, changes made in the content and structure of the teacher preparation program, the clinical and field experience components and the infusion of technology.
- Increase the institutional accountability for teacher preparation: building support for teacher preparation throughout the institution, measuring the outcomes of teacher preparation and increasing the collaboration among education and arts and science faculty.

The next step was to search the literature to determine if benchmarks had been established to assess progress in these areas. Although many commissions and individual organizations seem to agree on the value of specific competencies for individuals becoming teachers, it is more difficult to find evidence that specific program features or delivery modes are related to the development of these competencies and then, in turn, to the student achievement goals established by state or local education agencies. AIR's *Targeted Literature Review* and Murray (2001, 2002) indicated that consensus may not exist regarding the importance, for example, of program accreditation status, degree level, knowledge base (curriculum) or the evidence base by which high-quality programs should be measured. However, knowing what is valued in teacher preparation provides a standard by which the Partnership institutions can be compared.

Among the standards for programs emerging from reform networks, accreditation bodies and national groups addressing preparation quality are the following:

- More education faculty on location in schools where teachers are being trained.
- More extensive early field observation activities for students who are considering entering teacher preparation programs and those who are not ready for internships.
- More intensive and carefully supervised clinical experience.
- Integration of technology in teaching and learning by faculty and by those preparing to teach.
- Strong liberal arts training for all candidates.
- In-depth academic study in the area of concentration, integrating research findings that are proven to increase student achievement.

Modes of delivery or types of programs were also documented. The types expected among the colleges and universities in the Partnership projects were traditional undergraduate teacher preparation programs, undergraduate programs offering a degree in the content area, graduate-level programs leading to certification or licensure, graduate programs culminating in master's degrees and alternative routes that are university based and similar, but not necessarily identical, to graduate programs leading to certification or licensure.

Finally, through data collection and literature review, the Partnership Evaluation sought information about models or organizing philosophies for teacher preparation; that is, research-based themes that help a program build internal coherence for its curriculum offerings, thereby providing a base for an internal accountability system.

**Topic Highlights**—The full range of modes of delivery is present in the colleges and universities participating in the Title II Partnerships, including bachelor's, master's, and Master of Arts in Teaching (MAT) degrees and alternative routes to certification. Just about 14 percent of the responding education deans indicated they offered an MAT degree. Alternative certification routes were described as being offered primarily at the graduate level. There were no details gathered in the baseline survey that would help clarify whether students in these alternative route programs were receiving graduate level credit at the same time as they were preparing for eligibility for certification. Typically, students enrolled in alternative certification courses that are university based have already completed a baccalaureate degree. The required alternative certification courses are often taken in master's and doctoral programs. Program completion for many of these students may translate as eligibility for state certification, but not a graduate degree, because they may lack two to three courses required to complete the degree.

The Partnership Evaluation surveys sought information about the number of students and types of degrees granted in the partner IHEs. Respondents indicated that about 1,600 students received a bachelor's degree in education in 2000–01 and 1,886 students received a master's degree in education. In addition, deans estimated that about 1,000 students completed a program determining their eligibility for licensure along with their degree in a content area. Although the project respondents did not provide the details or articulate all the different philosophical underpinnings for their respective programs, they were clearly in support of the Professional Development School (PDS) approach, which has been described in the education literature as both a model and a philosophy. The PDS approach addresses the relationship between the university and local schools, sites for student internships and early field experiences. A PDS relationship enables internship, action research and observation opportunities for students in different kinds of programs (undergraduate or graduate level, as well as alternative route) and thus is suited for

either an undergraduate or graduate student of teacher preparation. It adheres to the same set of standards as articulated above, thus it provides a basis upon which Partnerships can be compared.

In addition to favoring the PDS approach, the colleges and universities in the Partnerships have been making progress by working on specific features of programs, such as the duration and location of clinical or supervised student internship experiences; required courses; entry and exit requirements; varied and systematic assessment of students; and program quality. Faculty collaboration across departments (education and arts and sciences) is occurring because of the Partnership support; however, it is too early to see changes in course content or student outcomes as a result of this collaboration.

In the first year of the Partnership, progress is being made on a number of these standards.

### **Topic Findings—**

#### **Finding 1.1: The Professional Development School approach is the most prevalent model selected by the Partnerships to build a high-quality teacher preparation program.**

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- Seventy-two percent of the Partnerships describe their models of preparation as PDS. This compares with the national estimate based on the 525 accredited programs of the NCATE in which only 30 percent indicate their involvement with professional development school partnerships (Levine 2002).

The PDS approach incorporates a number of the features thought to be associated with high-quality teacher preparation. These include professional development for in-service teachers around instructional needs; intensive field-based clinical experience; action research and reflection; and physical placement of faculty to support preservice and in-service needs, such as mentoring and systematic observation and assessment.

The main idea behind a fully implemented PDS is that the K–12 school site is the most appropriate place for everyone who is involved in teaching to work together on improving schools. This notion came from the field of medicine, where the teaching hospital is considered the most appropriate environment in which medical students learn models of practice. In a PDS, the collaboration of university faculty and school teachers around school-embedded problems is expected to lead to continuing professional development for in-service teachers, to a dynamic laboratory environment in which to prepare preservice teachers and to the development of a learning community in which faculty and in-service teachers enrich each other as colleagues.

The PDS approach has gained renewed enthusiasm as a result of the research on teacher learning sponsored by the Office of Educational Research and Improvement's<sup>6</sup> National Center for Research on Teacher Learning that suggested, among other things, that faculty from both education and arts and sciences had a "large influence on how teachers teach" (SRI International 2000). This idea was adopted

***How It Works:  
The Professional Development  
School***

Several Partnerships have established a Professor-in-Residence (PIR) Program in which a university content specialist or education faculty member spends at least one full day a week in a partner school. The PIR assignment takes the place of teaching one course. The Partnership grant makes this possible by buying the professor's time.

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<sup>6</sup> Now called the Institute for Education Sciences.

and promulgated as a key principle for effective teacher preparation by the Holmes Group (now the Holmes Partnership).<sup>7</sup>

Unfortunately, the research literature regarding PDSs does not yet indicate whether the new roles for teachers and faculty in a PDS result in widespread gains in student achievement. However, the most comprehensive literature review suggests that the PDS model is influencing the way teachers are involved in preparation (Valli, Cooper, and Franks 1997). Most specifically, when a PDS is fully implemented, faculty and teachers work together to develop course content that reflects student learning needs and uses scientifically based instructional practices. Teachers are involved in setting the direction for their own professional development and gain a voice in the alignment of teacher preparation with curriculum standards.

In many Partnerships that implemented a PDS approach, changes occurred in course content and clinical and field experiences. These changes resulted from the increased involvement of teachers and administrators working with education faculty on behalf of high-quality preparation. The evaluation data also indicate that sharing an understanding of the implications and responsibilities for a PDS arrangement is critical to being able to move the Partnership agenda forward.

- Approximately one-third (36 percent) of the education leadership faculty reported that the school of education had changed its model or educational philosophy as a result of the Partnership grant. Four of these deans indicated that NCATE accreditation was obtained or anticipated.
- Teacher preparation programs in Title II Partnerships are members of reform networks that share information about research on teacher preparation and contribute to the research on high-quality teacher preparation.

Among the lead institutions are nine members of the Holmes Partnership and six members of the Renaissance Group, two organizations that have consistently been involved in creating the dialogue about high-quality preservice teacher preparation. In addition, 19 of the 25 lead institutions have teacher preparation programs that are NCATE-accredited and two institutions within the Partnerships are members of the Teacher Education Accreditation Council. Accreditation is a voluntary process of peer review. It is important to acknowledge that there is little research about the association between the accreditation status of a program and the quality of its graduates, as measured by the achievement of their students. At the same time, accreditation standards reflect many of the same standards for high quality cited above; therefore, accredited schools can be said to adhere to these principles and are being reviewed by their peers regarding the achievement of these standards.

**Finding 1.2: Since receiving the Partnership Grant funds, many deans of schools of education report changes in the number of graduates, required courses, and graduation requirements.**

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During the first year of Partnership activities, between 15 and 20 percent of preparation programs using entrance or acceptance requirements had changed those requirements. The nature of existing and changed entrance requirements is illustrated in exhibit 6. These changes occurred since the Partnership began; however, in some cases there may have been an initiative toward the change that predated the Partnership.

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<sup>7</sup> Originally developed as an organization of research universities with teacher education programs, the Holmes Partnership includes many of the Title II Partnership Program lead institutions.

Two examples of such requirements are an increase in the passing score on teacher assessments and the requirement that students pass particular assessments before program matriculation. An increase or change in use of data for program admission is consistent with the findings, reported later in this section, that there is an increased focus on assessment of students as they prepare to graduate from the teacher preparation program. Partnership preparation programs are gathering more focused data on entrants, including their performance in their general-education and content-area courses.

In addition to changes in entrance and exit requirements, education and arts and sciences faculty involved in the Partnership projects reported spending more time than they did before the Partnership existed strengthening the emphasis on developing content knowledge of new teachers (66 percent). Colleges and universities are emphasizing content knowledge preparation through the development of integrated content (interdisciplinary across subjects) courses, improved methods courses and improved introductory courses.

**Exhibit 6  
Changes in Teacher Preparation Entrance Requirements**

<i>Requirement</i>	<i>Percent Requiring</i>	<i>Percent Changing</i>
Minimum grade point average (GPA) <sup>1</sup>	82	18
Minimum GPA in major	74	19
Successful course completion:		
Minimum number of credit hours	77	18
Minimum number of courses	79	16
Examination score (e.g., Praxis I, ACT) <sup>2</sup>	67	16
Recommendations	60	14
Interviews	79	14
Screening activity completion	73	27
Writing sample	11	22

<sup>1</sup>The minimum GPA required for acceptance into teacher preparation programs by Partnership schools ranged from 2.5 to 3.2, with an average of 2.66 (SD = .194).

<sup>2</sup>The most widely reported of these tests was the Praxis, cited by 29 percent of those using exams as an entrance requirement

NOTE: The “percent requiring” is the percent of faculty leader (deans) respondents indicating that the activity was a requirement for the 2000-01 academic year.

EXHIBIT READS: 82 percent of leadership respondents reported minimum grade point average to be an entrance requirement into teacher preparation programs, 18 percent of these respondents reported they had changed this requirement as a result of the Partnership.

SOURCE: Title II Partnership Evaluation Baseline Faculty Leadership Surveys

**Finding 1.3: Partnership teacher preparation programs are making some progress in changing their program offerings, in aligning the content with district standards and with partner schools.**

- Forty-one percent of Partnerships report aligning their curriculum with K–12 standards.

For instance, one Partnership has provided stipends for faculty of content courses to revise coursework so that preservice teachers develop the pedagogical skills needed to teach skills specific to the state assessment in conjunction with the content of the particular discipline. Content standards vary across states and teacher preparation programs tend to focus on strategies teachers will find useful wherever they teach.

- Eighty-six percent of Partnerships report that their projects include goals for increasing K–12 achievement.

All Partnerships are working toward improving student achievement in their partner elementary schools and many (72 percent) also target middle and high schools.

- Mathematics and reading instruction are the primary focuses of preservice teacher education course revisions.
- Science and social studies are receiving less focus in terms of revisions in preparation courses. However, they are the subjects of professional development activities.

#### ***How It Works***

Students acquiring English as a second language present reading instruction challenges that are not always covered in courses for general education teachers. One Partnership is providing faculty and experts to help elementary school teachers become knowledgeable about the literature and the latest strategies for teaching reading to these students and to integrate the knowledge base throughout required education courses to meet state expectations.

To gather advice from district partners, Partnerships are relying more heavily on informal lines of communication and partnership-created committees than on formal needs assessments to align their teacher preparation programs with district needs. A small percentage, 22 percent, of Partnerships report conducting assessments or analyzing assessment data to highlight district needs; the remaining Partnerships do neither.

#### **Finding 1.4: Some Partnerships are changing the quality of both early field experiences and clinical experience for preservice teachers by creating PDS partnerships and implementing longer, more academically focused training.**

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Students who are preparing to be teachers generally are required to participate in two kinds of school-based experiences: early field experiences and clinical or student internships. Early field experiences tend to be integrated into a variety of academic courses and involve a range of requirements, such as observation and limited participation in supportive teaching activities. These early field experiences usually precede the clinical or student internship, which is a supervised student teaching experience of much greater length, typically lasting up to a whole semester. During the clinical or student internship, university students are supervised by faculty from their education programs as they gradually take charge of the instruction in a classroom under the watchful eye of the assigned classroom or cooperating teacher. Both faculty and cooperating teachers tend to provide feedback, often based on a set of standards set by the district or by the university or both. In some K–12 schools, cooperating teachers or other teachers may become clinical supervisors through participation in a uniquely designed professional development program and become charged with this observation and assessment of student interns. This practice varies by state and district. Partnerships are changing the quality of the field experience to require preservice students to undertake observation experiences and limited teaching experiences in schools before their student teaching internship. These experiences are integrated into introductory education courses, psychology or sociology, and special education courses. Students are required to be in a school for a certain number of hours and to write a reflective piece on their placement.

- Faculty leaders within schools of education report that 58 percent of the required courses in their teacher preparation sequence demand an early field experience.

Students are permitted to participate in early field experiences starting in the sophomore (71 percent) or junior (77 percent) year in Partnership preparation programs, less frequently in the freshman (57 percent)

or senior year (57 percent). Courses offering field experiences most often tended to be education methods courses (78 percent), but also were academic in nature, for example, in the student’s major or area of specialization (28 percent).

- These field experiences required, on average, a student time commitment of 26.6 hours, usually to be spent in more than one school and in more than one level of class (e.g., elementary and middle or high school).

Time spent in course-related field activities most frequently included making general and focused observations, aiding teachers and tutoring and teaching small groups. Slightly less frequent activities included teaching an entire class and shadowing a teacher.

- Twenty faculty leaders reported that the most common changes being made in requirements for students specializing in elementary education as a result of the Partnership project included enhancing or expanding field experiences. These changes are illustrated in exhibit 7.

**Exhibit 7**  
**Preservice Field Experience Changes Resulting From Partnership Activities**

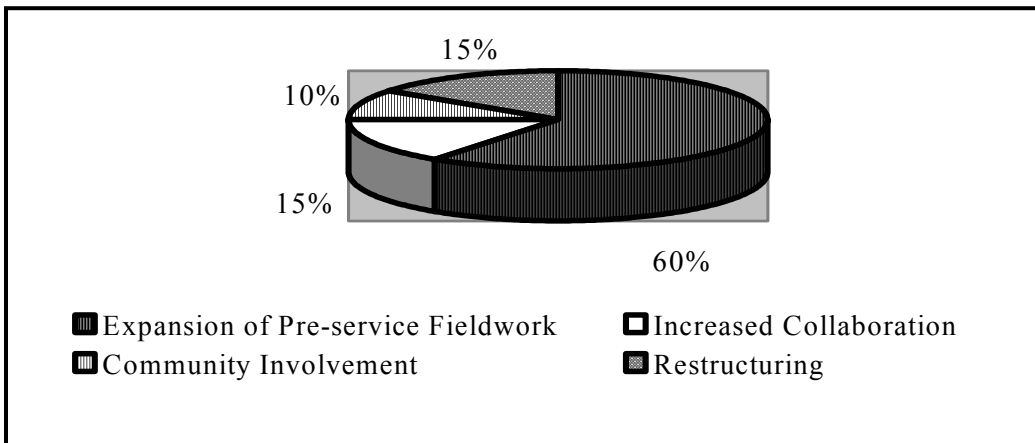


EXHIBIT READS: 60 percent of respondents to the faculty surveys reported the most common change in preservice field experience resulting from the Partnership project to be an expansion of pre-service fieldwork.

SOURCE: Title II Partnership Evaluation Baseline Faculty Surveys

- The most common way Partnerships are changing the quality of the clinical experience is by creating PDS partnerships with K–12 schools.

In this PDS environment, student interns are supported by PIRs from the universities who are on-site and readily available to answer questions of practice. The PIR concept emerged from the goals of the Holmes Partnership and the PDS approach to teacher preparation reform. The individuals who serve as PIRs are regular full-time faculty in schools of education who have been released from one course in their regular faculty load. They commit their time from that course release to be on site in a PDS for 1–2 days every week. As full-time faculty, PIRs have research portfolios and prior experience as faculty supervisors of student interns and some have long-standing research relationships with the partner schools. While in Partnership schools, PIRs supervise student interns, meet with cooperating teachers and meet with teachers. In some Partnership schools, PIRs are delivering course content at the master’s degree level for in-service teachers and working with school liaisons to accomplish instructional goals of the partners with support from the Partnership.

***How It Works:  
One Strategy for Clinical  
Training***

One IHE with predominantly white middle-class students encourages graduates to accept jobs in high-need, urban schools by placing student interns in such schools and giving them explicit diversity training. In that way, the IHE hopes to cultivate the students’ interest in teaching in such an environment while exposing them to the reality of the challenges.

- Elementary and secondary programs do not tend to specify different student teaching requirements for students.

These students spend an average of 7 hours per day in schools and attending seminars related to student teaching. Most elementary education students (86 percent) and secondary education students (92 percent) spend one semester in student teaching; a smaller percentage (11 percent and 5 percent, respectively) of elementary and secondary education students spend 1 year in student teaching. Sixty-one percent of elementary education students and 64 percent of secondary education students spend their student teaching in a single school setting while others spend their student teaching in multiple school settings. These requirements are typical for preparation programs across the country.

Twenty-two percent of teacher preparation programs in the Partnership colleges and universities require fewer than 15 weeks of student-teaching activity, 74 percent require a time commitment of 15 to 20 weeks and 4 percent require more than 20 weeks.

- The supervisors of these student teachers were mostly part-time faculty in departments or schools of education.

Supervision of student teachers is one area where preparation programs have been vulnerable to criticism. Many programs have relied on retired teachers or principals to take on this role because they cannot free up the time for their regular full-time faculty. However, among the Partnership institutions, the teacher preparation programs have made changes in this practice. The most important shift has been to provide training for in-service teachers to become clinical supervisors, incorporating principles of adult education and supervision. This change has been undertaken because the standards for supervisors have been raised by districts and states. IHE teacher education programs have seen increased diversification of faculty and administrative staff roles. Within many programs, specific individuals will have responsibility for coordinating work with schools and cooperating teachers, placing students in internships, coordinating supervision by faculty and K–12 teachers and maintaining assessment results for students. Within partner schools (reported in the next section) there has been improved status and recognition for newly trained clinical supervisors.



**Exhibit 8**  
**Employment Status of Faculty Survey Respondents**

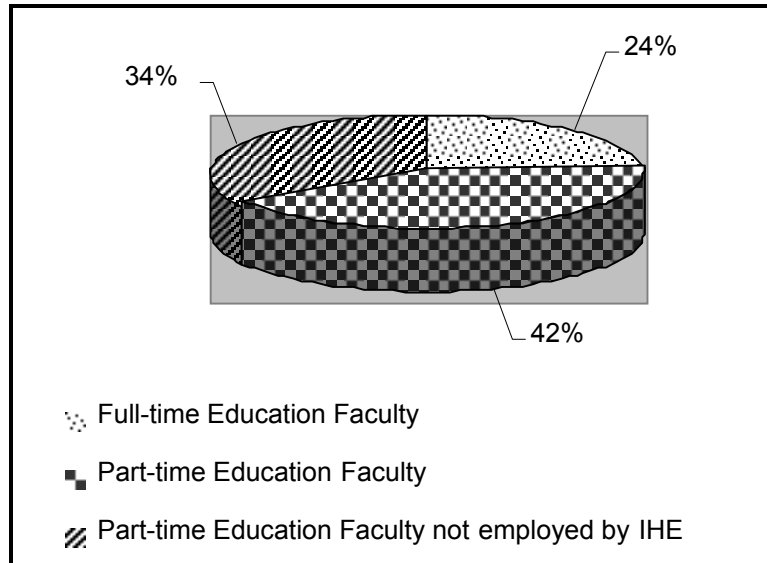


EXHIBIT READS: 24 percent of respondents to the faculty surveys indicated their employment status as full-time education faculty.

SOURCE: Title II Partnership Evaluation Baseline Faculty Surveys

**Finding 1.5: Schools of education and arts and sciences are collaborating to build program coherence and expand the accountability for teacher preparation.**

- Two-thirds of faculty respondents report that collaboration among education and arts and sciences faculty took place in 2000–01, primarily through committees to work on project goals, meetings to discuss teacher preparation students and meetings to learn about teacher preparation and program development.

The Partnership Evaluation analyzed responses to the same items from the perspectives of faculty from both education and arts and science departments and identified no differences in mean hours of involvement or in percent participating in each activity. Exhibit 9 describes the participation in mean hours of involvement of faculty from both departments.

**Exhibit 9**  
**Faculty Involvement in Collaborative Partnership Activities**  
**with Teachers**

<i>Collaborative Activity</i>	<i>Number Participating</i>	<i>Percent of Total Participating</i>	<i>Hours of Involvement (2000-01)</i>			
			<i>Mean</i>	<i>SD</i>	<i>Median</i>	<i>Mode</i>
Participating in committees to work on project goals	105	58.3	26.8	33.8	20	10
Meeting to discuss teacher education students	113	37.2	21.1	30.3	12	20
Meeting to learn more about teacher education	99	55.0	20.9	28.7	15	10
Developing teacher preparation program	91	49.4	37.6	76.9 <sup>3</sup>	15	10
Coordinating course offerings	78	43.3	23.8	40.1	10	5
Planning future courses	78	43.3	19.6	29.0	10	10
Implementing management team	70	38.9	50.8	139.3 <sup>3</sup>	20	10
Jointly advising teacher education students	62	34.4	22.1	30.3	14	20
Revising existing courses	54	30.0	29.3	39.6	18	10
Jointly observing teacher education students	44	24.4	27.7	37.7	15	10
Co-teaching or team teaching <sup>1</sup>	23	12.8	49.7	66.9	20	10
Co-teaching or team teaching <sup>2</sup>	24	13.3	38.3	39.0	20	10

<sup>1</sup>Education faculty teaching at arts and sciences.

<sup>2</sup>Arts and Sciences faculty teaching at education.

<sup>3</sup>These standard deviations are high because a few faculty respondents reported large numbers of hours of involvement. In program development collaboration, one faculty member spent 1,000 hours, another 600 hours and all other respondents 200 or fewer hours. In management team collaboration, one faculty member spent 500 hours, another 400 hours and all other respondents 200 or fewer hours.

EXHIBIT READS: This table describes the variety of ways in which education and arts and sciences faculty work on behalf of the Partnership project; for example, 105 faculty across all projects reported participating in committees to work on project goals.

SOURCE: Title II Partnership Evaluation Baseline Faculty Surveys

Many faculty members report participating in more than one of these activities: 37 percent are attending meetings to discuss teacher preparation students; 55 percent are attending meetings to learn more about teacher preparation (see exhibit 9). In addition, 58 percent are participating in committees on project goals. More faculty members are collaboratively coordinating course offerings and planning future courses (43 percent) than are revising existing courses (30 percent). Fewer respondents are participating in teaching courses at the opposite college (13 percent of arts and sciences faculty and 13 percent of education faculty).

The lower percentage of faculty members who are reporting that they are teaching courses in the opposite college or department was supported by case-study interviews with faculty and with deans of departments. The process of creating and gaining approval for integrated courses or teaching posts in different departments is lengthy and may require the involvement of deans and academic councils. For example, one Partnership worked for a year to gain the support of the arts and sciences faculty for a new undergraduate course that will serve the needs of both elementary education majors and content area majors in arts and sciences.

Faculty participating in Partnership-sponsored collaborative activities reported spending more time working with project management and program development than on activities involving certain teaching practices, such as revising existing courses, coordinating course offerings, joint advising, teaching at the opposite college, planning future courses or jointly observing student teachers.

**Finding 1.6: The vast majority of Partnership projects are fulfilling the goal of developing preservice capacity in technology integration by equipping students with technology skills, supporting teachers in schools with technology and preparing faculty to use technology in their classrooms.**

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- Eighty-two percent of the responding Partnerships reported that they use Title II funds to support technology integration and use in their preservice education programs.

Fifty-nine percent of these Partnerships had secured other funds for the same purpose prior to receiving the Title II Partnership grant (such as Preparing Tomorrow's Teachers to Use Technology (PT3) Grants). Only 17 percent of these Partnerships had not used other grant funds to supplement Partnership support of technology integration. Most Partnerships (90 percent) assess their graduates' proficiency in technology. According to the Partnership respondents, the securing of funds for technology equipment, professional development and classroom instruction through other sources highlighted the need and importance of additional funds. No information on the way in which funds from more than one source were used together or to leverage other resources was collected as part of the evaluation surveys.

**How It Works:  
Education and Arts and Sciences  
Collaboration**

One Partnership has established a program in which freshmen undergraduates with an interest in teaching and undergraduates who are not education majors take three general education classes together during their first semester and another three during their second semester. Many of these courses are team taught by faculty from the schools of education and arts and sciences. During this period, the students regularly observe teachers in high-needs classrooms and bring their observations back to the IHE to discuss with faculty and classmates.

Seventy-seven percent of Partnerships use course completion projects or observations of work (e.g., as classroom presentations using technology or preparation for student teaching that incorporates technology) as a way to assess new student skills in technology use; 45 percent of Partnerships report using exams to assess new student competencies. Several Partnerships use both methods. Faculty in education schools of Partnership colleges and universities who were involved in Partnership activities provided information on the strategies they were using to teach teacher education students to use technology. These activities and the percentages of faculty who report using them are presented in exhibit 10.

**Exhibit 10**  
**Faculty Members’ Strategies for Teaching with Technology**

<i>Instructional Strategies for Teaching Technology</i>	<i>Percent</i>
Providing training to teacher education students on using technology as a tool for communication, research, or problem solving or as a way to obtain teaching materials or create curricula	88
Providing training to teacher education students on using technology (e.g., Internet)	85
Enhancing faculty members’ technological knowledge and skills through faculty workshops, summer institutes, mentoring with technology-proficient K-12 teachers, online learning or hands-on classroom experiences that focus on using technology	85
Disseminating technology resources (articles, online help, discussion groups) via the Web	82
Using e-mail and listservs for teacher education courses	79
Using videos, CDs, or the Web to demonstrate case studies of exemplary classrooms	74
Demonstrating technology use as part of the content within a teaching portfolio	73
Using technology in content courses	71
Providing one-on-one technical assistance	65
Using interactive CDs or the Web	64
Providing students with field experiences	62
Developing multimedia tools to support student teaching experiences	62
Teaching workshops or summer institutes focused on technology training	55
Using Web-based assignments and projects	50
Using electronic portfolios (video, Web, CD-ROM) for teachers	42
Providing distance learning via the Web	32
Using student teaching experiences through interactive videos or through assistance of teacher preparation students as they teach K-12 students online	30
Using Web-based strategies for assessing the knowledge and skills of teacher education students in technology integration	29
Providing virtual mentoring with contact between student and mentor via Internet or video conferencing	26

EXHIBIT READS: 88 percent of respondents to the faculty surveys cited providing training to teacher education students on using technology as a tool for communication, research or problem solving, or to obtain teaching materials or create curricula as an instructional strategy for teaching technology.

SOURCE: Title II Partnership Evaluation Baseline Faculty Surveys

**Finding 1.7: Partnerships are implementing more processes for reviewing the quality of student graduates and the quality of the program.**

- Eighty-six percent of responding Partnerships use a formal assessment process (e.g., performance evaluations by administrators or teacher mentors; clinical observations by mentors, IHE faculty, or administrators; GPA; or subject-area performance tests in core academic areas) prior to students’ graduation to inform their recommendations for certification. The 14 percent of Partnerships not using a formal assessment process plan to implement one.

One of the dimensions of a high-quality or high-performing preparation program is the implementation of self-monitoring processes for review of candidates as they enter the program and before they leave. Many programs reserve the right to base their recommendation to the state licensure authority on the candidate’s performance in student teaching activities. Program administrators also seek feedback from their school clients about the success or failure of recent graduates as a way of determining the quality of their product. Using formal assessments is thought to speak to the demand to screen out candidates who may do well in course work but are likely to fail at student teaching. Formal assessments are important for several reasons: teacher education students and new teachers receive feedback on their performance and progress, teacher preparation programs can use the data to reflect on the success of their students and programs and districts or schools can examine assessment data to evaluate the teacher as a candidate for employment.

Data from the faculty surveys further describe assessments used to determine the preparedness of teacher education students before graduation (see exhibit 11). Many assessment tools rank high among faculty members, including students’ GPA, written and portfolio assessments and clinical observations during student teaching. Only oral portfolio defenses ranked low among faculty.

**Exhibit 11  
Modes of Assessment:  
Preparedness of Teacher Education Students Prior to Graduation**

<i>Assessment</i>	<i>Percent reporting use</i>	<i>Percent reporting that assessment affects certification<sup>1</sup></i>
Minimum overall GPA	80	82
Subject area GPA	80	74
Written subject area assessments	80	76
Written teaching skill assessments	80	67
Clinical observations during student teaching	80	73
Portfolio assessments	78	60
GPA in pedagogy coursework	78	77
Oral portfolio defenses	17	79

<sup>1</sup>Number in column represents percentage of respondents reporting use who also indicate that assessment affects certification. For example, 17 percent report using oral portfolio defenses; of that 17 percent, 79 percent indicate that these defenses affect teacher certification.

EXHIBIT READS: 80 percent of respondents to the faculty surveys reported using the minimum overall GPA of teacher education students to determine their preparedness before graduation.

SOURCE: Title II Partnership Evaluation Baseline Faculty Surveys

- Seventy-seven percent of responding Partnerships report using two or more types of assessments to determine how well their recent graduates are doing in new teaching assignments. Collecting these data is important for general feedback and for formal induction programs.

According to §207 of Title II of the Higher Education Act, all colleges and universities with teacher preparation programs (that enroll students who receive federal financial assistance) must report annually (through an IAR) to their state the pass rates of program completers for state certification or licensure examinations. Pass rates are required for regular teacher preparation programs, and also for alternative-route programs.<sup>8</sup>

***How It Works:  
Assessing Students***

In one Partnership, faculty members meet regularly to analyze the work of their student teachers. Using a formal portfolio of work examples, faculty members identify the transfer of knowledge from university courses to teaching practice. Course revision and program coherence result from these efforts.

States vary with respect to the number of teacher assessments required for licensure and also with respect to the pass or cut score designated for test takers. For example, one state may require a prospective biology teacher to pass the assessment in both the content area of biology and the pedagogical area related to instruction of biology; another state may require only the pedagogical portion.

Despite this variation, which represents state policy on teacher preparation standards, researchers have used pass rates to measure teacher quality, student achievement and teacher preparation quality. However, these studies have not yielded definitive data about the effectiveness of a course content or preparation program structure. Additionally, in the first year of the IAR submission (reported on in this evaluation), all possible data problems were not alleviated. Therefore, the pass-rate data reported here should be considered a first look at one indicator of teacher quality.

The evaluation collected IARs from 51 institutions in 20 Partnerships, providing institutional-level aggregate pass-rate data on five types of assessments: *Basic Skills*, *Professional Knowledge*, *Academic Content*, *Teaching Special Populations*, and *Other Content*.<sup>9</sup> The pass rate is the number of students passing the assessment over the number of students taking the assessment. Exhibit 12 shows for each Partnership the average institutional pass rate and the number of partner institutions that reported pass rates for each type of assessment. For purposes of comparison, the table also contains the state average for each type of assessment. Fourteen Partnerships have average pass rates that fall below the state average on at least one assessment. However, Partnership pass rates, on average were not very different from the state averages. The overall average difference between Partnership and state pass rates for *Professional Knowledge* was -1.67, meaning that on average, the difference between Partnership and state pass rates were nearly zero, with the overall Partnership average slightly below the state average. The overall average difference for *Academic Content* is -1.68; for *Teaching Special Populations*, 1.83; and for *Other Content*, -2.24.

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<sup>8</sup> A “regular” teacher preparation program is any program that is not designated by the state as an alternative-route program. In April 2001, institutions reported on a variety of program characteristics and pass rates to their state Title II coordinators. The data were then used to complete a state survey of items, which was submitted to the U.S. Department of Education in October 2001. The secretary’s report to the country on the state of teacher preparation was released on June 11, 2002.

<sup>9</sup> Although institutions of higher education are required to make these data available to the public, the evaluation was not able to acquire them from all institutions participating in Partnership grants.

**Exhibit 12**  
**Aggregate Pass Rate Averages by Partnership, 1999-00**

<i>Basic Skills</i>			<i>Professional Knowledge</i>			<i>Academic Content</i>			<i>Teaching Special Populations</i>			<i>Other Content</i>		
Partnership Average	State Average	Partnership IHEs	Partnership Average	State Average	Partnership IHEs	Partnership Average	State Average	Partnership IHEs	Partnership Average	State Average	Partnership IHEs	Partnership Average	State Average	Partnership IHEs
96.0	97.0	1	100.0	99.0	1	95.0	93.0	1						
99.6	99.0	5				100.0	96.0	1						
92.0	93.0	1	100.0	100.0	1	98.3	98.0	4	98.3	96.0	3	99.0	98.0	3
100.0	99.0	1	100.0	100.0	1	100.0	98.0	1	100.0	100.0	1	100.0	100.0	1
86.7	92.3	3	97.5	95.5	2	88.1	93.2	7	98.4	94.4	5	98.8	97.5	4
100.0	96.0	2	93.0	97.0	3	87.0	95.0	2	95.0	91.0	1			
91.4	89.0	7				85.4	85.0	7	93.7	95.0	3			
100.0	100	1				100.0	100.0	1						
			93.0	98.0	1	100.0	99.0	1						
			100.0	98.0	1	100.0	99.0	1	100.0	90.0	1			
						96.0	96.0	1	98.0	100.0	1	95.0	99.0	1
						92.5	92.0	2	100.0	100.0	1	95.5	97.0	2
96.0	98.0	1	79.0	94.0	1							74.0	91.0	1
97.0		1	97.0	96.0	1	91.0	94.0	1	100.0	98.0	1	100.0	100.0	1
100.0	100.0	3	80.0	95.0	3	82.0	93.0	4	94.0	90.0	2	100.0	100.0	2
100.0	100.0	1	98.0	95.0	1									
			97.5	94.0	2	87.5	88.0	2	94.5	96.0	2	95.0	95.0	1
100.0	100.0	9	89.1	90.0	9	88.8	92.0	9	90.3	91.0	4	100.0	99.0	1
100.0	100.0	1	94.0	90.0	1	83.0	92.0	1	94.0	91.0	1			

NOTE: Each row represents a Partnership. The pass rates presented are based on state reports of institutional data. One Partnership is multistate in scope, so the state average represents the average pass rate of all the partner states. There are pass rates for only 20 of the 25 Partnerships because some states or IHEs do not administer such certification exams.

EXHIBIT READS: In the Academic Content assessment for the Partnership in the first row, the average Partnership pass rate was 95 percent, compared with a 93 percent state pass rate.

SOURCE: Institutional Accountability Reports

**Finding 1.8: Partnership grant funds have been instrumental in reforming program components.**

- In the first year of the Partnership activities, 41 percent of funds expended were used for reforms in the teacher preparation program.

On average, each Partnership spent \$832,000 on Partnership activities during the first year of the grant. Of these funds, \$760,000 went to activities required by the Title II grant and the remaining funds went to Title II allowable activities. The APR reports covering the first year’s activities indicate that Partnership spending was highest for implementing reforms to hold Partnership teacher preparation programs accountable for preparing competent teachers; promoting strong teaching skills, including integrating research-based teaching methods into the curriculum; and integrating technology into teaching and learning (such as teaching students to evaluate software and prepare electronic portfolios). The next highest amount was for professional development, and the lowest was for clinical experiences. The apparent focus on reform activities does not appear to come at the expense of clinical experience, however. Because many of the school partners were already sites where student teachers were placed,

enhancing clinical experiences may have required fewer resources compared with a variety of other activities (e.g., developing committees, hosting professional development institutes, attending meetings, bringing in speakers and hiring staff to manage reform initiatives).

Exhibit 13 presents the average first-year expenditures by the Partnerships by type of activity, as well as the percent of the total associated with each type.

**Exhibit 13**  
**Average First-Year Expenditures on Partnership Activities, 1999-00**

<i>Funding Category</i>	<i>Amount</i>	<i>Percent</i>
<b>Required Title II activities</b>		
Reforms	\$337,000	41
Professional development	\$236,000	28
Clinical experience (student teaching) and interaction	\$187,000	22
<b>Other Title II allowable activities, not specified</b>	\$72,000	9
<b>Total</b>	<b>\$832,000</b>	<b>100</b>

EXHIBIT READS: On average, 41 percent of first-year expenditures on Partnership activities, or \$337,000, are spent on implementing reforms to improve teacher preparation programs.

SOURCE: Annual Performance Reports

Additionally, 16 project directors credited the Partnership with further institutionalization of preexisting reform efforts and 18 project directors reported added momentum in accelerating reform efforts already begun.

## **Evaluation Topic 2: Contributions of Partnership grants to schools and school districts, and the roles of schools and districts in preservice teacher preparation**

**Topic Importance**—The Partnership Evaluation is investigating the role of the Partnership and the teacher preparation model in increasing the quality of the teaching force by improving professional development and improving the hiring and retention of new teachers. Specifically, the evaluation reviewed the literature to identify benchmarks regarding the following:

- Increase the quality of the teaching force through professional development: supporting clinical supervisors, delivering professional development in core academic subjects and involving school faculty in improving the teacher preparation program course offerings and clinical experience.
- Improve the hiring and retention of new teachers: recruiting a diverse cohort of students through scholarships, developing school mentors and experts, developing beginning teacher support programs for new teachers and tracking student achievement as it is related to teacher quality.

As in the review conducted for Evaluation Topic 1, the evaluation uncovered few benchmarks. However, there seems to be a growing body of evidence that beginning teacher support programs can be influential in hiring, retaining and improving the quality of the teacher workforce.

**Topic Highlights**—As a result of Title II Partnership Grants Program funds, school districts report increased teacher recruitment for high-risk schools; improved new-teacher support and retention; improved collaboration with education faculty; access to professional development in core academic



areas, chiefly reading instruction; and enhanced instruction in mathematics and science. School and district personnel are able to collaborate with higher education faculty in a variety of ways. The preparation and assessment of student teachers are improving as cooperating teacher selection, roles and responsibilities are enhanced. Support for new teachers has also received attention, which may translate into better teaching and higher retention rates. Partnership-related professional development opportunities have reached a large number of in-service teachers as well.

**Topic Findings—**

**Finding 2.1: Partnerships are influencing the way cooperating teachers from school districts are selected, trained and recognized. More teachers are being included in preparing and assessing preservice teachers.**

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Cooperating teachers are those teachers volunteering to mentor a student intern in their classroom. Over the internship period, students are gradually given more responsibility until they can take sole responsibility for the direction of the students in the classroom in which they are placed. Respondents reported, on average, 20 cooperating elementary teachers and 10 cooperating middle and high school teachers per district, representing a total of 875 schools in Partnership districts. Just over half of the districts distinguish between supervising cooperating teachers and “clinical” teachers who are trained in adult learning and supervision. Projects are working with a relatively small pool of cooperating teachers. Progress is affected by factors such as principal turnover and commitment.

- Cooperating teachers play an essential role in the training and support of new teachers. Partnerships have changed the way these teachers are selected and trained by districts.

Sixty-one districts report that since the Title II grant began, they select cooperating teachers jointly with partner IHEs or have begun collaborating in selecting cooperating teachers as a result of the grant. Eleven districts report that principals are no longer solely responsible for selecting cooperating teachers, and 10 districts no longer exclusively rely on teachers to volunteer to serve as cooperating teachers. Several Partnerships provide additional training to cooperating teachers, mostly through combinations of courses, workshops and ongoing mentoring relationships.

- As a result of Partnership relationships, school districts have also adopted new ways of recognizing the contributions of cooperating teachers and have increased the frequency of this recognition (see exhibit 14).

**Exhibit 14  
Partnership Changes to Recognition of Cooperating Teachers**

<i>Form of recognition</i>	<i>Percent of districts recognizing cooperating teachers in various ways</i>
Invited to attend IHE activities	47
Included in IHE faculty seminars	38
Participated in University course planning	31
Conducted research with partner IHE faculty	27
Provided support to take courses in the following:	
Student-teacher supervision	27
Student-teacher assessment	22
Receives letters of thanks	21
Receives financial bonuses	19
Receives graduate credit for training	16

EXHIBIT READS: Of the districts who recognize cooperating teachers, 47 percent do so by inviting them to IHE activities.  
SOURCE: Title II Partnership Evaluation Baseline School District Surveys

**Finding 2.2: Partnership benefits for school districts address overall staffing needs and the specific needs of new teachers.**

- The Partnership relationships between IHEs and school districts developed or expanded school district staffing needs overall. First-year Partnership activities have improved teacher recruitment in districts, reduced teacher attrition and led to faster filling of vacancies, among other benefits (see exhibit 15).

**Exhibit 15  
District Staffing Benefits of Partnership Projects**

<i>Partnership Benefits to District Staffing</i>	<i>Percent of Districts Crediting to Partnership</i>
Better teacher recruitment	75
Higher qualifications of certified teachers	61
Faster filling of vacancies	56
Enhanced teacher screening processes	45
Fewer teacher vacancies	33
Reduced attrition	33
Improved record keeping	27

EXHIBIT READS: 75 percent of respondents to the school district surveys credited the Partnership project for their district's improved teacher recruitment.  
SOURCE: Title II Partnership Evaluation Baseline School District Surveys

Partnership relationships and activities have similar beneficial outcomes on high-poverty schools and on staffing in district-defined high-need subjects.

- Partnerships graduated and placed more than 3,229 new teachers in Partnership schools.

School districts' overall staffing quality has benefited from membership in Title II Partnerships, as exhibit 15 demonstrates. Additionally, partner school districts have also benefited specifically from the new graduates that Partnership IHEs provide to the district. Fifty-six percent of the school districts report reduced teacher attrition and turnover among newly hired teachers as a result of the Partnership project. Thirty-seven percent report a gain in teaching staff that is directly attributable to the Partnership activities,

58 percent report no change and 5 percent report a loss. Similar changes are observed in district-defined high-need subjects and in high-poverty schools.

The number of certified teachers attributable to Partnership relationships and activities has increased by an average of 7 per district, but the number of out-of-field teachers remains unchanged. Five districts (6 percent) report reductions in the number of out-of-field teachers, 83 percent report no change and 11 percent of districts actually increased the number of out-of-field teachers.

- Many partner districts have changed their recruitment strategies as a result of the Partnership.

Forty-three of the school districts changed recruitment activities owing to the district's involvement in the Title II Partnership Grants Program. As of 2001–02, district recruitment strategies include attending job fairs (90 percent), advertising in local papers (85 percent) and recruiting through an Internet site (85 percent). Districts also place ads in educational publications (59 percent) or use local networking such as word of mouth, student teachers, college placement offices and personal connections.

District participation in teacher recruitment generally involves the human resource office (71 percent), the superintendent's office (65 percent) or the curriculum office (50 percent). Other participating personnel include the principal and specialized program staff, such as ESL or special education staff.

District requirements for evidence of satisfactory teacher preparation include recommendations (93 percent), transcripts only (not as part of a teaching portfolio, 84 percent), test scores (76 percent), portfolios (50 percent) and the IHE guarantee of new-teacher skills (25 percent).

### **Finding 2.3: Participating in the Partnership Grants Program has increased new teacher support provided by districts and IHEs.**

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- In the first year of the grant period, new teachers have received additional support from districts as a result of district participation in Partnerships.

The most frequently cited activities include training for mentors of new teachers (86 percent), mandatory supervision or mentoring by school principals (70 percent), mandatory mentoring by veteran teachers or IHE faculty (69 percent) and opportunities to attend professional conferences (67 percent).

Prior to the Title II Partnership grants, districts were already providing support to new teachers: 83 percent of the districts provided routine observations, 75 percent provided formal mentoring by veteran teachers, 63 percent provided informal mentoring and 31 percent provided seminars with IHE faculty for new teachers.

Support for new teachers has been increasingly recognized as important by many states. A well-designed “induction program,” as it is called, involves Partnership colleges and universities. Although teachers are necessarily involved as mentors, full induction programs must also have faculty involvement. Exhibit 16 shows that faculty involvement is the key ingredient in these new teacher-support programs. One example of a Partnership initiative aimed at intensifying and institutionalizing new teacher supports is a continuing Beginning Support Institute led by an adjunct faculty member. During the summer, new teachers meet in a seminar and receive instruction, support and materials for their classrooms. During the year, teachers participate in reunions held at the school sites. The program is for teachers with 1 to 3 years of experience and is integrated into the school district's overall professional development structure for teacher professional licensure.

**Exhibit 16  
Induction Activities Provided by Partnerships**

<i>Induction Activity</i>	<i>Percent reporting that:</i>			<i>Average length of time the activity is available (in months)</i>
	<i>activity was provided to new graduates</i>	<i>activity supported by IHE faculty</i>	<i>school or district staff supported the activity</i>	
General access to teacher preparation IHE faculty for questions or discussion	91	88	12	25
Teacher preparation program-sponsored network or support group with other program graduates	54	82	18	19
Organized mentoring program	77	36	64	26
Continuing education through teacher education program coursework	80	79	21	25
Continuing education through program workshops or seminars	86	61	39	19

EXHIBIT READS: 91 percent of Deans responding reported that general access to teacher preparation IHE faculty for questions or discussion was provided to new graduates as an induction activity by Partnerships. Additionally, 88 percent reported that IHE faculty supported this activity. 12 percent reported that school or district staff supported said activity. The average length of time this activity is available is 25 months.

SOURCE: Title II Partnership Evaluation Baseline Faculty Leadership Surveys

**Finding 2.4: School districts are more likely to share information about recruitment activities and new teachers who graduate from those institutions with Partner IHEs than with non-Partner IHEs.**

- An overwhelming majority of the Partnership school districts report improved communication with partner IHEs.

Eighty-eight percent of the school district respondents believe that as a result of the Partnership, communication between the IHE and cooperating teachers related to the performance of student teachers has improved.

- Partner school districts share feedback about new teacher preparedness and performance with partner IHEs.

Approximately two-thirds of all districts report that they are more likely to share information about recruitment activities with partner IHEs than with nonpartner institutions, and 61 percent of school districts communicate about recent hires with the partner IHEs from which the teachers graduate. This is still a relatively infrequent activity between schools and preparation programs. Having faculty in schools on a continuing basis to work with new, preservice and in-service teachers facilitates feedback about preparation outcomes.

Most of the districts communicating with IHEs about new hires (82 percent) include feedback about the quality of the new teachers. The content of this feedback specifically concerns the effectiveness of individual new teachers (82 percent), the effectiveness of new teachers in general (80 percent), the preservice knowledge and skills that lead to low- or high-quality teaching (69 percent) and additional professional development opportunities required based on new teacher performance (63 percent). Meanwhile, 39 percent of all districts report that they provide no direct follow-up after hiring a partner

IHE graduate, although 53 percent of these districts issue reports on recruitment activities and share those reports with partner IHEs.

- Partnerships are conducting qualitative and quantitative research on new teacher performance.

Among the qualitative methods Partnerships are using to look at student teacher and new teacher performance are observations and videotaping to determine whether reforms and professional development are translating into higher-quality teaching. Additionally, one Partnership is collecting and analyzing teacher work samples and another is seeking feedback on grant activities through focus groups with new teachers.

**Finding 2.5: Districts and faculty report that Partnership activities are resulting in high levels of preparedness of program graduates in a variety of areas.**

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According to school district respondents, Partnership activities have improved the quality of teacher preparation. Eighty-four percent indicate that the Partnerships have improved teacher performance.

- Partner school districts indicate that Partnership activities have enhanced the ability of teacher preparation students to use instructional strategies and to apply standards to classroom lessons.

School districts report that partner IHEs produce new teachers who are better able to use a variety of assessment strategies, apply standards to classroom lessons, manage classrooms effectively, work with diverse populations of learners, use a variety of instructional strategies and know how to be better learners as a result of Partnership activities (see exhibit 17).

- Partner faculty members indicate that Partnership activities have enhanced the ability of teacher preparation students to work with diverse populations of learners and use a variety of instructional strategies.

Faculty responding to the same set of issues indicate that overall, teacher preparation students will be “adequately” to “very well” prepared to face all the school challenges listed, choosing “not at all” prepared less than 15 percent of the time. Respondents indicate that they think students will be best prepared to work with diverse populations of learners and to use a variety of instructional strategies and less (but still adequately) prepared to work with special education students and to communicate with parents. While these scores were self-reported, the fact that individuals representing different partner institutions could agree on how well students were likely to meet their standards reflects well on the unified vision the Partnerships have established regarding high-quality teacher preparation.

**Exhibit 17**  
**Perceptions of Faculty and School District Respondents**  
**Regarding New Teachers' Preparedness**

<i>Area of new teacher preparedness</i>	<i>Average Score:</i>	
	<i>Faculty</i>	<i>School District</i>
Working with diverse populations of learners	4.4	4.2
Using a variety of instructional strategies	4.3	4.3
Applying standards to classroom lessons	4.2	4.3
Learning how to be a learner	4.1	4.0
Using a variety of assessment strategies	4.0	4.0
Developing a depth in subject matter knowledge	3.9	3.9
Knowing how to construct curricula	3.9	3.7
Conducting effective classroom management	3.8	4.2
Communicating with parents	3.6	3.7
Working in a school with structural reform initiatives (e.g., year-round schools, block scheduling, school restructuring teams)	3.6	3.7
Knowing how to work with special education students	3.5	3.6

NOTE: Respondents rated new teacher preparedness on a scale of 1 (not at all) to 5 (very well).

EXHIBIT READS: On average, faculty and school district respondents rated new teacher preparedness with regards to working with diverse populations of learners as 4.4 and 4.2 on a five-point scale, respectively.

SOURCE: Title II Partnership Evaluation Baseline Faculty and School District Surveys

**Finding 2.6: Partnership projects are making it possible for teachers to collaborate on important issues with IHE faculty.**

- Faculty and district partners agree that there is a high level of involvement with each other because of the Partnership, particularly in collaborative preservice and professional development activities.

Nearly all school district survey respondents (94 percent) report that teachers are involved in collaborative activities with IHE faculty. The most common collaborative activities in which they are involved are professional development activities and preservice teacher experiences (see exhibit 18). Less frequent activities were those that brought district teachers to IHEs.

Exhibit 18 also indicates that the extent of faculty involvement seems to parallel district-level involvement across this group of Partnership activities. The only area where the extent of involvement seems higher for teachers than for IHE faculty is in the creation of professional development activities. Co-teaching has thus far seen the lowest level of involvement as a collaborative activity sponsored by the Partnership project.

The following further indicates the extent to which Partnerships are facilitating information exchange between partner schools and IHEs: 70 percent of IHE faculty respondents report that meetings to discuss program goals, principles and general redesign issues are taking place, and 59 percent report that there are meetings to determine the needs of new teachers. Fifty-eight percent report collaboration on professional development, and 55 percent report collaboration on the assessment of instructional practices of student

teachers. More than half of the respondents report being involved in such meetings. Other activities taking place include collaboration on both the content (53 percent) and methods (53 percent) of teacher preparation courses, with about half the respondents participating in each. Co- or team-teaching occurred less frequently (47 percent).

Faculty members report spending the most collaborative time working on professional development with partner teachers, about 85 hours per year on average. Those who attended meetings to discuss program goals, principles and general redesign issues spent about 74 hours per year on average. Respondents collaborating on teacher preparation course content spent more time (79 hours per year) than those working on methods of instructing teacher preparation students (56 hours per year). Finally, respondents indicated spending 52 hours per year co- or team-teaching and 39 hours per year assessing instructional practices.

**How It Works:  
IHE Faculty and K–12 Teachers  
Working Together**

In one Partnership, faculty from English and theater departments created a professional development institute that brings teachers of English and drama in high schools together. Knowledge of how to teach the subject matter is expanded by the two different, but complementary, perspectives.

**Exhibit 18  
Shared Responsibility for Teacher Preparation Reform:  
Involvement of District and Faculty Members**

<i>Activity</i>	<i>Percent District Respondents Reporting Involvement</i>	<i>Percent Faculty Respondents Reporting Involvement</i>
Collaborate on creating professional development activities	80	59
Redesign methods of instructing teacher preparation students	57	55
Redesign content of preservice teacher preparation courses	44	52
Co-teach university courses in the preservice program	35	34

EXHIBIT READS: 80 percent of district respondents and 59 percent of faculty respondents report involvement in collaborating on creating professional development activities for teacher preparation programs.

SOURCE: Title II Partnership Evaluation Baseline Faculty and School District Surveys

**Finding 2.7: Partnership activities involve both district- and school-level personnel.**

Districts identified 312 individuals who volunteer for or are appointed to a leadership role within the Partnership. The average length of involvement for these leaders is 2.4 years. These statistics indicate that relationships between partner IHEs and school districts predate grant awards in many instances.

Approximately 60 percent of school district respondents report being involved with Partnership activities from the inception of the Partnership Grant Program. Among these pioneers, 50 percent have official titles or positions in the Partnership, including coordinators and liaisons, advisory board or steering committee members and project directors. The district positions included principals, teachers, program coordinators and superintendents.

Almost all Partnerships had incorporated school district staff into their activities by the spring of 2001. Nearly all (96 percent) districts report the involvement of teachers; middle-level district staff, including

directors, coordinators and specialists; school principals and other administrators (89 percent); and superintendents and other high-level district staff (78 percent).

School districts report participating in additional collaborative activities with partner IHEs, specifically in teacher preparation reform, clinical experiences and professional development (see exhibit 19).

**Exhibit 19**  
**Percent of School Districts Reporting School Level Personnel Involvement in Collaborative Partnership Activities With Partner Colleges or Universities**

<i>Collaborative Activity</i>	<i>Percent</i>
Serve as mentors for new teachers	94
Collaborate on the delivery of professional development activities	76
Redesign field experience	65
Redesign classroom observations during student teaching	61
Work on diversity issues with preservice students	60
Develop, improve and use tools to assess student teachers' performance	56
Participate on K-12 restructuring teams	54
Recruit students for teacher preparation programs	50
Redesign preservice course sequence	38
Develop standards and proficiency levels for licensure of programs	25
Present to relevant IHE classes	23

EXHIBIT READS: 94 percent of respondents to the school district surveys indicated collaboratively mentoring new teachers with partner colleges and universities.

SOURCE: Title II Partnership Evaluation Baseline School District Surveys

- Many more school-level staff participate in Partnership activities than do district-level staff.

On average, 19 district-level administrators participate actively per Partnership. Involvement tends to cluster around two or three representatives per district. Those involved tend to hold middle- and upper-level district positions (superintendents, subject matter specialists and curriculum directors). At the same time, an average of 58 school-level principals and teachers per Partnership participate actively.



**Finding 2.8: Partnership grant activities enable professional development opportunities for teachers and staff in virtually all partner school districts.**

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The vast majority of school district survey respondents (93 percent) report in-service professional development opportunities for current teachers associated with the Partnership grants, with an average participation rate of 46 staff members per activity.

- In total, 13,780 teachers, school instructional leaders and instructional specialists are reported to have benefited from professional development activities attributable to the Title II Partnerships.

***How It Works:  
Professional Development for  
Teachers***

One Partnership has met in-service needs and technology objectives by providing distance learning degree-granting courses at school partners for teachers seeking a master's degree.

The most common in-service professional development activities are higher education workshops, district workshops, conferences, college credit courses and committees or task forces. Common topics include training for diversity, mentoring or supervising student teachers, assessing student teachers and instructing teachers in the use of technology.

**Evaluation Topic 3: The association between collaborative activities among partner institutions of higher education and schools and student achievement outcomes**

**Topic Importance**—Title II Partnership grants have funded many collaborative activities between high-need school districts and IHEs. Among these activities are supports for school principals, enhancement of school technology resources, support for the retention of new teachers and opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers and promotes strong teaching skills.

Collaborations start at the district level, but eventually make an impact on the teaching faculty and students in specific schools. One expectation of this collaboration is a measurable effect on school-level student achievement scores.

The Partnership Evaluation examines several associations between Title II activities and student achievement at the school level: 1) whether student achievement levels change in Title II elementary<sup>10</sup> school partners over the course of the grant period; 2) whether student achievement in Title II schools is growing more rapidly than student achievement in non-Title II elementary schools; and 3) whether Title II-funded collaborative activities in elementary schools can be associated with changes in student achievement levels. Three sources of data are being used:

- **Title II Principal Survey.** To document the collaborative opportunities funded by Title II Partnerships at the school level, the evaluation is conducting a one-page survey addressed to

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<sup>10</sup> Elementary schools were defined as schools serving students in grades Pre-K to 6; schools serving higher grades (up to 12) were included as long as they also served elementary grades. The analysis focuses on schools serving grades Pre-K to 6, because statewide school-level assessment data for reading and math at the same elementary grades are available for most states. Statewide assessment data for the same secondary grade levels are less commonly available across states. Elementary schools represented approximately two-thirds of all the schools with which Partnerships were involved.

elementary school principals identified as partners by Project Directors.<sup>11</sup> This survey will collect data in the fall of 2002 from a population of approximately 800 principals.

- **Policy and Program Studies Service (PPSS) Student Achievement Database.** To document student achievement levels, the evaluation will rely on data from the PPSS national database of school-level student achievement scores. Data from 1999–00, 2000–01, and 2001–02 will be used as they become available to examine changes in student achievement over time.
- **Common Core of Data.** To document key characteristics that could affect the outcomes for student achievement, descriptive data about school features from the National Center for Education Statistics Common Core of Data (CCD) will be incorporated in the comparative analyses.<sup>12</sup>

The associations between Title II activities and student achievement will be documented in the final evaluation report due to be released in late fall 2004. This first evaluation report has been prepared prior to the first administration of the principal survey. To establish a context for future analyses, data from the PPSS national student achievement data file and CCD data are used to describe key features of Title II schools and compare them with non-Title II schools in their districts and states. In this report, only the baseline descriptive data are reported.

**Topic Highlights**—Developing a simple descriptive comparison of Title II and non-Title II schools is complicated because Title II Partnerships vary widely in the composition of their school district and school partners. Some Partnership districts may include many Title II schools and few non-Title II schools, while others may contain only a few Title II schools and many non-Title II schools. Thus the results obtained in comparing Title II and non-Title II schools may depend on how districts and schools are weighted in the analysis. Some examples of the variability among Partnerships include the following:

- Four states (Texas, Mississippi, Missouri and South Carolina) have more than one Partnership grant in the state.
- One Partnership operates in five states.
- In four Partnerships, **all** of the Partnership districts are those in which all schools are Title II schools.
- In 13 other Partnerships, only **some** of the Partnership districts include districts where all schools are Title II schools.
- In districts that have both Title II and non-Title II schools, the balance between the two varies widely. In some districts, nearly all schools are Title II schools. In other districts, the situation is reversed.

Appendix G provides a complete listing of Partnerships and participating districts, describing the number of participating districts with the number of Partnership schools and non-Partnership schools in each district and Partnership.<sup>13</sup> These data are summarized in exhibit 20.

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<sup>11</sup> One Partnership did not identify any schools as partners and was therefore not included in the analyses.

<sup>12</sup> Four key features of schools were selected from CCD to provide a descriptive picture of the districts and schools that are current partners: Title I status, minority enrollment, total enrollment, and number of students receiving free and reduced-price lunch. Title I status, minority enrollment, and participation in lunch program were thought to be indicative of the extent of the “need” represented among the school district partners. Since Title II Partnerships are mandated to work with high-need school districts, it was important to establish the extent to which these are indeed represented within the Partnerships.

<sup>13</sup> The number of districts and schools differs from the general description provided in exhibit 5. The focus was on elementary schools only, and Partnerships reported fewer district partners at the time of this analysis.

**Exhibit 20**  
**Number of Districts and Schools by Partnership**

<i>Partnership</i>	<i>Number of Districts</i>	<i>Number of Title II Schools</i>	<i>Number of Non-Title II Schools</i>
1	3	3	92
2	8	112	23
3	6	11	84
4	1	6	224
5	1	14	1
6	5	76	479
7	2	46	4
8	2	105	159
9	10	13	162
10	3	12	42
11	3	9	152
12	26	54	110
13	6	9	0
14	20	40	28
15	5	6	29
16	17	60	0
17	6	8	21
18	1	9	41
19	29	43	283
20	2	5	42
21	6	9	105
22	1	131	0
23	7	30	44
24	3	10	26
<b>Total</b>	<b>172</b>	<b>821</b>	<b>2,147</b>

NOTE: Each row in the table represents a Partnership. The data is presented in no particular order. In one state where two Partnerships exist, one district has three schools in one of the Partnerships and 41 in another. The district, while listed as a member of each Partnership, is counted only once. There are no non-Title II schools in the district. One Partnership is not listed here because a list of school partners was not available.

EXHIBIT READS: In Partnership 1, there are 3 participating districts and 3 participating schools in those districts. These three schools are Title II schools, and the other 92 schools in those districts are non-Title II schools.

SOURCE: CCD, National Center for Education Statistics, U.S. Department of Education

**Topic Findings**—Baseline descriptive data illustrate the variety of Partnership compositions of districts and schools, as well as the similarities and differences between partner schools and non-partner schools in the same districts. Title II school partners tend to have just slightly larger enrollments than do non-partner schools in the same district. Title II partner schools are similar to non-Title II schools in a variety of ways, including Title I participation, percentage minority students and eligibility in the free- and reduced-price lunch program.

Additionally, average reading and math assessment scores are nearly identical for Partnership and non-Partnership schools. According to these baseline data, students in Title II and non-Title II schools seem to have similar characteristics and identical performance on school achievement tests in reading and math (see exhibit 21).

**Exhibit 21**  
**Baseline Descriptive Characteristics for Title II and Non-Title II Schools,**  
**2000-01**

<i>Average</i>	<i>Title II Schools</i>	<i>Non-Title II Schools</i>	<i>Difference</i>
% Title I	73.9	69.4	4.5
% Minority	55.4	56.3	-0.9
% Free- or Reduced-Price Lunch	47.7	50.7	-3.1
Enrollment	536.2	465.8	70.4
Standardized Math Score	95.9	96.0	-0.1
Standardized Reading Scores	94.4	95.3	-0.6

NOTE: The overall average is an unweighted average across all Partnerships so that all Partnerships are treated equally. While the averages are presented here, the breakdowns by Partnership are included in exhibits 22 –24 and Appendix F. We did not test for significance in the overall average differences reported here; however, significant differences are indicated at the Partnership level in exhibits 22-24 and Appendix F.

EXHIBIT READS: On average, 73.9 percent of Title II schools also qualify as Title I schools, while 69.4 percent of Non-Title II schools qualify as Title I schools.

SOURCE: CCD, National Center for Education Statistics, U.S. Department of Education and School-Level Assessment Database. American Institutes for Research, John C. Flanagan Research Center (2001). Funded by the Policy and Program Studies Service, U.S. Department of Education

## A Note about Variation

Because districts vary widely in the number of Title II and non-Title II schools they include, developing a simple descriptive comparison of the schools participating in Title II Partnership projects in relation to other schools in the same districts is difficult. Such a comparison is further complicated because the results vary across districts within Partnerships. Many Partnerships included districts with many Title II schools and few Non-Title II schools (and vice versa), so simple averages represent the relationship characterized by the district in the Partnership containing the highest percentage of the Partnerships' Title II or Non-Title II schools because means are dominated by the scores in districts with the most schools. (A specific example of this is provided in appendix F.)

To deal with the variation across districts in size, proportion of Title II and non-Title II schools and results, a hierarchical linear modeling approach was used. This approach considers that schools are clustered within districts. In addition, in Partnerships for which the results vary substantially across districts (like the example described in appendix F), the approach pools the within-district differences, weighting each district by the precision of the estimated differences. Using this approach, the estimated averages are more consistent with the general within-district pattern than are the results that would be obtained by simply averaging Title II and non-Title II schools. A complete description of the methodology used for these analyses and the rationale for the approach are provided in appendix F.<sup>14</sup>

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<sup>14</sup> Appendix F describes the methodology for analyses of the achievement data. The goal of the student achievement analysis was to compare schools within districts and then within Partnerships. Because the format of student achievement data differed substantially across states, we chose not to aggregate across states. In most cases, the Partnership level was equivalent to the state level, however, there was one Partnership that was multistate in scope. In addition, there was one Partnership that did not work with any school-level partners in the first two years of the grant period. Therefore, in the exhibits related to Evaluation Topic 3 (student achievement) where each row represents a Partnership, there are more rows than Partnerships.

### **Finding 3.1: Title II and non-Title II schools report approximately the same percentage of students eligible for the free and reduced-price lunch program.**

The overall percentages of students eligible for free- and reduced-price lunch were quite similar for Title II and non-Title II schools. The average percentage eligible for the free and reduced-price lunch program ranged from 27.5 to 72.0 in Title II schools, compared to a range from 29.8 to 72.0 for non-Title II schools (see exhibit 22).

**Exhibit 22**  
**Average Percent of Students Eligible for Free or Reduced-Price Lunch**  
**in Title II and Non-Title II Schools**

<i>Partnership</i>	<i>Title II Schools (n)</i>	<i>Non-Title II Schools (n)</i>	<i>Difference</i>
1	70.8 (6)	62.3 (208)	8.4
4	59.7 (10)	53.8 (23)	5.9
10	46.9 (6)	44.0 (29)	2.9
12	71.5 (7)	70.1 (20)	1.4
13	67.4 (12)	66.0 (146)	1.4
15	45.8 (102)	45.2 (146)	0.6
16	48.2 (43)	47.7 (282)	0.4
17	30.1 (47)	29.8 (105)	0.3
18	72.0 (33)	72.0 (25)	0.0
14	62.2 (8)	63.3 (147)	-1.1
11	41.4 (3)	44.1 (8)	-2.7
7	37.5 (4)	40.9 (4)	-3.5
6	27.5 (10)	32.1 (76)	-4.6
5	35.4 (7)	40.2 (17)	-4.8
3	36.4 (12)	42.9 (42)	-6.4
2	39.0 (5)	46.7 (36)	-7.6
9	36.2 (2)	56.7 (11)	-20.5
8	30.2 (13)	55.4 (1)	-25.2 <sup>+</sup>
19	58.2 (46)	-	-
20	41.9 (52)	-	-
21	45.3 (9)	-	-
22	60.6 (120)	-	-
<b>Average</b>	<b>47.7</b>	<b>50.7</b>	<b>-3.1</b>

<sup>+</sup> $p < .01$ , \* $p < .05$ , \*\* $p < .001$ .

– Not Applicable, Partnerships are working with all the schools in their partner districts; therefore, no non-Title II schools exist for comparison.

NOTE: Data are not available for schools in five Partnerships. Average includes only those Partnerships with non-Title II schools. The overall mean for Title II schools including Partnerships for which no non-Title II schools exist is 48.4.

EXHIBIT READS: In Partnership 1, 70.8 percent of students enrolled in Title II schools were eligible for free lunch programs, compared to 62.3 percent of students enrolled in non-Title II schools. A positive difference in the “Difference” column indicates that in a given Partnership, the average percent of students eligible for free or reduced-price lunch in all Title II schools is higher than the average percent of students eligible for free or reduced-price lunch in all non-Title II schools in Partnership districts. For example, on average, the Title II schools in Partnership 1 have 8.4 percent more students eligible for free or reduced-price lunch than the non-Title II schools in the Partnership districts. Negative differences indicate the opposite, that non-Title II schools, on average, have higher percentages of students eligible for free- or reduced-price lunch than the Title II schools.

SOURCE: CCD, National Center for Education Statistics, U.S. Department of Education

**Finding 3.2: Title II and non-Title II schools are reporting similar percentages of minority students in their student bodies.**

The average percentage of minority students in Title II elementary school partners varies from 3.2 to 90.7 percent, and for non-Title II schools, the percentages range from 19.7 to 88.6. Although the range of percentages was larger for Title II schools, on average, according to exhibit 23, Title II schools and non-Title II schools were nearly identical in percentage of minority students.

**Exhibit 23**  
**Average Percent Minority Students for Title II and Non-Title II Schools**

<i>Partnership</i>	<i>Title II Schools (n)</i>	<i>Non-Title II Schools (n)</i>	<i>Difference (p)</i>
1	49.3 (10)	33.1 (24)	16.1
7	51.1 (12)	44.2 (42)	6.9
8	80.9 (3)	74.7 (90)	6.2
11	43.9 (8)	40.7 (92)	3.3
12	54.0 (43)	50.8 (282)	3.3
13	78.9 (7)	75.7 (20)	3.2
15	24.6 (10)	22.4 (80)	2.2
16	90.7 (6)	88.6 (208)	2.2
18	70.8 (8)	68.7 (147)	2.2
21	84.3 (12)	83.4 (146)	0.9
22	65.7 (112)	65.1 (18)	0.6
20	66.7 (102)	68.1 (146)	-1.3
19	75.6 (33)	77.7 (25)	-2.0
17	51.3 (71)	53.4 (463)	-2.2
14	18.3 (47)	20.7 (105)	-2.4
10	65.2 (3)	68.8 (8)	-3.6
9	64.3 (5)	70.1 (36)	-5.8
6	13.3 (7)	21.4 (17)	-8.1
5	11.4 (13)	19.7 (1)	-8.3
4	69.2 (6)	78.9 (29)	-9.6
3	32.7 (4)	43.8 (4)	-11.1
2	56.8 (2)	68.6 (11)	-11.9
23	80.2 (120)	—	—
24	79.6 (46)	—	—
25	40.4 (52)	—	—
26	3.2 (9)	—	—
<b>Average</b>	<b>55.4</b>	<b>56.3</b>	<b>-0.9</b>

\* $p < .05$ , \*\* $p < .001$ .

— Not applicable, Partnerships are working with all the schools in their partner districts; therefore, no non-Title II schools exist for comparison.

NOTE: Data are not available for schools in one Partnership. Average includes only those Partnerships with non-Title II schools. The overall mean for Title II schools including Partnerships for which no non-Title II schools exist is 54.7.

EXHIBIT READS: A positive difference in the “Difference” column indicates that in a given Partnership, the average percent of minority students in all Title II schools is higher than the average percent of minority students in all non-Title II schools in Partnership districts. For example, on average, the Title II schools in Partnership 2 have 11.9 percent fewer minority students than the non-Title II schools in the Partnership districts. Positive differences indicate the opposite, that non-Title II schools, on average, have higher percentages of minority students than the Title II schools.

SOURCE: CCD, National Center for Education Statistics, U.S. Department of Education

**Finding 3.3: The student achievement scores reported for Title II schools and non-Title II schools show that student performance in mathematics and reading in both groups of schools is very similar.**

Exhibit 24 illustrates that Title II and non-Title II schools performed similarly on the reported assessments for reading and math. For both math and reading, only one Partnership differed significantly for Title II and non-Title II schools.

**Exhibit 24**  
**Average Math and Reading Scores for Title II and Non-Title II Schools, 1999–00**

Partnership	Math			Reading		
	Title II Schools (n)	Non-Title II Schools (n)	Difference	Title II Schools (n)	Non-Title II Schools (n)	Difference
25	97.8 (2)	88.3 (11)	9.6	91.9 (2)	84.5 (11)	7.4
24	112.4 (7)	104.2 (17)	8.2	109.0 (7)	104.3 (17)	4.7
5	96.3 (13)	90.6 (1)	5.7	95.8 (13)	86.2 (1)	9.6
2	101.4 (112)	98.6 (18)	2.9	99.8 (112)	100.9 (17)	-1.1
4	92.3 (8)	89.5 (143)	2.8	92.2 (8)	90.5 (142)	1.7
6	98.6 (71)	96.4 (457)	2.2	95.6 (71)	93.9 (457)	1.7
27	83.8 (7)	81.7 (21)	2.1	85.4 (7)	83.1 (21)	2.2
15	92.3 (5)	90.5 (19)	1.8	93.1 (5)	91.5 (19)	1.6
19	103.3 (42)	101.9 (262)	1.4	102.2 (42)	101.4 (262)	0.8
13	95.3 (32)	94.3 (25)	1.1	93.7 (32)	93.7 (25)	0.0
8	97.6 (99)	96.6 (142)	1.0	95.2 (99)	94.1 (142)	1.1
14	99.6 (6)	98.8 (23)	0.8	98.6 (6)	98.0 (23)	0.6
20	105.0 (5)	104.5 (35)	0.6	106.5 (5)	105.5 (35)	1.0
9	95.0 (12)	94.7 (42)	0.4	89.7 (12)	93.5 (42)	-3.9
3	102.3 (10)	102.4 (78)	-0.1	102.0 (10)	103.1 (77)	-1.1
22	104.9 (3)	105.2 (7)	-0.3	98.8 (3)	98.4 (7)	0.4
11	89.6 (6)	91.8 (206)	-2.3	88.9 (6)	90.8 (206)	-1.8
12	99.1 (41)	101.5 (99)	-2.3	95.5 (41)	97.7 (99)	-2.2
10	79.9 (12)	83.1 (133)	-3.2		no reading data available	
21	89.9 (8)	94.6 (86)	-4.7	89.9 (8)	93.7 (86)	-3.8
23	99.4 (4)	104.4 (3)	-5.0		no reading data available	
1	89.1 (3)	97.4 (90)	-8.3	86.3 (3)	95.1 (91)	-8.8
18	80.0 (8)	97.1 (38)	-17.1**	79.2 (8)	101.7 (38)	-22.5**
7	95.9 (45)	—	—	98.1 (45)	—	—
16	98.3 (60)	—	—	100.8 (50)	—	—
17	98.0 (8)	—	—	99.7 (8)	—	—
26	80.2 (114)	—	—	80.9 (114)	—	—
<b>Average</b>	<b>95.9</b>	<b>96.0</b>	<b>-.13</b>	<b>94.4</b>	<b>95.3</b>	<b>-.58</b>

\* $p < .05$ , \*\* $p < .001$ .

— Not applicable, Partnerships are working with all the schools in their partner districts; therefore, no non-Title II schools exist for comparison.

NOTE: Achievement scores are standardized to a mean of 100 and a SD of 15 within each grade, then averaged to the school, state and Partnership. Unless otherwise noted, blank cells are due to unavailable math or reading assessment data. Assessment data were not available for any schools in one Partnership. Overall average includes only those Partnerships with non-Title II schools. The overall means for Title II school math including Partnerships for which no non-Title II schools exist is 95.5, and the

overall mean for Title II reading including Partnerships for which no non-Title II schools exist is 94.3. Averages presented in this exhibit are sorted by average math difference.

EXHIBIT READS: A positive difference in the “Difference” column indicates that in a given Partnership, the average assessment score in all Title II schools is higher than the average assessment score in all non-Title II schools in Partnership districts. For example, on average, the Title II schools in Partnership 25 score 9.6 percent higher on that state’s math assessment than the non-Title II schools in the Partnership districts. Negative differences indicate the opposite, that non-Title II schools, on average, have higher assessment scores than the Title II schools.

SOURCE: School-Level Assessment Database. American Institutes for Research, John C. Flanagan Research Center (2001). Funded by the Policy and Program Studies Service, U.S. Department of Education

Because scores were standardized within each state or Partnership, comparisons should be interpreted in relative terms. For example, in one Partnership, the mean reading score for Title II schools was 79.2. This means that the achievement in Title II schools was below average for all schools in the state, but provides no information as to the relation of this average as compared to any other Partnership or state’s average.

## **Evaluation Topic 4: Organizational changes and relationships among partners within a grant**

**Topic Importance**—The Title II Partnership Program provides funds to support the creation of a partnership among schools of education, schools of arts and sciences, schools, districts, community organizations, businesses and cultural institutions. Each Partnership, through its advisory committees and action committees, works on behalf of its vision for quality teaching. The Evaluation of the Title II Partnership Program investigates the ways Partnerships do their work and the features of Partnerships that affect the success of meeting project and program goals.

Organizational change is one of the three major concepts linking the components of the Partnership Evaluation framework. As organizations, K–12 schools, education schools and arts and sciences schools have very different characteristics. The successful implementation of a Partnership requires recognizing the unique conditions in which each organization operates, finding ways to involve each group in the accomplishment of goals that all consider meaningful and useful and overcoming barriers.

In addition to key academic partners, the Partnership projects work with businesses and other partners, such as cultural institutions and teacher unions. Some of these organizations are more comfortable with change and have different expectations for the speed at which change should happen, especially in schools at risk for failure.

The *Targeted Literature Review* identified a number of collaborative initiatives supported by the federal government, foundations and policy organizations that have sought a change in the working relationships between faculty in K–12 schools and those in schools, colleges, and departments of education. Although little research was found that empirically tested the importance of these relationships to teacher behavior, teacher preparation or student success, these writings address key issues that can be used in the analysis of changes made possible by the Partnerships.

Changes in teacher preparation and professional development have been driven both by outside forces, such as the political community interested in accountability, and by internal education community interested in reform. Literature indicates that using collaborations or partnerships is one of the most popular approaches to creating change in teacher preparation. Important findings from the *Targeted Literature Review* include several guiding principles for building Partnerships:



- Developing a shared mission and a set of goals representing a reasonable assessment of the strengths and weaknesses of the partner organizations and the realistic view of the external environment.
- Accepting that there is room for more than one kind of leader in an effective Partnership and recognizing that rotating opportunities among leaders is a proven method to maintain creativity, provide new chances for developing leaders and sustaining collaborations.
- Seeking change related to the transformation of relationships and establishing goals that reflect a compelling case for that change.
- Developing and implementing Partnership activities that approach change positively.
- Broadening the range of institutional stakeholders represented in the Partnership.
- Emphasizing and supporting communication among all partners.
- Appreciating barriers to change and focusing on a small number of barriers that realistically can be removed.
- Creating zones of comfort for the members of the Partnership.
- Building resources for the support of Partnership activities from all partners.
- Designing processes that will support change and the effective features of the Partnership.
- Building continuing capacity or structures that will allow effective strategies to continue or improved strategies to emerge without destroying the relationships and accomplishments that have been put into place.

***How It Works:  
Collaboration to Improve Student  
Achievement Performance***

With assistance from the Title II Partnership project, students and teachers in one partner district are working with a new Web-based resource. Practice problems and strategies help teachers assess students as they prepare for annual state achievement exams.

These findings lead to an understanding of Partnership development as a process that requires both flexibility and persistence, as well as a substantial commitment on the part of the participants. When the right groundwork is laid through well-functioning governance structures, through broad and deep leadership development and through reasonable and measurable goal identification, the future of sustaining initiatives is likely to be brighter.

**Topic Highlights**—Title II Partnership grants have helped preservice teacher education programs forge new relationships and strengthen preexisting collaborations to assess and improve new teachers’ depth of subject matter knowledge and instructional skills. It is still too early in the grant period to determine the mechanisms by which these collaborations will affect actual reforms in preservice teacher education, yet there is some indication from school districts that the PDS environment will lead to more feedback for teacher preparation faculty and improved assessment of students undergoing clinical preparation. The prospect is that this kind of collaboration will lead to better prepared new teachers, who, entering a supportive environment, will likely stay longer.

**Topic Findings—**

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**Finding 4.1: Title II Partnerships are developing structures and incentives within IHEs to enhance communication and collaboration between education and arts and sciences faculty.**

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Establishing or enhancing the relationship between an IHE’s education and arts and sciences faculty is integral to the Title II Partnership grants. Working together, education faculty and their counterparts in the academic discipline departments assess and improve new teachers’ depth of subject matter knowledge and their knowledge of how to teach that subject for student success.

- Partner faculty report that internal structures facilitate collaboration and communication between faculty in education and arts and sciences.

According to the initial faculty surveys, 70 percent of respondents indicate that an internal structure is already in place that brings the education and arts and sciences faculty together as a unit for governance purposes. In most of these institutions, this is an academic senate or special issue committee that offers faculty a chance to mix ideas and disciplines or, at the very least, to report on research and special events in their departments.

- Baseline data show that relationships between education and arts and sciences faculty in Partnership IHEs are generally collegial.

In general, relationships between education and arts and sciences faculty are reported to be positive at IHEs in the Partnerships. Two-thirds of the faculty respondents report “somewhat” (41 percent) or “very” collegial (28 percent) relations; 21 percent said that relations were “neutral.” Only 10 percent of respondents indicated that relations between the two schools at their IHE were strained (1 percent said “somewhat strained,” and 9 percent said “very strained”). There were no statistically significant differences in responses from faculty in education and arts and sciences.

What distinguishes the Title II Partnership IHEs from other IHEs is a concerted effort to create opportunities (such as a curriculum committee for reviewing program offerings) for education and arts and sciences faculty to work together on planned activities for schools or for teacher preparation programs. Participation in these activities may be translating into improved relationships between faculty members from the two departments. Faculty involved in the Partnership grant indicated a positive perception about their colleagues from the other department: 79 percent of faculty report “very collegial” relations, 14 percent report “somewhat collegial,” 5 percent report “neutral” and only 2 percent indicated “somewhat strained.” These positive perceptions may result from a combination of the current grant activities and a historical collaborative approach to addressing the challenges of teacher preparation that predated the grant.

- Partnership activities are nurturing and improving the relationships between partner education and arts and sciences faculty, but faculty report numerous challenges that hinder progress.

***How It Works:  
Education and Arts and Sciences  
Faculty Working Together***

Partnerships create curriculum committees combining the expertise of arts and science and education faculty to address the needs of both undergraduate preparation in the content area and pedagogical preparation for teaching. Progress may be measured, but one of the implications is the establishment of new relationships between faculty members.

In some cases, the Partnership grants report deep commitments from the education and arts and sciences departments that were not present prior to the grant. As one Project Director commented, “The Partnership has created a new multi-institutional culture that did not exist before. It is more than a Partnership; it is a new way of dealing with issues. It is now OK to call someone else for assistance.”

Some respondents reported that faculty from education and arts and sciences are “speaking the same language” for the first time because of the grant. Faculty from the two schools are coming together to revise curricula to integrate content and pedagogy, to plan professional development activities and to improve the clinical components of teacher preparation. Involving the deans from both departments in decision making (e.g., as co-principal investigators) and using Partnership funds to support release time for faculty facilitate these collaborative activities.

Despite the support and resources provided to partner institutions, representatives of both education and arts and sciences faculty reported that a number of challenges to the goal of involvement in Partnership activities remain:

- Lack of time for faculty from different departments to develop relationships (74 percent).
- Problems with arrangements, such as an inability to schedule meetings convenient to all involved (62 percent).
- Reward system that does not recognize faculty members’ work in schools (56 percent).
- Reward system (e.g., salary, promotion, tenure) that does not recognize collaboration within the university (53 percent) or with K–12 schools (55 percent).
- Differences in climate between IHEs and schools (47 percent).
- Differences in climate between schools of education and arts and sciences (47 percent).

When asked to rank the challenges, respondents most often chose lack of time as the number one challenge, followed by the university reward system’s lack of recognition for work in schools.

Despite the barriers, the Title II Partnership projects have inspired an interest in and purpose for collaboration. Title II Partnership projects have also provided the forum for diverse faculty to achieve consensus on goals for curricular and instructional reform. With a requirement for collaboration, these projects have also forced teacher educators to think more broadly about the larger responsibility for teacher preparation and to consider the pipeline as a continuum that stretches from early in a person’s undergraduate career well into his or her induction phase of teaching and beyond.

**Finding 4.2: The requirement of creating an advisory board has facilitated new alignments among institutions, business and nonbusiness partners and schools.**

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- Almost all Partnerships report that they have an advisory board, but the level of power afforded to these boards and the processes they use to make decisions differ.

Ninety-two percent of Partnerships have advisory boards. Thirty percent of these advisory boards meet and reach a consensus on issues; 40 percent make recommendations to the project director who makes the ultimate decisions. Thirty percent have some other method or a combination of methods for making policy decisions. For instance, some Partnerships describe smaller steering committees that are involved in decision making. Others report that key personnel such as the principal investigators collaborate with the project director to make decisions. In no Partnership does the decision-making responsibility fall entirely on the project director.

Partnership advisory boards tend to be composed of faculty and community leaders. Deans of schools of education and arts and sciences, district superintendents and presidents of community colleges appear on advisory boards. In addition to leadership representation, most advisory boards include education and arts and sciences professors, district teachers and representatives from business and nonbusiness partners (see exhibit 25). One Partnership even includes parents and teacher preparation students on its advisory board.

**Exhibit 25  
Sample Advisory Board Members**

<p><b>Project Director</b> <b>Dean, School of Education</b></p> <p>Dean, School of Arts and Sciences Department Chair, Curriculum and Instruction Vice President of Academic Affairs, Technical College President, Technical College Executive Director, Teachers' Education Association District Director of Educational Services District Superintendent District Director of Technology President, Chamber of Commerce President, School Board CEO, Private Industry</p>
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- Most Partnerships share governance responsibilities across multiple partners.

Twenty-one Partnerships (95 percent) that submitted APR data report a formal governance structure. Seventy-one percent of these formal structures include a representative from each partner IHE, from both education and arts and sciences, from each school district and from each other partner. Although Partnerships approach the roles and procedures of advisory boards and governance differently, it appears that they undertake shared decision making and that they have attempted to include diverse sets of stakeholders in teacher education on their advisory boards.

- One of the newer partner sectors represented on boards and in Partnership activities is the community college.

Some Partnership projects are newly recognizing this pathway to teacher preparation for undergraduate students. Partner IHEs are finding that working with community college general education faculty and with the administration may help those who want to get their start at local community colleges. Scholarship funds go further, in some cases, for students who are picking up part of the undergraduate requirements at community colleges. This academic and administrative collaboration requires a better understanding of the population of students shared by both types of institutions and the content of the coursework offered.

**How It Works:  
Partnering with Community Colleges**

Community colleges have made efforts to align their general education and pre-preparation courses with the courses at the 4-year institutions with teacher preparation programs so that students who transfer into the universities are “on the same page” as the students already in the program. In one Partnership, community college faculty are invited to participate in summer workshops with university faculty to gain exposure to reformed teaching methods.

**Finding 4.3: When large distances separate key IHE partners, stronger partner arrangements are created on a local level, but collaboration with more distant partners may be hindered.**

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Partner relationships within institutions and among *local* partners appear to be strong. However, some Partnerships that involve partners that are separated by large geographical distances are having difficulty forging meaningful relationships.

For example, three of the four Partnerships visited during the exploratory site visits describe themselves as “statewide” in scope. Instead of being a unified, statewide entity, however, these Partnerships tend to break into regionally oriented collaborations in which each regional IHE has developed its own strategies and activities. The level of interaction between these regional collaborations varies. For example, one Partnership indicates that some partners in different cities had forged new connections whereas another Partnership reports that partners at different regional sites have almost no communication.

**How It Works:  
Partnerships across Distances**

In several Partnerships with a statewide or multistate scope, each partner IHE has its own set of partners based on the needs of the local school district(s). Often, these regional collaborations have also formed separate governance structures. A larger coordination effort on behalf of the project occurs at the project director level. Representatives from the regional collaborations meet infrequently to discuss projectwide goals, such as the time devoted by education and arts and sciences faculty to working with teachers in partner schools.

Whether the distance between partners will diminish the accomplishments of the Partnership as a whole remains to be seen. The fact that local partners need to interact with distant partners for distributing funds and developing grant activities suggests how difficult it may be to accomplish a cohesive, yet geographically dispersed Partnership.

**Finding 4.4: Partnerships are creating new relationships between partner schools, colleges and universities and other partners.**

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Fifty-eight business partners are involved across all 25 Partnerships. Of these, 28 percent were building on prior relationships with the IHEs, and 36 percent had a relationship with the partner school district(s) that predated the grant. These numbers are not mutually exclusive because prior partner relationships could have existed with both the IHE and the school. On average, the Partnerships have 2.4 business partners, but the number ranges from 10 in one Partnership to none in four Partnerships. The average length of time that business partners have worked with one or more of the partners is 2.0 years—the length of time that the grant has been in place. Seventy-two percent of the business partners have pledged their commitment to the project for its full 5-year lifespan. Among the business and industry representatives involved in the Partnerships are local chambers of commerce, banks, technology corporations and communications companies.

- Other partners tend to be advisors rather than providers of goods and services.

Ninety percent of business partners are reported to provide advisory assistance to the Partnership, 22 percent provide financial assistance and 5 percent provide equipment. The advisory role that business partners play is most often participation on teacher preparation advisory boards and committees. Project directors report that some business partners were involved in grant planning and in the development of project goals. The business partners also act as liaisons between the academic and business communities and provide universities with access to the business sector.

- Nonbusiness partners include nonprofit organizations and state agencies.

Project directors describe a total of 64 nonbusiness partners, including state chapters of the National Education Association, parent and community groups, a Future Teachers' club, a Hispanic education foundation and state departments of education. Ninety-four percent of nonbusiness partners have committed assistance for the entire life of the project.

On average, Partnerships have 2.7 nonbusiness partners; however, nine Partnerships have no nonbusiness partners. As is the case with business partners, most nonbusiness partners (91 percent) play an advisory role. Areas of focus for the nonbusiness partners include community and family roles in teacher education, minority and general recruitment and the needs of community college transfer students. Nonbusiness partners provide professional development to in-service teachers and mentor and tutor student and new teachers. Like the business partners, the nonbusiness partners also help in the development of Web sites.

Fifty-nine percent of nonbusiness partners also contribute to Partnerships in a financial capacity, and 33 percent contribute equipment. Project directors report that nonbusiness partners also offer their facilities for meetings and equipment and materials for professional

***How It Works:  
Business Partners***

A common topic on which business partners advise and support Partnerships is the use of technology in education. For instance, one business partner offers technology training to both preservice and in-service teachers, and another partner aids in the use and design of Web sites. In terms of financial and material support, some business partners have pledged funding for scholarships and equipment donations, such as cable modems and software.

development activities. Nonbusiness partners have been involved in Partnership activities for an average of 2.4 years, slightly longer than the business partners have served in their current capacities. This difference suggests that prior to the Partnership grant, teacher preparation programs were more likely to have worked with nonbusiness partners than with business partners. Indeed, project directors report that about half of nonbusiness partners contributed in similar ways both to the college or university and to partner districts before the start of the Partnership grant.

## **Evaluation Topic 5: Efforts to Institutionalize Partnerships**

**Topic Importance**—Many of the Title II partners have had productive relationships around school reform and teacher quality issues in the past; however, these relationships and their outcomes may have had limited effect on the institutionalization of reforms affecting the quality of the teaching workforce. Title II funds are provided to Partnerships for 5 years. The Partnership Evaluation is investigating specific features of Partnerships that contribute to the sustainability of project activities beyond the funding period.

A challenge for any grant recipient is to sustain the successes after the funding ends. The *Targeted Literature Review* found four factors that can aid or hinder the institutionalization of Partnership activities:

- **Effective leadership.** Partnerships that involve prominent faculty and administrators, such as deans and superintendents, gain visibility on campus and in the community and are more likely to attract the participation of faculty and teachers.
- **The value that a university administration places on collaboration.** “Ownership” of teacher preparation by the university as a whole augurs well for institutionalization. For instance, institutions that reward collaboration with raises, release time or credit toward tenure will encourage participation in Partnership activities. One site visit interviewee indicated that faculty at her institution were under tremendous pressure to publish and that Partnership participation was not counted as a factor in promotion and tenure decisions. Consequently, faculty whose publication possibilities lay outside the Partnership were less likely to participate in its activities.
- **Preexisting relationships.** Preexisting relationships among partners make the implementation and institutionalization of new reforms easier. Some Partnerships are building on relationships that have been in place for up to 14 years. The enhanced level of trust facilitates the implementing and institutionalizing of reforms.
- **Reciprocal and relevant change.** Changes are likely to be institutionalized when they are reciprocal between a K–12 school and a school of education and reflect a coherence between what the school needs and what the program attempts to provide.

This evaluation is interested in both the continuation of the Partnership structures and the positive outcomes of Partnership activities as components of the institutional process. To examine these issues, we have adopted a framework that has been used historically to examine policy change and sustainability in national and cross-national contexts. This policy change framework, created under the auspices of Management Systems International, identifies five dimensions that can be used to examine the institutionalization of Partnership structures and activities.<sup>15</sup>

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<sup>15</sup> American Institutes for Research. (2001). *The 2000–2001 Reading and Writing for Critical Thinking Project Impact and Institutionalization Study*. New York: Open Society Institute.

- **Legitimization**—The extent to which people and organizations view a Partnership and its activities as legitimate and are in positions to commit economic and political capital in support of it.
- **Constituency building**—The extent to which those who stand to benefit directly from the growth of the Partnership are advocates and are willing to work and push for reforms.
- **Resource mobilization**—The extent to which public and private donors allocate limited resources for the Partnership and mobilize those resources on behalf of the Partnership’s goals.
- **Organizational design and modification**—The extent to which organizations implementing the Partnership are willing to make reforms and modifications to existing administrative, regulatory and support structures to support the Partnership.
- **Monitoring the impact**—The extent to which the effect of implementing the Partnership on broader educational reforms and changes in behavior can be documented.

This framework will be used on an ongoing basis to analyze the institutionalization of Partnership structures and activities.

**Topic Highlights**—Partnerships are engaging in activities that are associated with institutionalization, such as expanding constituent members of the Partnership, matching goals and expectations of partners, assessing progress, seeking additional support for Partnership activities from other sources and planning for organizational change that would support project goals. But at present, most Partnerships have not established formal mechanisms or strategies for ensuring that reforms are institutionalized.

**Topic Findings**—As of the spring of 2001, all respondent project directors reported that efforts are underway to institutionalize the Title II Partnership activities. These efforts fall into two main categories: 1) finding future funding sources and 2) developing strategies for ensuring that reforms are continued when Federal funds are no longer available.

**Finding 5.1: Although many Partnerships are using project directors who are veterans of collaborative projects to reform teacher preparation, most faculty are new to such Partnerships.**

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- Slightly over half of the Partnerships are building new relationships in newly formed initiatives; the other Partnerships are building on preexisting efforts.

Ten project directors report that their Partnership projects are based on a preexisting initiative or project. These 10 project directors were involved with these projects an average of 6.1 years prior to the receipt of the Partnership grant. Nine of these preexisting initiatives were Partnerships between colleges or universities and districts.

At the same time, only 17 percent of faculty respondents indicate that they had been involved with a project that predated and formed the basis of the Partnership Grant. Those respondents indicate that they had been involved in the previous project for 1 to 4 years. These statistics suggest that reform initiatives are being spread out across college and university departments as project directors find new faculty to involve in teacher preparation.



**Finding 5.2: Faculty report that top university leadership in Partnership IHEs seems to be supportive of teacher preparation as an all-university responsibility.**

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When asked to rate the amount of top university leadership support for teacher preparation on a scale of 1 to 5 (1 being “no support” and 5 being “a great deal of support”), faculty responses averaged 3.6. Fifty-seven percent of faculty chose 4 or 5, and 26 percent chose 3 (“some support”). Eight percent assessed the level of support as “a little,” or 2, and only 1 percent indicated “no support,” or 1.

- Partnership IHE presidents have publicly spread the responsibility for teacher preparation across the entire institution.

Just under half (46 percent) of faculty respondents say that their president has asked the entire IHE to take responsibility for preparing new teachers. Forty percent say that their president has participated in national dialogues about teacher preparation in forums sponsored by associations and foundations. About one-third of respondents (35 percent) say that their president represents the institution on statewide education groups addressing the reform of teacher preparation. Thirty-two percent of respondents report that support has changed since the start of the Partnership grant project.

- Dean involvement in Partnership activities and initiatives, both among education and arts and sciences faculty, is on the rise.

Exhibit 26 compares the percentages of faculty who report support from their unit dean for Title II-type activities before and after the receipt of the Partnership grant. The areas of support perceived by faculty as receiving increased attention by deans are directly related to faculty involvement with schools and their needs, areas of service not typically rewarded in the university hierarchical structure. This indicates continued benefit for schools and school districts as a result of the Partnership involvement.

**Exhibit 26**  
**Dean Support before and during Second Year of Partnership Implementation**

<b>Type of Support</b>	<i>Education</i>		<i>Arts and Sciences</i>	
	<b>Percent Before Grant</b>	<b>Percent During Second Year</b>	<b>Percent Before Grant</b>	<b>Percent During Second Year</b>
Addresses issues of teacher preparation as a priority in speeches and strategic activities	79*	89*	51*	65*
Supports involvement of faculty in service to schools and collaboration with colleagues	82	89	72	81
Raises funds for faculty and unit activities related to school needs and teacher preparation	46*	62*	26*	25*
Provides release time for conducting research focused on K-12 school improvement or for participating in project activities	40	56*	29	38*
Asks participating faculty to make routine reports on project accomplishments at education or university-wide meetings	N/A	71*	N/A	42*
Attends Partnership governing board meetings	N/A	74*	N/A	43*
Highlights the importance of the Partnership in speeches, newsletters or other communications	N/A	79*	N/A	50*
Provides financial support for professional development activities related to Partnership activities	N/A	73*	N/A	57*

\* $p < .05$ , indicates significant differences between education and arts and sciences faculties in the mean proportion indicating support from the dean before or during the Partnership. For example, arts and sciences faculty differed from education faculty in perceptions of dean support for the first type of support listed “Addresses issues of teacher preparation as a priority in speeches and strategic activities” both before the grant began (79 vs. 51%,  $p < .05$ ) and currently (89 vs. 65%,  $p < .05$ ). For all significant differences, dean support was reported more frequently by education faculty than by arts and sciences faculty.

EXHIBIT READS: After receiving their Partnership grant, 89 percent of education faculty respondents to the faculty survey reported that their dean addressed issues of teacher preparation as a priority in speeches and strategic activities, a significant increase from the 79 percent of respondents who reported such dean support before receiving the grant.

SOURCE: Title II Partnership Evaluation Baseline Faculty Surveys

The relative importance of support from the education and arts and science deans has significance as a means to accomplish several of the features denoted in the Partnership Evaluation institutionalization framework. This framework identifies features critical for institutionalization: having effective leadership to attract broad participation, developing reciprocal change in partnering organizations, legitimatizing change from individuals in leadership positions, establishing a constituency in larger forums and monitoring impact. Education deans have a history of forming networks to realize reform, for example, UNITE for deans in urban universities and the Holmes Partnership for deans in large research universities. Within their own IHEs, deans may be helpful in attracting the interest of other faculty, as well as colleagues from related departments. Deans are in a position to commit their political support to continuing partnerships with schools and deans monitor departmental resources; therefore, they may see both the benefits and the challenges of committing faculty and funds to institutionalize reform. At the same time, deans are aware of the larger political context, such as state and accreditation requirements, and that may influence their decision about support.

**Finding 5.3: Partnership projects have supplemented Partnership funds with money from other sources.**

The grant program requires Partnerships to obtain matching funds from sources other than the federal government. These funds may include both monetary amounts and in-kind contributions. Project directors identified 66 matching-funds sources (an average of 2.75 funding sources in addition to the Title II grant per Partnership), all of which are committed for the entire 5-year grant period. The vast majority of cited funding sources were partner districts and departments within IHEs. To date, 9 percent of these sources have been earmarked to continue funding beyond the grant, and more are expected to join the ranks of continuing funders. In addition, Project directors report that they are continuing to pursue alternative sources of funding from foundations, private individuals and corporations.

Partnerships described a variety of types of in-kind contributions. Most commonly, Partnerships are receiving in-kind contributions in the form of time and salary of IHE personnel (faculty and administrators). In addition, many Partnerships are receiving equipment, supplies and the use of facilities.

**Finding 5.4: Many Partnership activities are likely to continue after the grant ends.**

- Project directors indicate the incorporation of Partnership activities into long-term plans.

All project director respondents indicated that reforms being put in place under the grant are being incorporated into the long-range or strategic plans of the partner districts and institutions. Exhibit 27 shows the number of project directors who indicated that specific reforms or activities are “very likely” to continue.

**Exhibit 27**  
**Partnership Reforms and Activities “Very Likely” to Continue**

<i>Reform Strategy</i>	<i>Number of Project Directors</i>
Professional development schools	22
Support programs for beginning teachers	21
Cross-department working arrangements	20
Cross-department responsibility for teacher preparation	20
New techniques for assessing students in teacher preparation programs	20
New instructional strategies developed as part of the grant	20
New course sequences developed as part of the grant	18
Support for faculty involvement in schools and school districts	18
Data sharing about the recruitment of new teachers	16

EXHIBIT READS: 22 of the 25 Project Directors indicated that PDSs were “very likely” to continue as a strategy of Partnership reform and activity after the Partnership Grant ended.

SOURCE: Title II Partnership Evaluation Baseline Project Director Survey

- School districts have a clear idea about the activities that should be continued after the grant period but are only in the formative stages of planning strategies to achieve these goals.

School districts believe that a variety of core activities should continue after the completion of the Title II Partnership grant period. These include mentoring, professional development and enhanced support for new teachers and cooperating teachers. Although school districts know what activities they would like to see continued, only about half of the respondents (49 percent) have efforts under way to institutionalize the activities.

School districts report that they are “very likely” to continue sharing responsibility with IHEs for teacher preparation (83 percent), supporting programs for beginning teachers (83 percent), sustaining IHE involvement in schools and school districts (76 percent), developing new instructional strategies (73 percent), fostering PDSs (67 percent) and sharing information about teacher recruitment (68 percent) after the Partnership ends.

Of the Partnerships that are institutionalizing Partnership activities, 67 percent indicated that these efforts are in progress, and 33 percent described them as planned. For instance, 71 percent of the districts making changes to continue Partnership activities indicated that Partnership goals are being incorporated into the district’s strategic plans. These statistics suggest that the institutionalization of activities is not yet a major Partnership focus. Districts also explained that institutionalization is difficult because of budget constraints and a focus on more pressing school problems. Finally, some respondents reported that partners who were supposed to take leadership roles in institutionalization efforts had not shared information with school district participants.

- Many Partnerships plan to continue to have meetings with stakeholders in teacher preparation after grant funding ends.

Several Partnerships describe work groups and curriculum committees that will keep the reform dialogue active. In general, Partnerships plan to continue to involve a more diverse group of people in teacher preparation (e.g., arts and sciences faculty, K–12 practitioners, administrators and community members) than in the past.

- Some project directors indicate that they are trying to formalize relations between the IHEs and school districts that will outlive the grant.

***How It Works:  
Institutionalizing Partnerships***

One Partnership is working to institutionalize reforms by developing a cadre of urban teacher leaders. The partner universities will provide these teachers with additional content and diversity skills training through graduate credit. The teachers will then become leaders in their schools and agents for change.

Five Partnerships are developing mentoring programs for partner districts. One Partnership proposes to develop a joint appointment position for a faculty member to both teach in the university classroom and mentor in the school classroom. Five Partnerships are developing assessment and data management systems so that they can track the progress of teacher preparation candidates through the program and into their early years of teaching.

The general feeling among individuals interviewed as part of the exploratory site visits is that the relationships established between faculty and teachers and administrators will outlive the life of the grant and that at least some changes in the content of the teacher preparation programs will continue.

### **III. ADDITIONAL DATA COLLECTION ACTIVITIES**

In the fall of 2002, the evaluation fielded a question enhancement to the evaluation surveys. A one-page survey was administered to principals of Title II partner schools, asking them to identify collaborative activities with partner colleges and universities. The data from the principal survey will be analyzed with two other sources of data to examine the associations between Title II activities and student achievement at the school level:

1. The PPSS national database of school-level student achievement scores. Data from 1999–00, 2000–01, 2000–02, and 2002–03 will be used as they become available to examine changes in student achievement over time.
2. The CCD file containing key characteristics that could affect the outcomes for student achievement.

At the conclusion of this Evaluation, these data will be used to examine whether student achievement levels have changed in Title II elementary school partners over the course of the grant period. Most importantly, the principal survey data and student achievement data will be examined to investigate whether Title II-funded collaborative activities in elementary schools can be associated with changes in student achievement levels. The associations between Title II activities and student achievement will be documented in the final evaluation report.

A follow-up round of surveys to faculty and school district representatives will be conducted in the fall of 2003. The second round of case-study visits will also take place in the spring of 2003, the third year of the evaluation. A third round of visits and interviews are planned for 2004. At the conclusion of the evaluation, a final report will be produced that provides information and analyses on the data collected since this first report. The report will focus on progress made towards achievement of the program goals, examined through the five evaluation topics.



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# APPENDIX A

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**Appendix A:  
Unresolved Issues in the Empirical and Theoretical Research Literature**

<i>Research Topic</i>	
<i>Unresolved Issues in the Empirical Research Literature</i>	<i>Unresolved Issues in the Theoretical Research Literature</i>
<b>1. Characteristics of high-quality preservice teacher preparation and changes to the content and structure of the preservice teacher preparation programs over the grant period</b>	
<ul style="list-style-type: none"> <li>• Program effectiveness in institutions of higher education with teacher prep programs has been evaluated on the basis of the quality of its graduates as measured by their SAT scores and their scores on content and pedagogical tests. Analyses indicate certain institutional characteristics are important: control, size and full-time enrollment of student body (ETS 2000).</li> <li>• Student achievement on national assessment tests has been correlated with licensure status and found both to make a difference (Darling-Hammond 2000) and not to matter (Goldhaber and Brewer 1999).</li> <li>• Effective teachers score higher on tests of verbal ability (The Abell Foundation 2001).</li> <li>• Preparation in the content area has been associated with math and science achievement, but there is a threshold effect in terms of the number of courses taken and a difference identified for middle and high schools only (CTP 2001).</li> <li>• Subject-matter preparation is inadequate for teaching toward high subject-matter standards (CTP 2001).</li> <li>• Subject-matter and pedagogical preparation of teachers had an impact on student achievement in math and science (Monk 1994).</li> <li>• Characteristics of the teacher preparation institution contribute to the scores of graduates on teacher assessments; however, educational attainment of faculty has the largest effect on the scores (Ayres and Bennett 1983; Pascarella and Terenzini 1991).</li> <li>• Researchers do not agree on what is most important in terms of course revision—the number of courses, the content of courses, the level of course content, alignment to student standards for type of pedagogical preparation (ETS 2000; CTP 2001).</li> <li>• Research on pedagogical content is lacking; however, some suggest that pedagogical preparation should prepare teachers who can routinize discipline, management and instruction before focusing on subject matter (Hollingsworth 1989; Grossman, Thompson, and Valencia 2001).</li> <li>• Promising attributes of clinical and field experiences include connectedness, coordination with coursework, action research and reflective writing (CTP 2001).</li> <li>• Change in the number and type of field experiences (short-term observations of classrooms integrated with academic subject study—such as psychology or pedagogical courses—such as reading across the curriculum) has not been documented (no research findings).</li> <li>• Grassroots initiation of the implementation of professional development features, such as schoolwide mentoring and role expansion for school faculty and administrators facilitates successful implementation; time, trust and incentives are key variables in successful PDS relationships; barriers such as lack of common vision could prevent successful implementation (Valli et al. 1997).</li> <li>• Yearlong experience in 5th-year program or in PDS contributes to the quality of what new teachers learned and results in higher retention rate (CTP 2001; Grisham, Laguardi, and Brink 2000; Darling-Hammond 1998).</li> <li>• Research comparing 4-year programs to extended programs found that they did not produce noticeable differences in teacher candidates’ belief or knowledge about teaching practice (National Center for Research on Teacher Learning 1993).</li> </ul>	<ul style="list-style-type: none"> <li>• Strong entry and exit requirements</li> <li>• Exemplary teaching methods of faculty</li> <li>• Quality of undergraduate pre-courses</li> <li>• Continual quality review</li> <li>• Extended clinical experiences</li> <li>• Coherent curriculum</li> <li>• Contribution of the teacher preparation program: knowledge of how to teach the subject, knowledge of how to teach diverse learners, instructional strategies, multiple approaches to discipline and management, success in applying classroom routines</li> <li>• Measures of teacher behavior and knowledge, such as supervisor ratings or self-report of knowledge by teachers (researchers believe these are flawed)</li> <li>• Measure of program accomplishments (e.g., percent of students with new competencies or who have participated in new courses; percent of faculty using technology or participating in professional development</li> <li>• Agreement on accomplishment: faculty and schools agree that students have met expectations</li> </ul>

**Appendix A:  
Unresolved Issues in the Empirical and Theoretical Research Literature (Continued)**

<i>Research Topic</i>	
<i>Unresolved Issues in the Empirical Research Literature</i>	<i>Unresolved Issues in the Theoretical Research Literature</i>
<b>2. Contribution of Partnership grants to schools and school districts, and schools' and districts' roles in preservice teacher preparation</b>	
<ul style="list-style-type: none"> <li>• Conflicting research results are being used to indicate that teachers can be effective without full licensure (Goldhaber and Brewer 1999; Darling-Hammond 2000). Licensure Category definitions may be the cause of ambiguous results.</li> <li>• Reviews of research comparing alternative certification with traditional certification also conflict in regard to the impact on students (Natriello, Zumwalt, Hansen and Frisch 1990; Smith 1990; Hoover Institute study 2001; CTP 2001).</li> <li>• Collaboration leads to education and arts and sciences faculty working with K-12 teachers in developing teacher preparation curriculum (Basinger 2000).</li> <li>• Administrators should participate in training programs with PDS teachers (Jacobsen 1998).</li> </ul>	
<b>3. The association between collaborative activities among IHEs and schools and student achievement outcomes</b>	
<ul style="list-style-type: none"> <li>• Research on beginning teacher support programs shows that they may reduce attrition rates and may have a number of positive effects for the mentors involved from the school, but no research has yet linked the programs to growth in student achievement (SRI International 2000).</li> <li>• Literature on PDS offers no outcome data on retention (SRI International 2000).</li> <li>• Disciplinary-based professional development may be critical for reform (Sparks 1996).</li> <li>• Induction programs facilitate improvement in all skill domains (Mitchell, Scott, Takajashi, and Hendrick 1997), decrease time spent on classroom management and organization and increase time on academic activities (Schaffer Stringfield and Wolfe 1992).</li> </ul>	
<b>4. Organizational changes and relationships among partners within a grant</b>	
<ul style="list-style-type: none"> <li>• Professors in the academic disciplines as well as those in SCDEs have a large influence on how teachers teach (SRI International, National Center for Research on Teacher Learning 2000).</li> <li>• Research on collaborative alliances between schools and institutions of higher education shows that the greatest amount of activity in alliances relates to establishing new governance structures (SRI International 2000).</li> <li>• Reculturing faculties in the school of education requires forming Partnerships that create new culture and programs affecting schools and SCDEs (Fullan 1998).</li> <li>• UNITE deans have reported on the success of reform based on setting goals on the basis of core values, an assessment of the strengths and weaknesses of the program, and an assessment of the external environment (Howey and Zimpher 1998).</li> <li>• Governance bodies sometimes have more leverage for change if they are outside the body that is the focus of change efforts (Puriefory 2000).</li> <li>• Teachers and school personnel should perhaps be involved in governance bodies (Baker 1994).</li> <li>• Research on change indicates that removing certain barriers will make a difference (Schnug and Shelly 1998; Hass and Stoffels 1998).</li> </ul>	<ul style="list-style-type: none"> <li>• Common vision of good teaching</li> <li>• Integration of faculty from education and arts and sciences</li> <li>• All-university responsibility for teacher preparation</li> <li>• Status of teacher preparation program raised by collaborating across campus and engaging in high-profile reforms with school districts</li> <li>• Involvement of IHE leadership</li> <li>• Critical conditions necessary for a PDS relationship, as described by Whitford and Metcalf-Turner</li> </ul>

**Appendix A:  
Unresolved Issues in the Empirical and Theoretical Research Literature (Continued)**

<i>Research Topic</i>	
<i>Unresolved Issues in the Empirical Research Literature</i>	<i>Unresolved Issues in the Theoretical Research Literature</i>
<b>4. Organizational changes and relationships among partners within a grant</b>	
<ul style="list-style-type: none"> <li>• Barriers to structural change in Partnership institutions include: marginalization of faculty, lack of resources, lack of personal involvement of most faculty, and resentment of attention paid to participants from college or university administrators (Teitel 1992).</li> <li>• Barriers that are linked to the structure of arts and science schools could prevent arts and sciences faculty from finding a meaningful role in collaborations, especially in PDS (Basinger 2000; Valli, Cooper and Frankes 1997).</li> <li>• Deans of education can facilitate reform with time, money and materials, and communication with superintendents (Howey, Arends, Galluzo, Yarger and Zimpher 1995).</li> <li>• Collaborative projects can be effective with leadership rotation and allowance for different types of leaders: transformational and participatory (Stroble and Luka 1999).</li> <li>• Partnerships have not had any effect on altering the incentive or reward system for faculty (Valli, Cooper and Frankes 1997).</li> <li>• PDS are not changing the structure of teacher preparation. Faculty and teachers are still far apart in practices and views on students teaching (Valli, Cooper and Frankes 1997).</li> <li>• Professional Development can be job-embedded when uniquely trained teachers have leadership roles in schools (Howey and Zimpher 1986).</li> <li>• Business collaboration can involve sharing business expertise, new curricula, and teaching practices in the disciplines of math and science (National Alliance of Business 1998).</li> <li>• Accredited programs are associated with higher student achievement (Darling-Hammond 1996). Accredited programs do not affect student scores on teacher assessments (Dill 1998).</li> <li>• CETP projects, funded by the National Science Foundation (NSF), led to developing and implementation of new science and mathematics content and methods courses and related field experiences (NSF 1997).</li> </ul>	<ul style="list-style-type: none"> <li>• NCATE standards for basic functions of a PDS (clinical preparation of new teachers, continuing professional development of school and university faculty, support of children’s learning and support of research directed at improving teaching and learning)</li> </ul>
<b>5. Efforts to institutionalize Partnerships</b>	
<ul style="list-style-type: none"> <li>• Program evaluations from NSF do not show encouraging results (CETP) in terms of additional tiers of faculty becoming involved in successive years or in recruiting students to the revised courses (SRI International 2000).</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers to institutionalization</li> <li>• Features critical to institutionalization</li> </ul>





# **APPENDIX B**

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## **Appendix B: List of Technical Working Group Members**

Sylvia Auton, director of staff development and training, Fairfax County Public Schools

Daniel Fallon, chair of the educational division, Carnegie Corporation of New York

Mary Futrell, dean of the Graduate School of Education and Human Development, The George Washington University

Phillip Metcalf, career and technical coordinator, Wawasee Area Career and Technical Cooperative

Richard L. Pattenaude, president, University of Southern Maine

Maria T. Tatto, associate professor of teacher education, Michigan State University



# **APPENDIX C**

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**Appendix C:  
Selected Characteristics of 1999 Partnership Grantees**

<i>Lead IHE and Partnership Name</i>	<i>Scope</i>	<i>1st-Year Grant Budget</i>	<i>Estimated Total Budget</i>	<i>Number of:</i>			
				<i>4-Year IHEs</i>	<i>2-Year IHEs</i>	<i>Districts</i>	<i>Schools</i>
Arizona State University Arizona Teacher Excellence Coalition	Statewide	\$2,557,786	\$13,861,653	3	3	9	178
Ball State University (IN) Improving Teacher Quality and Schools through Collaborative Partnerships	Regional	\$509,936	\$4,221,538	1	0	7	21
Boston College (MA) The Massachusetts Coalition for Teacher Quality and Student Achievement	Statewide	\$1,404,153	\$7,180,930	7	0	3	18
Graceland College (MO) Collaboration Leading to Improved Masters and Bachelors Studies	Regional	\$177,124	\$1,228,608	1	1	1	20
Illinois State University Illinois Professional Learners Partnership	Statewide	\$2,413,734	\$12,772,860	5	1	6	33
Jackson State University (MS) Teacher Quality Enhancement Program	Regional	\$582,678	\$2,835,144	1	1	2	68
Johns Hopkins University (MD) Project SITE SUPPORT	Regional	\$2,357,370	\$12,725,041	3	0	3	161
Kansas State University Improving Teacher Quality through KSU PDS Partnership	Local	\$1,114,008	\$6,429,178	1	0	3	16
Kean University (NJ) New Jersey Teacher Quality Enhancement Consortium	Statewide	\$1,574,713	\$8,578,007	3	0	10	13
Mississippi State University ACHIEVE Mississippi Partnership	Regional	\$1,736,695	\$9,052,673	2	3	21	45
North Carolina Central University Teacher Education Partnership	Local	\$705,419	\$3,885,915	1	2	6	0
Our Lady of the Lake University (TX) Collaboration, Mentoring and Technology Program	Regional	\$1,335,632	\$5,853,193	1	2	5	11
Saginaw Valley State University (MI) Partnership Grant for Improving Teacher Quality	Regional	\$1,796,881	\$9,208,329	1	0	22	54
South Carolina State University Community Higher Education Council and Local Education Agency Partnership	Regional	\$1,745,658	\$7,764,307	2	1	5	14
Southwest Missouri State University Ozarks Partnership Teacher Enhancement Initiatives	Local	\$600,598	\$2,831,436	1	0	7	16
Texas A&M University System Partnerships for Texas Public Schools	Statewide	\$2,550,605	\$11,874,235	9	0	29	43
University of Alaska, Anchorage The Alaska Partnership for Teacher Enhancement	Regional	\$1,084,457	\$6,135,305	1	0	4	11

**Appendix C:  
Selected Characteristics of 1999 Partnership Grantees (Continued)**

<i>Lead IHE and Partnership Name</i>	<i>Scope</i>	<i>1st-Year Grant Budget</i>	<i>Estimated Total Budget</i>	<i>Number of:</i>			
				<i>4-Year IHEs</i>	<i>2-Year IHEs</i>	<i>Districts</i>	<i>Schools</i>
University of Miami (FL) Project SUCCEED	Local	\$1,976,707	\$10,328,561	1	0	1	8
University of South Carolina Partners for the Enhancement of Clinical Experiences	Statewide	\$967,994	\$4,242,340	4	0	1	6
University of Southern Colorado Southern Colorado Teacher Education Reliance	Regional	\$749,159	\$3,817,600	1	4	17	108
University of Tennessee Urban IMPACT	Regional	\$648,759	\$3,269,647	2	0	1	18
University of Wisconsin, Milwaukee The Milwaukee Partnership Academy to Improve the Quality of Teaching	Local	\$1,445,018	\$8,497,823	1	1	1	206
Washington State University Collaboration for Teacher Education Accountable to Children with High Needs	Statewide	\$1,969,070	\$9,892,049	1	5	7	14
Western Kentucky University (CA, IA, KS, KY, MI, MO, PA, TN, VA) Improving Teacher Quality through Partnerships that Connect Teacher Performance to Student Learning	Multistate	\$1,146,097	\$6,021,859	10	0	9	42
Youngstown State University (OH) Tri-County Partnership	Regional	\$262,249	\$2,638,515	1	0	3	13

NOTE: Partnership districts were reported to number 183 by proposals; however, the student achievement analysis and process of matching of districts yielded 172 district partners.

SOURCE: Grant proposals, Project Directors



# **APPENDIX D**

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## **Appendix D: Characteristics of Survey Respondents**

### **Project Directors**

- Twenty-four of the 25 project directors responded to our survey.
- Twenty-two project directors have been involved in the Partnership since its inception.
- Twenty-one project directors have served in that capacity since the Partnership's inception.

### **Faculty**

- A total of 165 faculty (79 percent) responded to the survey. Of those, 41 were arts and sciences leaders, 45 were education involved, 48 were arts and sciences involved, and 46 were education leaders. (The survey sought data from four groups of faculty: deans from education, deans from and arts and science entities, faculty from the education and faculty from arts and sciences who were designated by Project Directors as involved in the Partnership activities.) Fifty-three percent of all responding faculty called education their home discipline; 9 percent listed their discipline as in the social sciences; 18 percent reported being in the humanities; and 16 percent from math and hard sciences.
- Forty-six percent of respondents identified themselves as full professors; 31 percent, associate professors; 17 percent, assistant professors; and 15 percent, deans. Very few respondents identified themselves as lecturers (less than 3 percent), adjunct faculty (less than 3 percent), jointly appointed faculty (less than 3 percent) or endorsed chairs (less than 3 percent).
- Ninety-eight percent were full-time faculty.
- Sixty-three percent are tenured; 17 percent are tenure track. Eight percent were not on a tenure track; 13 percent report that tenure is not applicable.
- Fifty-six percent of respondents conducted research about the preparation of teacher preparation students.
- Many respondents had been teachers. Thirty-seven percent had been elementary school teachers, 34 percent had been middle school teachers and 43 percent had been secondary school teachers. (Respondents could check more than one category.)
- Fifteen percent had been chairs of curriculum and 36 percent had been department chairs.
- Very few had worked as counselors: (less than 3 percent in elementary school; less than 2 percent in middle school; and less than 4 percent in secondary school).
- Seven percent had worked as assistant principals, 9 percent as principals and less than 2 percent as superintendents.
- Sixty-six percent reported that they have been involved with the project since its inception. On average, respondents have been involved with the Partnership for just less than 2 years (1.9 years +/- 0.8). The shortest amount of time was zero years; the longest, 5 years.

- Thirty percent reported having previous experience with other reform Partnerships or network (Holmes, Renaissance, etc). Their involvement lasted on average, 6 years. Most indicated 3 to 5 years.
- Only 17 percent of respondents (155) indicated that they had been involved with a project that predates and forms the basis of the Partnership Grant. Those respondents indicated they had been involved in this previous project for 1 to 4 years.

### **School District Representatives**

- There were 119 district respondents (72 percent).
- Thirty-three percent of school district representatives are superintendents or assistant superintendents, 25 percent are school principals or vice-principals, and 30 percent are program directors or coordinators.
- Half have positions within the Partnership project, including co-principal investigator, advisory board member and project director.
- Twenty-seven percent of respondents had held positions as principals or vice principals; 22 percent, as program directors and coordinators; 15 percent, as teachers; 15 percent, as superintendents/assistant superintendents; and 8 percent, as supervisors, specialists or consultants (other). Most (61 percent) had held these positions for 5 years or less. Only 7 percent were teachers.
- Respondents had worked for the school district for an average of 17 years (SD = 11), ranging from 0 to 27.
- Over half of the school district representatives had been involved with the Partnership project since its inception (59 percent). On average, the length of involvement was 2.4 years (SD = 2.7), with most respondents (89 percent) reporting 3 years or less.
- Thirty-seven percent of the school district respondents reported that the Partnerships require a time commitment. This ranged from 2 to 72 hours per month.

# **APPENDIX E**

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## **Appendix E: School District Duplicate Responder Resolution**

Because the purpose of the surveys was to acquire the best possible information about partner institutions, AIR asked Partnership project directors to identify the most appropriate school-district-level Partnership contacts (and an alternate respondent for instances in which the primary respondent was not able or willing to participate). Although most identified a single contact (and alternate) for each of the multiple Partnership school districts, a few identified multiple contacts for a single district, instead of one primary and one alternate. As a result, there were multiple respondents ( $n = 18$ ) for seven of the 121 school districts that completed our survey.

In total, we received 18 multiple responses from seven of the 119 school districts that completed the survey. To eliminate duplicate respondents from the dataset, we conducted intradistrict correlations for the 626 numeric items on the survey. Although not all of the 626 numeric variables were applicable to all respondents, we believed all should have a high degree of consistency among respondents. We then examined the level of similarity in responses and found that they ranged from .197 to .930 in intradistrict correlations.

In instances in which the level of similarity was relatively low (any intradistrict correlation of less than 0.8 (i.e., if there were more than two duplicates per district but any one pair correlated less than .8, all were considered dissimilar, even if the others correlated  $>.9$ ), we retained the primary respondent in the dataset and deleted all others. This decision is based on the primary respondent being the person whom the project director identified as the most knowledgeable person to complete the survey and whose responses should therefore be the most accurate. This procedure resolved five of the seven instances of duplication.

In instances in which the level of similarity was relatively high (all intradistrict correlations between all pairs greater than .8), we retained the survey of the respondent who answered the largest number of questions. The presumption in these situations is that the primary and alternate respondents would have continued to answer the questions similarly if each had completed the survey. This strategy resolved the remaining two instances of duplication (see exhibit E-1).

**Exhibit E-1  
Descriptive Report of Duplicates**

<i>Number of Respondents</i>	<i>Number items</i>	<i>Pairwise Correlation(s)</i>	<i>Resolution</i>
2	181	.643	Dissimilar—Primary contact
2	161	.711	Dissimilar—Primary contact
2	178	.912	Similar—Most complete
2	260	.930	Similar—Most complete
3	222-277	.197, .426, .636	Dissimilar—Primary contact
3	91-226	.633, .654, .914	Dissimilar—Primary contact
4	163-219	.388, .815, .833, .841, .855, .917	Dissimilar—Primary contact

NOTE: The number of items used to compute correlation, includes only those that are numeric and that both respondents provided an answer for.

EXHIBIT READS: The first row shows two respondents from one school district survey who completed 181 common items. The correlation between the responses was .643, which made them dissimilar; we retained the primary contact.

SOURCE: Title II Evaluation Baseline School District Survey

Having these duplicates served as an unexpected validity check of our survey data. The majority of the duplicates were very similar, with 13 of the 16 pairs correlating at .63 or better. Only three pairs had relatively low correlations (.197, .388 and .426), all of which were from two very large school districts. These correlations do not indicate a lack of validity, but simply reflect the fact that perspectives differ among district-level personnel because of the size of these districts. Overall, the correlations were quite high and indicate an acceptable level of validity within this data set.



# **APPENDIX F**

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## **Appendix F: Documentation of Student Achievement Analyses**

The paragraphs below document the process of our analysis and briefly summarize the issues we encountered and the approach we took in resolving them.

### **Data**

PPSS School-Level Assessment Data Base, 2000–01.  
Common Core of Data, 2001 (AY 1999-00).

### **Process**

The main purpose of the analysis is to compare the characteristics of Title II and non-Title II schools. (When no comparison group existed, i.e., all schools in all districts in a Partnership were Title II schools, only the mean for Title II schools is presented.) We conducted the analysis separately by Partnership. (For the Partnership that included schools in more than one state, the analysis was conducted separately for each state within the Partnership.) We carried out the analysis in a multilevel framework to reflect the nesting of schools within districts. The multilevel model is based on two assumptions: 1) the mean value for non-Title II schools may vary across the districts in a Partnership and 2) the mean difference between Title II and non-Title II schools may also vary across the districts in a Partnership. The strategy we used provides estimates of the overall Partnership mean for non-Title II schools in the districts in the Partnership, the overall mean difference between Title II and non-Title II schools in the districts in the Partnership and the variation in these values across the districts in the Partnership.

To provide descriptive comparison data, Title II school partners were identified and then compared with the non-Title II schools in the same district. If all the schools in a district were Partnership schools, baseline data describing these schools is provided, but no comparisons were made. Data from Title II and non-Title II schools were aggregated up to the district-level, and then district level data were aggregated to the state level. In most cases, the state and Partnership levels were identical, (i.e., most Partnerships operate in a single state). When they were not, as with one Partnership that operates in five states, data were aggregated to the state level within Partnership so that a separate mean is presented for each state within this Partnership.

The estimated Partnership mean for Title II schools resulting from this procedure implicitly weights each district by the variance of the estimated non-Title II mean for the district, and the estimated Partnership difference between Title II and non-Title II schools implicitly weights each district by the variance of the estimate of the difference between Title II and non-Title II schools in the district. Because means based on more schools have less variance than means based on fewer schools, using these weights give the means based on more schools (the more accurate and precise estimates) more weight than means based on fewer schools.<sup>16</sup>

The multilevel approach we took is a compromise between two other approaches that might be taken. One approach would be to ignore districts and compute the simple mean difference between all Title II and

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<sup>16</sup> The parameter estimates are based on maximum likelihood methods under the assumption that non-Title II means and the difference between Title II and non-Title II schools vary across districts. In some Partnerships, the results showed no variation across districts in the difference between Title II and non-Title II schools. In that case, we assumed that only the non-Title II mean varied across districts. In Partnerships with only one district, we used the simple Title II and non-Title means to estimate the Title II vs non-Title II difference.

non-Title II schools in a Partnership. Although this method has the virtue of simplicity, it may produce misleading results if the number of Title II and non-Title II schools is not evenly balanced across districts.

An alternative approach would involve computing the difference within each district that has both Title II and non-Title II schools and then averaging the differences. This too would be relatively straightforward, but it would weight small and large districts equally, and it would omit districts that do not have non-Title II schools.

### **Variation**

The fourth grade mathematics baseline achievement scores for a hypothetical Partnership presented in the Table below illustrate this variation and the rationale for our approach.

District	Title II Schools		Non-Title II Schools	
	Number of schools	Mean math achievement	Number of schools	Mean math achievement
A	2	112.1	10	111.3
B	8	93.9	0	—
C	9	105.1	3	115.7
D	3	114.4	1	116.5
E	6	109.7	1	66.9
F	4	93.1	0	—
G	1	106.9	0	—
H	66	97.1	6	88.0
Total	99	99.3	21	103.4

In districts A, E and H, Title II schools have higher mathematics achievement than non-Title II schools in the same districts; in Districts C and D, the results are the reverse. In Districts B, F and G, all schools are participating in Title II, so a comparison cannot be made. Although Title II schools have higher baseline scores than non-Title II schools in three of the eight districts and lower scores in two districts, the simple average is higher for non-Title II than Title II schools.

This result is due to the mean for non-Title II schools being dominated by the scores in District A, which has nearly half of the non-Title II schools while the mean for Title II schools is heavily influenced by District H, which has nearly two-thirds of the Title II schools in the Partnership.

To deal with the variation across districts in size and results, we have used a hierarchical linear modeling approach. Using this approach, the estimated average for Title II schools in our example is 99.3; the mean for non-Title II schools is 103.4. This result is more consistent with the general within-district pattern than the simple average.

### **Variation in Test Score Metrics**

The state-reported assessment scores in the assessment database are reported in a variety of formats. These included scale scores, percentiles and percentages of students falling into assessment levels. In addition, when scores were reported as a percentage of students, they took various forms. For some states, scores were reported as cumulative proportions (for example, the percent of students scoring at the advanced level; at proficient or above and at basic or above.) Other states report the percent of students achieving at each level (i.e., the percent scoring at the advanced, proficient, basic or below basic level).

Finally, in some states, percents are reported for all but the lowest level. We treated these percents as follows:

- Scale scores: Because we did not know how each state standardized its assessments, we standardized the reported values to have a mean of 100 and a standard deviation of 15.
- Percentages at level cutoffs: We standardized each level to have a mean of 100 and a standard deviation of 15 and then averaged the mean of each level.
- Percentiles and raw scores: Standardized to have a mean of 100 and a standard deviation of 15.

### **Standardization of Assessment Scores**

Data were standardized within each Partnership state prior to averaging. All available school assessment scores from each state were used in the standardization (including those schools in districts without any Partnership schools). Scores were standardized within each grade and for each assessment type. Because scores were standardized, comparisons across states or Partnerships should be interpreted in relative terms (see exhibit 24). For example, in Tennessee, the mean reading score for Title II schools was 79.2. This means that the achievement in Title II schools was below average for all schools in the state, but provides no information as to the relation of this average as compared to any other state's average.

### **Additional Background Tables**

Exhibits F-1 and F-2 illustrate Partnership data for the characteristics of Title I participation and enrollment currently presented in exhibit 21 as overall averages.

**Exhibit F-1**  
**Average Percent of Title I Participation among Title II and Non-Title II Schools**

<i>Partnership</i>	<i>Title II Schools (n)</i>	<i>Non-Title II Schools (n)</i>	<i>Difference</i>
2	100.0 (10)	60.8 (26)	39.2*
4	75.0 (4)	40.0 (5)	35.0
5	83.3 (6)	54.0 (224)	29.3
6	100.0 (3)	75.0 (8)	25.0
8	59.8 (105)	45.1 (159)	14.7*
9	87.5 (43)	77.9 (283)	9.5
11	71.4 (7)	65.0 (20)	6.4
12	81.7 (12)	75.8 (42)	6.0
13	66.7 (3)	60.9 (92)	5.7
14	84.0 (6)	80.6 (29)	3.4
15	85.5 (37)	82.6 (28)	2.9
17	44.2 (11)	44.2 (84)	0.0
16	75.4 (8)	77.3 (21)	-1.9
10	89.6 (9)	96.5 (152)	-6.9
7	37.6 (5)	53.4 (42)	-15.8
3	64.3 (14)	100.0 (1)	-35.7
1	50.0 (2)	90.9 (11)	-40.9
18	78.9 (49)	–	–
19	82.7 (60)	–	–
20	84.0 (131)	–	–
<b>Average</b>	<b>73.9</b>	<b>69.4</b>	<b>4.5</b>

\* $p < .05$ , \*\* $p < .001$ .

– Not applicable, three Partnerships are working with all the schools in their partner districts; therefore, no non-Title II schools exist for comparison.

NOTE: Data not available for schools in eight Partnerships. Average includes only those Partnerships with non-Title II schools. The overall mean for Title II schools including Partnerships for which no non-Title II schools exist is 75.1.

EXHIBIT READS: A positive difference in the “Difference” column indicates that in a given Partnership, the average percent Title I participation in all Title II schools is higher than the average percent Title I participation in all non-Title II schools in Partnership districts. For example, on average, the Title II schools in Partnership 2 are significantly higher in Title I participation (39.2 percent) than the non-Title II schools in the Partnership districts. Negative differences indicate the opposite, that non-Title II schools, on average, have higher percentages of Title I participation than the Title II schools.

SOURCE: CCD, National Center for Education Statistics, U.S. Department of Education

**Exhibit F-2**  
**Average Enrollment for Title II and Non-Title II Schools**

<i>Partnership</i>	<i>Title II Schools (n)</i>	<i>Non-Title II Schools (n)</i>	<i>Difference</i>
1	685.3 (6)	440.7 (29)	244.6*
2	819.9 (5)	586.4 (36)	233.5 <sup>+</sup>
3	615.7 (8)	396.9 (147)	218.7**
4	618.2 (71)	451.8 (463)	166.4
5	709.3 (3)	574.3 (8)	135.1
6	682.5 (12)	572.8 (146)	109.7
7	352.0 (3)	255.6 (91)	96.4
8	468.4 (8)	393.9 (92)	74.5
9	638.7 (112)	566.8 (18)	72.0
10	603.5 (7)	531.9 (20)	71.6
11	501.9 (8)	434.1 (39)	67.7
12	351.6 (12)	295.0 (42)	56.7
13	434.6 (10)	381.0 (24)	53.6
15	499.8 (7)	454.1 (17)	45.7
20	520.6 (43)	490.4 (282)	30.2
21	551.3 (33)	529.1 (25)	22.2
22	382.1 (47)	360.0 (105)	22.0
23	461.5 (10)	470.4 (80)	-9.0
19	274.3 (4)	305.3 (4)	-31.0
18	808.2 (6)	843.6 (208)	-35.5
17	399.0 (2)	436.3 (11)	-37.3
16	430.2 (13)	471.0 (1)	-40.8
14	524.2 (102)	471.6 (146)	52.6*
24	500.6 (46)	–	–
25	258.6 (52)	–	–
26	205.7 (9)	–	–
27	471.5 (120)	–	–
<b>Average</b>	<b>536.2</b>	<b>465.8</b>	<b>70.4</b>

<sup>+</sup>  $p < .01$ , \*  $p < .05$ , \*\*  $p < .001$

– Not applicable, four Partnerships are working with all the schools in their partner districts; therefore, no non-Title II schools exist for comparison.

NOTE: Enrollment data not available for schools in one Partnership. Average includes only those Partnerships with non-Title II schools. The overall mean for Title II schools including Partnerships for which no non-Title II schools exist is 510.

EXHIBIT READS: A positive difference in the “Difference” column indicates that in a given Partnership, the average student enrollment in all Title II schools is higher than the average student enrollment in all non-Title II schools in Partnership districts. For example, on average, the Title II schools in Partnership 1 have significantly more students enrolled (245) than the non-Title II schools in the Partnership districts. Negative differences indicate the opposite, that non-Title II schools, on average, have more students enrolled than the Title II schools.

SOURCE: CCD, National Center for Education Statistics, U.S. Department of Education





# APPENDIX G

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**Appendix G:  
Number of Districts and Schools, by Partnership**

<i><b>Partnership</b></i>	<i><b>Number of Districts</b></i>	<i><b>Districts</b></i>	<i><b>Number of Title II Schools</b></i>	<i><b>Number of Non-Title II Schools</b></i>
University of Alaska, Anchorage The Alaska Partnership for Teacher Enhancement	3	Anchorage School District	1	68
		Kashunamiut Schools	1	0
		Lower Kuskokwim Schools	1	24
Arizona State University Arizona Teacher Excellence Coalition	8	Amphitheater Unified District	2	11
		Creighton Elementary District	8	0
		Flagstaff Unified District	9	3
		Madison Elementary District	6	1
		Nogales Unified District	6	1
		Osborn Elementary District	5	0
		Santa Cruz Valley Unified District	2	0
		Tucson Unified District	74	7
		Carmel Clay Schools	1	8
Ball State University (IN) Improving Teacher Quality and Schools through Collaborative Partnerships	6	Cowan Community School Corp	1	0
		Harrison-Wash Com School Corp	2	0
		Indianapolis Public Schools	2	57
		M S D Wayne Township	1	10
		Muncie Community Schools	4	9
		Dade County School District	6	224
University of Miami (FL) Project SUCCEED	1	Independence 30	14	1
		City of Chicago School Dist 299	14	473
Graceland College (MO) Collaboration Leading to Improved Masters and Bachelors Studies	5	North Chicago School Dist 187	1	6
		Pekin Public School Dist 108	8	0
		School District 46	44	0
		Wheeling C C School Dist 21	9	0
		Baltimore City Public School System	91	44
Johns Hopkins University (MD) Project SITE SUPPORT	2	Montgomery County Public Schools	14	115
		Hinds County School District	5	0
Jackson State University (MS) Teacher Quality Enhancement Program	2	Jackson Public School District	41	0
		Bridgeton City	1	4
Kean University (NJ) New Jersey Teacher Quality Enhancement Consortium	10	Camden City	1	25
		Garfield City	2	3
		Newark City	2	54
		Passaic City	1	12
		Paterson City	2	30
		Perth Amboy City	1	6
		Plainfield City	1	9
		Rahway City	1	3
		Vineland City	1	16
		Geary County Schools	1	13
		Kansas State University Improving Teacher Quality through KSU PDS Partnership	3	Kansas City
Manhattan	10			0

**Appendix G:  
Number of Districts and Schools, by Partnership (Continued)**

<i>Partnership</i>	<i>Number of Districts</i>	<i>Districts</i>	<i>Number of Title II Schools</i>	<i>Number of Non-Title II Schools</i>
Boston College (MA) The Massachusetts Coalition for Teacher Quality and Student Achievement	3	Boston	6	82
		Springfield	1	32
		Worcester	2	38
Saginaw Valley State University (MI) Partnership Grant for Improving Teacher Quality	26	Akron-Fairgrove Schools	1	0
		Almont Community Schools	2	0
		Anchor Bay School District	2	4
		Bad Axe Public Schools	2	0
		Bay City School District	4	7
		Beecher Community School District	3	2
		Bridgeport-Spaulding Comm. School District	1	4
		Brown City Community Schools	2	0
		Bullock Creek School District	1	2
		Cass City Public Schools	3	0
		Center Line Public Schools	2	3
		Chippewa Valley Schools	2	8
		Church School District	1	0
		East Detroit Public Schools	1	7
		Essexville-Hampton Public Schools	1	2
		Flint City School District	1	33
		Lapeer Community Schools	2	10
		Mt. Clemens Community School District	3	1
		New Haven Community Schools	1	0
		Reese Public Schools	1	1
		Roseville Community Schools	9	1
		Saginaw City School District	3	21
		Sigel Twp. School District #4f	1	0
		South Lake Schools	2	2
		West Branch-Rose City Area School	1	2
		Whittemore-Prescott Area Schools	2	0
Southwest Missouri State University Ozarks Partnership Teacher Enhancement Initiatives	6	Cabool r-iv	2	0
		Fair Play R-II	1	0
		Miller R-II	3	0
		Sheldon R-VIII	1	0
		Shell Knob 78	1	0
		Wheaton R-III	1	0
Mississippi State University ACHIEVE Mississippi Partnership	20	Amory School District	1	1
		Calhoun County School District	1	3
		Choctaw County School District	3	0
		Claiborne County School District	1	0
		Clay County School District	1	0
		Franklin County School District	2	0
		Greenwood Public School District	1	5
		Jackson Public School District	3	0
		Jefferson County School District	1	1
		Leflore County School District	3	2
		Leland School District	2	0
		Louisville Municipal School District	4	0
		Lowndes County School District	3	0
		Meridian Public School District	1	8
		Natchez-Adams School District	2	3
		Noxubee County School District	3	1
		Oktibbeha County School District	1	3

**Appendix G:  
Number of Districts and Schools, by Partnership (Continued)**

<i>Partnership</i>	<i>Number of Districts</i>	<i>Districts</i>	<i>Number of Title II Schools</i>	<i>Number of Non-Title II Schools</i>
		Philadelphia Public School District	1	0
		Starkville school district	4	1
		Wilkinson co school dist	2	0
Our Lady of the Lake University (TX) Collaboration, Mentoring and Technology Program	5	Edgewood Independent School District (ISD)	1	16
		Floresville ISD	1	4
		Marion ISD	1	0
		Poteet ISD	1	0
		Southwest ISD	2	9
University of Southern Colorado Southern Colorado Teacher Education Reliance	17	Aguilar Reorganized 6	1	0
		Branson Reorganized 82	1	0
		Cotopaxi RE-3	1	0
		Crowley County RE-1-J	1	0
		East Otero R-1	3	0
		Florence RE-2	3	0
		Fowler R-4J	2	0
		Huerfano RE-1	3	0
		La Veta RE-2	1	0
		Lamar RE-2	4	0
		Manzanola 3J	1	0
		Primero Reorganized 2	1	0
		Pueblo City 60	23	0
		Pueblo County Rural 70	9	0
		Rocky Ford R-2	2	0
		Trinidad 1	3	0
		Walsh RE-1	1	0
South Carolina State University Community Higher Education Council and Local Education Agency Partnership	6	Calhoun County School District	1	3
		Felton Laboratory	1	0
		Marion School District 03	1	0
		Orangeburg School District 04	2	3
		Orangeburg School District 05	2	9
		Sumter School District 17	1	6
University of Tennessee Urban IMPACT	1	Hamilton County School District	9	41
Texas A&M University System Partnerships for Texas Public Schools	29	Aldine ISD	1	43
		Alice ISD	1	8
		Amarillo ISD	3	34
		Bryan ISD	2	15
		Canyon ISD	1	6
		Commerce ISD	1	1
		Conroe ISD	1	28
		Corpus CHRISTI ISD	3	41
		Driscoll ISD	1	0
		Flour Bluff ISD	2	2
		Granbury ISD	1	5
		Greenville ISD	1	8
		Gregory-Portland ISD	1	4
		Hico ISD	1	0
		Hooks ISD	1	1

**Appendix G:  
Number of Districts and Schools, by Partnership (Continued)**

<i>Partnership</i>	<i>Number of Districts</i>	<i>Districts</i>	<i>Number of Title II Schools</i>	<i>Number of Non-Title II Schools</i>
		Kingsville ISD	2	5
		Laredo ISD	2	19
		Lingleville ISD	1	0
		Mesquite ISD	2	27
		Mineral Wells ISD	1	2
		Morgan Mill ISD	1	0
		Mount Pleasant ISD	1	5
		New Boston ISD	2	0
		Premont ISD	2	1
		Santa Gertrudis ISD	1	0
		Stephenville ISD	1	2
		United ISD	2	19
		Waller ISD	3	1
		Weatherford ISD	1	6
University of South Carolina Partners for the Enhancement of Clinical Experiences	2	Richland School District 01	4	28
		Richland School District 02	1	14
Washington State University Collaboration for Teacher Education Accountable to Children with High Needs	6	Aberdeen School District	2	7
		Inchelium School District	1	0
		Portland Area Office	1	6
		Spokane School District	2	41
		Tacoma School District	2	38
		Yakima School District	1	13
University of Wisconsin, Milwaukee The Milwaukee Partnership Academy to Improve the Quality of Teaching	1	Milwaukee School District	131	0
Western Kentucky University Improving Teacher Quality through Partnerships that Connect Teacher Performance to Student Learning (CA, IA, KS, KY, MI, MO, PA, TN, VA)	7	Bowling Green IND	1	6
		Central Unified	3	8
		Emporia	4	5
		Franklin County	1	5
		Lancaster School District	2	11
		Warren County	5	9
		Waterloo Community School District	14	0
Youngstown State University (OH) Tri-County Partnership	3	Beaver Local School District	4	0
		Warren City School District	3	12
		Youngstown City School District	3	14
<b>Total</b>	<b>172</b>		<b>821</b>	<b>2147</b>

NOTE: Jackson County School District has three schools in the Mississippi Partnership, and 41 schools in the Jackson State University Partnership. The district is listed with each Partnership, but only counted once toward the total. There are no non-Title II schools in the district. North Carolina Central University Teacher Education Partnership is omitted from Appendix G because this is a table of district and school partners and at the time they were in transition with a new project director and did not have any information to report.