



PARTNERSHIPS for SUCCESS

**No Child Left Behind
Meets the
Higher Education Act**



AACTE

AMERICAN
ASSOCIATION
OF COLLEGES
FOR TEACHER
EDUCATION

Partnerships With Schools of Education Get Results

- Evidence-based instructional strategies for the classroom
- Direct support to local schools to help them close achievement gaps and make adequate yearly progress
- Support for urban students and teachers
- New strategies to improve the teaching of math, reading, and writing
- Training of quality teachers in shortage areas
- New relationships with community colleges
- Facilitated reciprocity agreements
- Closer ties between education and arts & sciences faculty for increased content knowledge
- Involvement of parents
- Preparation of paraprofessionals as teachers
- Facilitated transitions from high school to postsecondary institutions
- Enhanced clinical training sites and programs
- Exchange of faculty between postsecondary institutions and local schools
- Expanded networks of schools



Dear Colleagues:

The American Association of Colleges for Teacher Education is proud to showcase the partnerships of its member institutions that are helping local schools meet the demands of both the No Child Left Behind Act and state education reforms. The profiles provided in this booklet highlight how schools of education are collaborating with communities to improve schools, prepare high-quality teachers, and provide professional development so that all teachers can succeed—toward the ultimate purpose, that all children will succeed.



Increasingly, the complex problems facing PK-12 education require challenging old boundaries and forming new partnerships. You will see that today's schools of education reach far beyond their campuses into communities and classrooms across America, involving local school districts, community colleges, corporations, foundations, community agencies, and local and state governments. Schools of education are working with these partners on enhancing teacher quality, standards-based reform, assessment and evaluation, curriculum, literacy, educational leadership, evidence-based instructional strategies, and other areas of education policy and practice.

Such dynamic efforts require support. While some partnerships are made possible through the generosity of foundations and corporations, others are funded through state and federal dollars. In particular, federal **Title II Teacher Quality Enhancement Grants** play a critical role in making it possible for schools of education to strengthen programs and partnerships for preparing future teachers.

Title II Teacher Quality Enhancement Grants work. Schools of education partnerships work. AACTE will continue to work in support of these and other reform efforts that are in the service of all learners.

Sincerely,

A handwritten signature in cursive script that reads "Sharon P. Robinson".

Sharon P. Robinson, President/CEO, AACTE

School Improvement Through Community Partnerships

Supporting school improvement at the local level is a high priority for schools of education. These collaborative partnerships can take many different forms, including community-wide school improvement or implementation of a particular instructional strategy or technology.

For example, the **University of Cincinnati's College of Education, Criminal Justice, and Human Services** is committed to community engagement and educational partnerships that revitalize the PK-16 system through seamless transitions from preschool through college. Among the university's many collaborations is a school improvement partnership among the University of Cincinnati, Knowledge Works Foundation, Cincinnati Federation of Teachers, and Cincinnati Public Schools. The partnership is working jointly to design and implement strategies to ensure every student can succeed and pursue postsecondary education and training.

In California, the **Michael D. Eisner College of Education at California State University, Northridge**, is infused with vibrant partnerships that include education faculty and faculty from arts and sciences, teachers, community agencies, businesses, and philanthropies. Among Cal State's partnerships is a special collaborative with



the Los Angeles Unified School District to create a network of Schools for a New Era. These schools are clinical training sites that provide teacher candidates with rigorous clinical training. The collaborative is part of the Teachers for a New Era initiative, funded by the Carnegie Corporation of New York, which aims to promote change in the way that PK-12 teachers are prepared. California State University, Northridge is one of four initial participants, and 11 universities now collaborate nationally. The institutions are designing exemplary teacher education programs based on evidence, collaboration between education and arts and sciences faculty, and clinical practice.

In Baton Rouge, **Southern University and A&M College** and the East Baton Rouge Parish School District are collaborating to create two new schools from a large high school that has been the focus of school improvement efforts by the state for 4 years. The first new school, the Capitol Pre-College Academy, opened in fall 2004 in a wing of the existing building. The project is supported by the Thurgood Marshall Scholarship Fund and the Bill & Melinda Gates Foundation.

The **Wyoming School-University Partnership** implements the collaborative efforts of the University of Wyoming, member school districts, the state department of education, and community colleges in carrying out simultaneously the improvement of teacher education and the renewal of public schools.

The **College of Education at Eastern Michigan University** has numerous partnerships with PK-12 schools to assist students, teachers, and administrators. For nearly 25 years, the College of Education has sponsored the award-winning Collaborative School Improvement Program. Through this collaboration, the college's faculty have partnered with a variety of school districts in southeast Michigan.

Helping Urban Schools Succeed

Many schools of education have intensive initiatives designed to support urban schools and children. The partnerships involve close collaborations with urban school districts, community agencies, and family organizations.

The **Lynch School of Education at Boston College** is working with community agencies to support schools in the Allston-Brighton neighborhoods of Boston. The Allston-Brighton “Connect 5” Initiative aims to accelerate learning for children and youth by enhancing the delivery of student support services within schools, increasing the linkage between schools and community agencies, and addressing the implementation of family support systems in the community.

The **University of Wisconsin-Milwaukee’s School of Education** is a leading partner in the Milwaukee Partnership Academy. The academy brings together community leaders to support urban children and youth from early childhood through the end of the baccalaureate degree. The partnership is designated as an urban PK-16 council.

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The partnership represents the entire spectrum of education in Milwaukee and works to provide stability to education reform in Milwaukee's urban schools.

The goal of the partnership is to ensure that every child is on grade level in reading, writing, and mathematics. The partnership's current priorities include district-wide implementation of a comprehensive literacy and mathematics framework; tutoring and family literacy; teacher and principal quality; assessment, monitoring, and development of strategies to improve student achievement; and communication/media.



Schools of education are deeply committed to supporting local PK-12 schools through collaborative partnerships, research, and service. These collaborations are often intensive and substantial. For example, in 2003, faculty and staff at the **University of North Carolina, Charlotte** invested 24,000 hours in service to public schools.

Innovative Approaches to Preparing and Supplying Quality Teachers

Schools of education work closely with states and communities to prepare highly qualified teachers through a wide range of innovative and collaborative programs.

San Jose State University's Department of Elementary Education has created the Accelerated Professional Education for Excellence Program (APEX) to address critical teacher shortages. APEX enables individuals who are teaching with emergency permits to earn full teaching credentials in 12 to 14 months. APEX accelerates teacher preparation through fast-track classes, on-site instruction and observation, mentoring support, streamlined enrollment procedures, and financial aid. The program enrolls recent college graduates as well as individuals who want to make a career change.

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Schools of education are also participating in regional collaborations. For example, in January 2005, the **Mid-Atlantic Regional Teachers Project (MARTP)** designated 192 new



teachers from 28 colleges and universities in the Mid-Atlantic region as Meritorious New Teacher Candidates (MNTC).

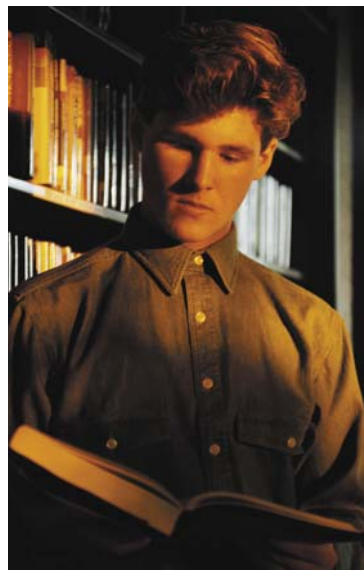
The project will ease teacher shortages in the Mid-Atlantic region while recognizing exemplary new teachers. MARTP provides regional licensure reciprocity among Delaware, the District of Columbia, Maryland, and Virginia.

Those three states and the District of Columbia can hire teachers holding the MNTC designation without imposing additional licensing criteria. Reciprocity arrangements are under development in New Jersey and Pennsylvania.

The **Meritorious New Teacher Candidate** designation recognizes exceptionally well-prepared, high-performing teachers. It is the only designation for new teachers that exceeds the highly qualified teacher requirement of the No Child Left Behind Act.

MARTP represents a close collaboration between state education leaders, who created MARTP, and educational organizations. The project is supported by the Laboratory for Student Success at Temple University in Philadelphia and housed at the American Association of Colleges for Teacher Education. The criteria for the MNTC designation fall into three important categories: content knowledge, professional preparation, and verbal skills. All criteria used for the MNTC designation must show a strong correlation with gains in student learning.

In Florida, the **University of Central Florida** and Valencia Community College have partnered with the School District of Osceola County and the Foundation for Osceola Education, Inc. to address a critical shortage of teachers in an area that is heavily populated by Hispanic families. The partnership is known as CORE—Creating Opportunities and Resources for Educators. CORE assists paraprofessionals employed in Osceola County in pursuing a degree in teaching.



Helping Teachers Succeed Through Professional Development

Schools of education nationwide are working closely with local school districts to enhance classroom teaching. In doing so, they are equipping teachers with new instructional strategies to help close achievement gaps.

For instance, the **Neag School of Education at the University of Connecticut** has developed relationships with schools in 72% of the state's communities and in an estimated 300 communities in the United States and abroad. Professional Development Centers are just one vehicle for cultivating these critical relationships.

The centers are based on a concept of mutually beneficial partnerships between the university and school districts. While the centers are integrally involved in preparing the next generation of teachers, in turn, School of Education faculty and students are involved with the schools in helping to improve student achievement.

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Teacher education programs at the **University of South Carolina** recognize the importance of teacher candidate and USC faculty involvement with children, families, and schools and the simultaneous engagement of PK-12 faculty in the development of future educators.

These beliefs serve as the cornerstones of the USC Professional Development School Network, a 14-year mutually beneficial relationship in which prospective and practicing educators collaborate with university faculty and apply their collective skills toward the shared goals of enhanced student learning and teacher professional development. In rejecting the older and less effective model of teacher preparation in which candidates were directly involved in schools only toward the end of their programs, and in which university faculty rarely worked in PK-12 schools, the Network consistently puts into practice a direct connection between academic preparation and real-world experience. Approximately 750 candidates are enrolled in programs that involve practica and internships throughout the course of their studies, with many of these clinical experiences taking place in the 17 Greater Columbia area schools that are members of the Network.

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Research to Practice

Collaborations between schools of education and local school districts provide many opportunities to conduct, apply, and disseminate research to the benefit of classroom teachers. For example, the **Center for Research in Educational Policy at the University of Memphis** conducts research on educational policies and practices in PK-12 public schools and provides a knowledge base for use by educators and policymakers. Founded in 1989 as a State of Tennessee Center of Excellence, the center marshals community and university resources to address educational problems. The center's research agenda encompasses four major areas: school restructuring and reform, school program research, professional development, and policy studies.

AACTE—Serving Learners

The American Association of Colleges for Teacher Education is a national, voluntary association of nearly 800 colleges and universities with undergraduate or graduate programs that prepare professional educators. AACTE's member institutions graduate approximately two thirds of the nation's new teachers and other educators each year.

For More Information

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