

PERCEPTIONS OF A UNIVERSITY-
SCHOOL COLLABORATIVE
PARTNERSHIP

by

ANNIE SMITH

A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in the
Department of Educational Studies in Psychology,
Research Methodology and Counseling
in the Graduate School of
The University of Alabama

TUSCALOOSA, ALABAMA

2009

Copyright Annie Kaye Bean Smith 2009
ALL RIGHTS RESERVED

ABSTRACT

Assessing Professional Development School (PDS) partnerships in teacher education presents a challenge for researchers and program evaluators because of the uniqueness of each program and the lack of a universal definition (Teitel, 2001). Since the prominence of PDSs university–school partnerships have become a model for school reform by underlining the need for collaboration between K-12 schools and universities (Campoy, 2000). The desired outcome is education reform that occurs simultaneously between K-12 schools and at the university level. Although participants involved in PDS partnerships tend to attest to their value, connections between PDS activities and their impact on teaching have been hard to document (Castle, Fox, & Sounder, 2006).

Issues of educator accountability and student achievement have almost demanded scientific research showing program impact. In response to this demand, several groups have established PDS standards and models to help examine the impact and the perceived impact of these programs. Utilizing existing PDS standards and models, this study examined the impact of the partnership between a university and two K-12 school systems located in the Southeastern part of the United States and based on multiple stakeholder perceptions. It also compared the beliefs, attitudes, or opinions of multiple stakeholders involved in different PDS partnerships. PDS partners felt that the partnership was on target. And there were no significant differences in the stakeholders' beliefs about the progression of the partnership.

The study aimed to show program impact based on a combination of standards and principles set by the Holmes Group, the National Council for Accreditation of Teacher Education (NCATE), and specific goals set by the University-School Consortium for Educational Renewal (USCER) partnership, a joint venture between two K- 12 school systems and a college of education at the local university. The members, structure, goals, resources, and outcome were included in the study. Similar to other PDS partnerships, USCER works in collaboration to develop university-school partnerships for the renewal of educational programs and the improvement of student achievement. Each stakeholder has individual as well as collective goals for USCER. Assessing USCER's impact is key to the justification and sustainability of the partnership.

DEDICATION

This dissertation is dedicated to everyone who helped and guided me through the many challenges and insights of completing this document. In particular, it is dedicated to my Mother who was “my rock,” never giving up on me, encouraging and inspiring me to create a better life for myself and my family, and to my husband and two daughters, who stood by me throughout the time taken to complete this work.

LIST OF ABBREVIATIONS AND SYMBOLS

<i>a</i>	Cronbach's index of internal consistency
<i>df</i>	Degrees of freedom: number of values free to vary after certain restrictions have been placed on the data
<i>F</i>	Fisher's <i>F</i> ratio: A ration of two variances
<i>M</i>	Mean: the sum of a set of measurements divided by the number of measurements in the set
<i>p</i>	Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
<i>r</i>	Pearson product-moment correlation
<i>t</i>	Computed value of <i>t</i> test
<	Less than
=	Equal to

ACKNOWLEDGMENTS

I am pleased to have this opportunity to thank the many colleagues, friends, and faculty members who contributed to my success in the completion of this degree. First, I would like to thank Dr. James McLean, the chairman of this dissertation, for taking the time to share his expertise, wisdom, wealth of knowledge, and words of encouragement. Even in the midst of his busy schedule as the Dean of the College of Education, he was willing to chair this committee. I do not know what I would have done if he had not stepped in as my advisor and chair right at the time I needed his never-ending supply of patience and his faith in me. I would also like to thank all of my committee members: Dr. Cecil Robinson, Dr. Steve Thoma, Dr. Kathy Wetzel, and Dr. Elizabeth Wilson. Dr. Robinson and Dr. Thoma helped to provide a strong educational psychology foundation during my course of study. I would like to thank Dr. Wilson for the opportunity to work with her through the school-university partnership and for her encouragement and help with this dissertation. And I am forever indebted to Dr. Wetzel, whom I not only consider my mentor, but also my friend. She has been a helpful, calming, inspiring, and dedicated presence in my life throughout this entire process. Thank you so much, Kathy.

Also, I would like to thank the participants of the school-university partnership, including school administrators, who helped with IRB approval; principals, teachers, school staff, and university professors and staff for completing surveys and questionnaires, and providing information and resources that proved invaluable. In particular, I would like to thank Kathleen Hughes, the partnership manager, for believing

in me and providing a listening ear when the process seemed near impossible. I would like to thank my Holmes Scholar family. I am grateful to have been a part of the Holmes Partnership and serve as a Holmes Scholar. The networking, conferences, summer institutes, and especially the other Holmes Scholars, provided national opportunities and mentoring that helped me learn so much more than I would have otherwise. The Scholars' positive, "never give up" attitude, and professionalism helped me realize that together we can make a difference, despite statistics.

Finally, this dissertation would never have been completed without the support of my immediate family. Wendell Smith, my husband since high school, has supported my goals/dreams, made great sacrifices, and was quick to assure me that I am somewhat intelligent and hard working enough to earn this degree. No matter how tough the challenge or where it occurred, I knew I could sit down and talk to or call him, and he would try to find a way for me to continue on this journey. Dale, thanks for putting up with my long nights and weekends of seemingly endless work without complaining too much. Additionally, my daughters Erica and Cassandria have provided an infinite supply of support and love, without which I probably would have given up long ago. Their youth, creativity, and energy remind me that life is precious and family is the stabilizing force in my existence. Friends and other family members have been more than patient, understanding, and supportive. I am fortunate to have such caring people in my life.

CONTENTS

ABSTRACT	ii
DEDICATION	iv
LIST OF ABBREVIATIONS AND SYMBOLS	v
ACKNOWLEDGMENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiii
1. INTRODUCTION AND OVERVIEW	1
a. Statement of Problem	3
b. Background of Professional Development Schools.....	4
c. Professional Development School Partnership Standards	6
1. The Holmes Partnership.....	6
2. National Council for Accreditation of Teacher Education	8
d. Background of the Study	9
1. University-School Consortium for Educational Renewal.....	9
e. Research Questions	14
1. USCER Evaluation	14
2. REVIEW OF LITERATURE	16
a. Introduction	16
b. PDS Research on Teacher Candidates	17
1. PDS Collaborative Research.....	19

2. PDS Research on Multiple Stakeholders	21
3. RESEARCH METHODOLOGY	28
a. Overview	28
1. Role of Researcher.....	28
2. The Study.....	29
3. Background of Study.....	29
4. Determining Scales in the Instrument.....	32
5. Nature of the Partnership	32
6. Establishment of a Learning Community	33
7. Equity and Diversity	34
8. Accountability.....	35
b. Research Design.....	37
c. Method	38
1. Participants.....	38
2. Informed Consent.....	40
3. Data Analysis	41
4. Procedure	41
5. Materials	43
d. Preliminary Data Analysis	43
4. RESULTS	52
1. Description of Demographic Characteristics of USCER.....	53
2. Description of Demographic Characteristics of University Partnership	
2.....	56

3. Description of Demographics Characteristics of University Partnership	
3.....	57
b. Mixed Methods Design.....	59
1. Qualitative Data	59
2. Evaluation of the <i>Professional Development School Participants’</i> <i>Perceptions of Program Progress Scale</i>	61
3. Research question Results.....	63
4. Scales Results.....	77
5. DISCUSSION.....	79
a. Evaluation Component.....	80
1. Program Goals	81
2. Obstacles	82
3. Establishment of a Learning Community	82
4. Equity and Diversity	83
5. Accountability.....	83
b. Implications.....	84
c. Limitations	85
d. Future Research.....	86
d. Conclusion	86
REFERENCES	87
APPENDIX.....	96

LIST OF TABLES

Table 1. PDS Site Demographics.....	12
Table 2. Conceptual Framework for Professional Development School Evaluations	31
Table 3. The Give-Get Grid Model for University-School Partnerships...	36
Table 4. Percentages of Panel Categorizing Survey Items.....	45
Table 5. Description of Demographic Characteristics of USCER Sample...	53
Table 6. Description of Demographic Characteristics of University..... Partnership 2.....	56
Table 7. Description of Demographic Characteristics of University..... Partnership 3.....	57
Table 8. Research Questions and Categories.....	62
Table 9. Research Question 1: Nature of the Partnership.....	64
Table 10. Research Question 2: Equity and Diversity.....	65
Table 11. PDS Participants' Comments.....	68
Table 12. Research Question 3: Equity and Diversity.....	71
Table 13. USCER Participant Perceptions of Partnership Contributions... And Benefits.....	73
Table 14. Research Question 5: Establishment of a Learning	

Community75

Table 15. Research Question 6: Nature of the Partnership.....76

LIST OF FIGURES

Figure 1. Functions of a PDS.....	5
Figure 2. Student Learning Pyramid Model	24
Figure 3. Tree Codes in NVivo 8.....	59
Figure 4. Emerged Themes in USCER Data	61
Figure 5. Collaborative Activities Enhancing Teaching Practices	70

CHAPTER 1

INTRODUCTION AND OVERVIEW

Enthusiasm for Professional Development School (PDS) partnerships in teacher education remains high as more educational institutions continue to embrace these programs as avenues to improve teaching, learning, and teacher preparation (Teitel, 2001; Castle, Fox, & Sounder, 2006). Estimates of the formalized school-university partnerships, commonly known as PDS partnerships, indicate that there are more than 600 operational in the United States (Reed, Kochan, Ross, & Kunckel, 2001). The PDS movement of the 1990s brought with it efforts to reform education by linking teachers and university faculty in collaborative partnerships (Mebane & Galassi, 2003; Teitel, 2001). The Holmes Group, a consortium of research universities later known as the Holmes Partnership, described the PDS as “designed to serve itself and professional education the way teaching hospitals serve medical education” (Holmes Group, 1986, p. 8).

Typically, PDSs are clinical field sites where school and university partners work collaboratively to reach common educational goals. The concept of the PDS was designed particularly to address teacher and teacher education problems. But a universal definition has not been agreed on because of the uniqueness of each individual program. Most PDSs are constantly evolving leaving little time to capture what they are doing (Teitel, 2001; Valli, Cooper, & Frankes, 1997). Usually with the establishment of a PDS

partnership, schools are undergoing other changes related to state and/ or national educational reforms (Metcalf-Turner & Fischetti, 1996). Therefore, it is somewhat challenging to isolate PDS-specific variables resulting in change.

Most guidelines for PDSs usually involve mandates for changes in classroom teaching and student learning; however, most research has focused on teaching because changes in classroom instruction is easier to study and document than improvements in student achievement, mainly due to the need for effective comparison groups and different perceptions on how to measure student learning outcomes (Valli, Cooper & Frankes, 1997; Teitel, 2001). Many programs involve a handful of volunteer school teachers and university faculty. Other PDSs are designed mostly to accommodate pre-service teachers. Some researchers suggest that documentation of student achievement in PDSs is often buried amid other data (Abdal-Haqq, 1998). Ross, Brownell, Sindelar, & Vandiver (1999) argue that researchers hesitate to explore PDSs and their relationships to student achievement because of skepticism about the adequacy of achievement tests to measure PDS outcomes. Consequently, evaluating impact of PDSs, particularly on K-12 student outcomes, presents a challenge. Additionally, the lack of adequate field research on PDS impact presents more of a problem. As more stakeholders become involved in university–school partnerships, the need for research becomes more urgent (Teitel, 2001). The partnerships are based on mutually agreed upon goals and outcomes, oftentimes requiring tremendous expenditures of resources as well as time and energy (Stokes, 1997). To ensure effective continued collaborative efforts, schools and universities must be able to critically examine core assumptions about the purpose and definitions of the partnerships.

Statement of Problem

Data are needed to show program impact from the perceptions of multiple stakeholders. Early research on PDSs focused on the attitudes and expectations of and the impact on pre-service teachers (Kroll, Boyer, & Hauben, 1997; Telese, 1996). There are few reports focused on the learning and experiences of practiced teachers, and even less documentation of the impact of these partnerships on K-12 students, school administrators, university faculty and staff (Bullough, Kauchak, Crow, Hobbs, & Stokes, 1997). Currently, many schools are facing high- stakes testing and budget cuts, resulting in increased pressure for accountability for schools and colleges of education. Without data linking PDS partnerships to educational improvements, program justification and sustainability could mean the end of the program. An examination of USCER to determine empirically the perceptions of the partnership stakeholders would reveal how the program's structure and implementation affect not only the partnership but also its impact on teaching and possibly learning; this information would be highly beneficial for determining the advantages, disadvantages, and the future direction of the program.

Secondly, it could possibly help program facilitators identify strategies involved in creating group cohesion and a community environment at PDS schools. Additionally, it could indicate a need for school-university partnerships to produce instructional improvements not only across classrooms but also grade and school levels. Longitudinal studies on PDSs show gains in student achievement across time (Castle, Arends, and Rockwood, 2008; Gill & Hove, 2000). Data are needed in terms of gains across schools as well grade levels. The structure of USCER using feeder schools from elementary, middle, and high schools in the same system will allow such analysis. Finally, the study

could possibly help identify common variables that make some PDS sites successful while others fail. Possible variables to a successful PDS partnership could lie in how participants view the benefits they receive to the contributions they make to the relationship. This study used the *Give-Get Model* (Behringer and McLean, 2002) which has promising implications for program evaluations. The model provides a practical approach to ascertain stakeholder perceptions of levels of commitment to the program. The differences in school-university cultures can produce limitations for both organizations. Establishing clear collaborative goals involving the contributions and benefits of the relationship is significant when examining such key factors in the partnerships.

Background of Professional Development Schools

PDS partnerships are unique and constantly evolving. The concept of the PDS emerged in the 1980s as a potentially significant approach to revitalizing teacher education and reforming K- 12 schooling as efforts were made to create higher educational standards for American public schools (Abdal-Haqq, 1998; Campoy, 2000). During 1980s-1990s, professional development school partnerships primarily focused on establishing programs and seeing how they worked. Now there appears to be a consensus that collaborative efforts should be clearer and have more defined roles. They should fully emphasize student learning, quality teaching, and should be organized as learning communities (Holmes Group, 1990; Abdal-Haqq, 1997; Teitel, 2004). Most PDSs function with three main goals: to improve teaching and learning for P-12 students, for pre-service teachers, and for in-service educators at both the school and university (Levine, 1992). Additionally, these partnerships should have overlapping connections

among teacher education, professional development, research and inquiry, and student learning. See Figure 1.

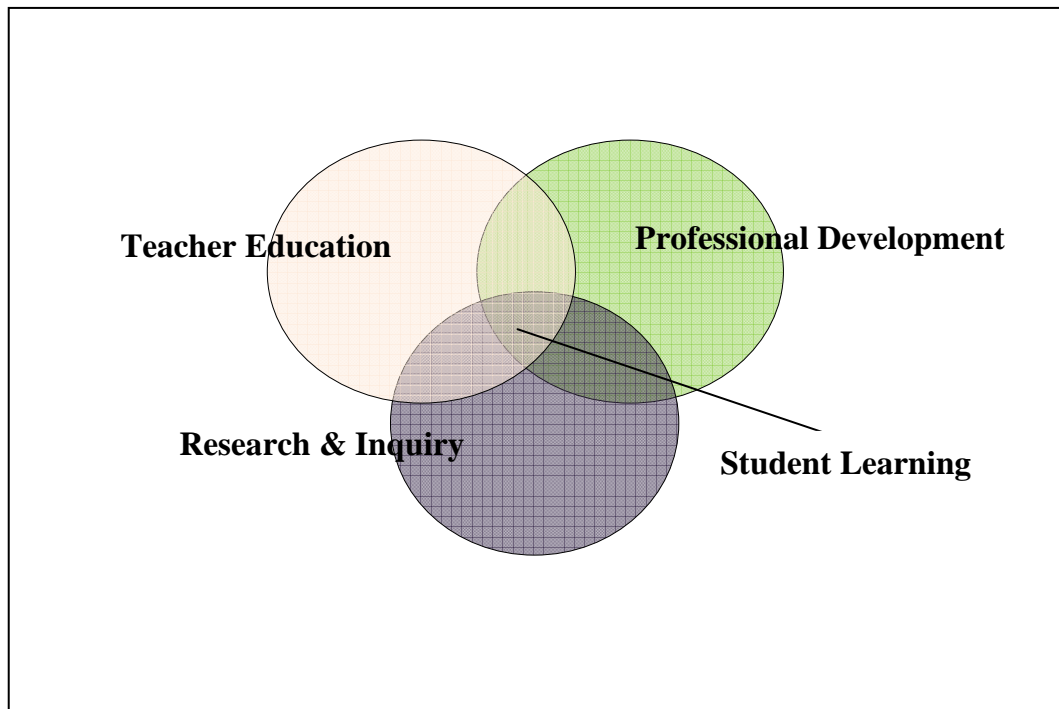


Figure 1. Functions of a PDS (Levine)

Early indications were that collaborative partnerships between institutions of higher learning and K-12 schools are important to teacher education and student learning (Teitel, 2004; Castle, Fox & Souder, 2006).

Another major topic in university-school partnerships is whether or not a program should be labeled a PDS. As a result, numerous educators, program evaluators, and researchers have constructed their own working definitions. Castle, Fox, and Souder (2006) define PDSs as clinical field sites where the partners work together to improve teacher education, the professional development of practicing teachers, student achievement, and to conduct research. The American Association of Colleges for Teacher Education (2004) proclaimed that a PDS is a learning organization of schools with common goals of maximizing the performance and achievement of students, preparing

quality school personnel, and enhancing the professional development of novice and veteran teachers. Levine (2002) described a PDS as a relationship designed to better prepare high- quality teacher candidates. Most agree that the results of the collaborative relationship should include improved teaching and learning. Peters (2002) defined collaboration as “a process that utilized resources, power, authority, interest, and people from each organization to create a new organization entity for the purpose of achieving commons goals” (p. 56). The differences typically occur in the structure and activities of each individual program. For the purpose of this study a PDS was defined as a formalized, collaborative relationship between the college of education and school system designed to improve teaching and learning. There are several factors, such as the pressure of standardized testing in the school environment and unclear program goals that have been identified as blocking the success of these partnerships and preventing them from reaching their potential (Johnson, Willeke & Steiner, 1998).

Professional Development School Partnership Standards

Although producing careful documentation and assessment of PDS partnerships is often difficult, several groups have created guidelines and goals to help establish criteria for program assessment. The groups tend to agree on several PDS goals and standards.

Two of the most visible organizations are the Holmes Partnership and NCATE.

The Holmes Partnership

In an effort to reform education through the use of PDSs, the Holmes Group proposed its vision to help build relationships between schools and teacher training institutions. In 1986, the Holmes Group set forth their vision of good teaching, recommending an agenda of actions in the publication *Tomorrow's Teachers* (1986).

The Holmes Group later became the Holmes Partnership, symbolizing more inclusive membership and mission. Later, in another publication *Tomorrow's Schools* (1990), the group put forth its recommendation of what should be accomplished by PDSs, which consisted of six basic principles deemed as central. The principles were detailed as: (1) curriculum and instruction should allow all students to seriously participate in learning for understanding, resulting in learning for a lifetime; (2) PDSs should attempt to organize classrooms and schools as learning communities for the benefit of all students; (3) A commitment should be made so that teaching and learning is intended for everybody's children in an effort to overcome educational and social barriers; (4) All adults involved in the PDSs are expected to go on learning as well as the students; (5) There should be thoughtful long-term inquiry into teaching and learning, whereby the PDS faculty working as partners promotes reflection and research on practice as a central aspect of the relationship; and (6) The principles demand profound changes calling for the invention of a new institution as a different kind of organization structure, resulting in better preparation for school faculty (Holmes Group, 1990).

Despite the Holmes concept about PDSs, no official criteria are being used for justification and determination of whether or not a program should be deemed a PDS (Reed, Kochan, Ross, & Kunckel, 2001). Additionally, while the concept has had great appeal for teacher educators, pre-service teachers, and administrators, critics have raised serious questions as to its viability (Gardner & Libde, 1995). Most of the initial criticism focused on Holmes' comparison of teachers to medical doctors. Some argued that teaching cannot be professionalized to follow medicine's example because of its low level on the occupational hierarchy (Cornbleth, 1988; Cornbleth & Gottlieb, 1989). Other

critics saw it as elitism for some teachers to be labeled professional and not others based on PDS participation and argued that the notion a school can become a learning community is naïve due to the established roles of PDS stakeholders (Judge, 1988; Barth, 1988).

National Council for Accreditation of Teacher Education (NCATE)

More recently, NCATE has developed defining characteristics of PDSs similar to the Holmes concept. Despite the early criticism of comparing PDSs to teaching hospitals, NCATE argues that “As practicing professions, both teaching and medicine require a sound academic program and intense clinical preparation” (NCATE, 1997-2008, ¶ 2). It maintains that both classrooms and hospitals provide real-world settings and support in which practice takes place. NCATE recommends the following characteristics for PDSs :

- (1) They should be learning communities that address unique environments that support professionals and children’s learning;
- (2) A PDS should uphold professional standards of teaching and learning through accountability and quality assurance;
- (3) There should be collaboration which addresses the development and implementation of a unique university/school community;
- (4) PDSs should prepare professionals to meet the needs of diverse learners; and
- (5) Structures, resources, and roles should be in place, created, and used so that a PDS partnership can support its work (NCATE, 1997-2008).

Although these guidelines as well as Holmes could help define minimum standards for PDSs, few of these standards have been applied to existing evaluation studies (Teitel, 2001). Utilizing these principles and standards may help diminish the problems of the lack of a universal PDS partnership definition as well as the uniqueness of each program. Within the last few years, however, a significant amount of research

has started to point to the positive impact PDSs have on students, pre-service and experienced educators (Teitel, 2004). But each program has a specific mission with expectations of definite outcomes. Without a measure of accountability PDS partnerships will not survive (Knight, Wiseman, & Conner, 2000).

Background of the Study

University-School Consortium for Educational Renewal

Calls for educational reform to help reduce student achievement gaps and fulfill the need to provide every student with access to competent, caring, and qualified teachers, university-school partnerships have been established throughout this country. The pseudonym, University-School Consortium for Educational Renewal (USCER) is being used to ensure anonymity of the actual PDS), a member of the Holmes Partnership, is one such program. USCER defines a PDS as a public school site that has a formal partnership with the University's College of Education. A major goal of USCER is "to provide support for renewal and long-term change in school and pre-service programs" (USCER, 2008). Established in 1997, USCER was developed and jointly funded by the Rural School System, the Urban School System, and the University, a flagship institution. Prior to this time, faculty and staff from the school systems and the university had collaborated on special projects. Once USCER was formalized, interest in the partnership was open to all pre-K- 12 schools. It first had to be determined that a mutual collaboration between the schools and university was possible. Then, the faculty and staff from the two pre-K-12 institutions had to request interest in becoming partners with the university. Eighty percent of the school faculty and staff had to agree to participate in the partnership, and the university faculty had to agree to and/or commit to the establishment

of the partnership. Originally, two schools became PDSs, a rural high school and an urban magnet school (USCER, 1997). After 11 years, the rural high school is still a PDS site, but the magnet school closed in May 2001, and two rural elementary schools were added. During this time, university faculty taught courses at all the PDS sites; professional development workshops were ongoing; university and PDS faculty co-taught and developed special projects, research, and national conference presentations (USCER, 1997). A few years later, school superintendents decided which schools would be PDS sites.

Currently, the USCER mission is three-fold:

To promote collaboration among faculty members from [The University] of and from the public schools; to develop school-university partnerships for the purpose of simultaneous renewal of the educational programs; and to enhance the success and achievement of all students (USCER, 2008, ¶ 3).

USCER centers on the shared interest and needs at the school sites and the university. Throughout its existence and similar to other PDSs, USCER has undergone several personnel and program changes. Currently, USCER employs an executive director (a member of the University faculty) and a program manager. Two Holmes Scholars, funded by the College of Education, serve as graduate assistants.

The partnerships extend beyond the placement of teacher candidates in the classrooms. Through common agreements, university courses are taught on site at the partner schools; classroom teachers plan and co-teach courses with university faculty; research projects are conducted; professional development is provided for pre-service teachers, in-service teachers and university faculty; and school teachers and university

faculty develop presentations for professional conferences and workshops (USCER, 2008).

The abovementioned USCER activities appear to play an important role and have positive impact on stakeholders at the university and the two school systems. To maintain a constant and continual mutual relationship with common goals, it is important for USCER stakeholders to agree on its purpose, process, and future. Trachtman (2007) suggests that the PDS mission mandates partners to take responsibility, make a commitment, and reallocate resources as necessary to provide the best possible outcomes for all participants, especially students. A primary way to achieve this is through program evaluation and study.

The USCER program is located in a Southeastern city with the average family income \$47,000 in the city and \$57,000 in the county. About 27% of the population has a bachelor's degree or higher (U.S. Census Bureau, 2007). The Urban School System has a total of 12 elementary schools, five middle schools, and five high schools while the Rural School System has 18 elementary schools, eight middle schools, and five high schools. Currently, the USCER partnerships involve 6 schools— 3 in the rural system and 3 in the urban system. The feeder schools (elementary, middle, and high schools in each system) are made up of roughly 4,000 students with similar racial and socioeconomic backgrounds (State Department of Education, 2008). There are site coordinators at each school. Each coordinator plays a key role in planning and implementing consortium activities and initiatives. Initially, focus groups of school teachers and university faculty were formed, but within a few years the groups disbanded due to PDS changes. Then in 2007, focus groups were organized along with a coordinating council to enhance

partnerships and to more specifically address the unique needs of each individual site (USCER, 2008). The University has an enrollment of approximately 27,000 students and more than 2600 are enrolled in the College of Education for 2008-2009.

Table 1

PDS Site Demographics

School	Student Enrollment	Years in PDS	Reduced/ Free Lunch
1 (Rural High)	481	11	55%
2 (Rural Middle)	412	5	72%
3 (Rural Elementary)	492	4	60%
4 (Urban High)	492	4	55%
5 (Urban Middle)	846	3	66%
6 (Urban Elementary)	436	7	82%

School 1 (A Rural High School)

School 1 was the first school to become a PDS partner with the University and continues to participate in numerous USCER activities. The school has 481 students, grades 9 through 12, enrolled. Of that number, 297 students receive free or reduced lunch. African Americans make up 55.9% of the student population with 42% Caucasian, 2% Hispanic, and .46% Asian.

School 2 (A Rural Middle School)

School 2 became a PDS during the 2003-2004 school year. It houses 412 students- grades 6-9. The student population consists of 48.79% African American, 47.57% Caucasian,

and 3.16% Hispanic and .24% Asian. Seventy-two percent of the students are on free and reduced lunch.

School 3 (A Rural Elementary School)

School 3 has a student enrollment of 492 and became a PDS in 2004. Student enrollment consists of 326 Caucasians, 131 African Americans, 25 Hispanics, and 10 classified as having multiple ethnic backgrounds. Of the almost 500 students, 297 are on free and reduced lunch.

School 4 (An Urban High School)

Enrolling 913 students- grades 9-12, School 4 has approximately 73% African Americans, 23% Caucasians, 3% Hispanics, 1% Asians, and .11% Native Americans. This school became a PDS during the 2004-2005 school year. The school is located in a community where the socio-economic status ranges from low to middle with 55% of the students on free and reduced lunch.

School 5 (An Urban Middle School)

School 5 has slowly increased in student enrollment as the population in the eastern section of the city has grown. There are 846 students: 78% African American, 18.5% Caucasian, 2.7% Hispanic/Latino, and .8% Asian and Indian American. Thirty-two percent of the students are served in special education programs, with 16% receiving gifted education. Sixty-six percent of the students are on free and reduced lunch. UMS became a PDS in 2005.

School 6 (An Urban Elementary School)

Located within the city limits, School 6 became a PDS in 2001. Of the 436 students, grades preK-5th, 88.5% is African American, 7.5 % is Hispanic, 2.75% is Caucasian, and .46% is Asian. Eighty-two percent of the students get free or reduced lunch.

Research Questions

USCER Evaluation

The study is an examination of USCER using a combination of standards and principles set by the Holmes Group, NCATE, and the USCER program. The members, structure, goals, resources, and outcome will be included in the study. A major purpose will be to determine empirically program impact based on the perceptions of the partnership stakeholders.

The study was guided by the following questions:

Research Question 1. Is there a difference in the participants' perceptions of the progress of the partnership among school staff and university staff? This question was used to critically examine the core assumptions, purposes, and definitions of the partnership as perceived by all participants and to examine if the partnerships are creating unique learning communities in which all parties feel mutually responsible. It explored the degree to which the participants believe the set national standards and principles for PDS partnerships are important and if being a member of the Holmes Partnership is valuable to USCER.

Research Question 2. Are there differences in teaching practices since the partnership began? Standards guiding PDSs conclude that the partnerships should demonstrate the ability to affect positive changes in the quality of teaching, which should ultimately

improve student achievement (NCATE, 2001; Holmes Group, 1990). This question examines the perceptions of experienced teachers and administrators and the impact, if any; they believe the collaboration has had on educators.

Research Question 3. Do stakeholders believe the PDS standards and program goals are being met as measured by the *Professional Development School Participants'*

Perceptions of Program Progress survey? Assessment of program standards and goals are important to issues of accountability, quality assurance, professional development, and student achievement.

Research Question 4. Are there differences in perceived obstacles to a more successful relationship among the PDS members? This question adds insight about the processes, procedures, roles, expectations, and/or structures that need to be pruned or eliminated for the benefit of the program.

Research Question 5. Is there a difference in beliefs among stakeholders about whether the relationship has changed the culture and behavior of the school and university environments? This question examines the extent, if any, to which the PDS relationship has created a community of educators working collaboratively to reach mutual academic goals. It provides useful information for decision-making about the PDS.

Research Question 6. Is there a difference in program progress perceptions among USCER stakeholders and other PDS partnership stakeholders? This question will help examine the beliefs, attitudes, or opinions about PDS partnerships in general. It also gave USCER participants the opportunity to scrutinize the collaboration using a broader perspective.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The 1983 report *A Nation at Risk* released by the U.S. Department of Education criticized the country for low standards, loss of academic focus, and loss of academic ground to other nations in educating students. It detailed the country's neglect of high academic standards and abandonment of top academic students. Moreover, the widening academic achievement gap between the economically disadvantaged and economically advantaged led to questions about the state of our cities and the interconnectedness of illiteracy, crime rate, teenage pregnancy, and family and community disintegration (Harkavy & Puckett, 1991; Abdal-Haqq, 1998). Failing schools devastated neighborhoods and questions emerged about whether or not institutions of higher learning were fulfilling their civic responsibilities (Harkavy & Puckett, 1991).

It is generally recognized that universities have done precious little to help collapsing urban communities...Universities have been short-sighted because they missed an extraordinary opportunity to work with their communities and to engage in better research, teaching, and service (Harkavy & Puckett, 1991, p. 557).

In an attempt to improve teacher preparation programs, enhance student achievement, and establish better university-school relationships, numerous professional development school partnerships that differed immensely surfaced. Typically, the PDSs were

partnerships between colleges of education and school systems. Most focused on pre-service teachers and little collaborative research were involved. Mostly, the initial goal was to get the partnership up and running (Judge, 1988).

USCER was initially established “to provide mutual benefits to educators and students at a public school and a college of education,” (USCER, 1997, ¶ 1). The group became a member of the Holmes Partnership and adopted similar program goals, objectives, and mission. The partnership was, and still is, an association funded by the two school systems and the university. Although USCER worked with teacher candidates, another priority focus was on in-service teachers collaborating with university faculty.

PDS Research on Teacher Candidates

Much of the PDS research has focused on teacher candidates. One of the functions of professional development schools is to prepare knowledgeable and skillful beginning practitioners (Castle, Fox & Souder, 2006; Teitel, 2004). A common method used to assess the impact of this training is a comparative study of PDS and non-PDS teacher candidates (Fountain, 1997; Telese, 1996; Sandholtz & Wasserman, 2001). There is growing support suggesting that PDS-based teacher preparation of student teachers produces educators who are more competent in areas of instruction, management, and assessment.

In a 2006 study, Castle, Fox and Souder compared 91 PDS and non-PDS elementary teacher candidates from two cohorts. The participants were required to have completed a bachelor’s degree and have a minimum grade point average of 3.0. The admission requirements were the same for both PDS and non-PDS applicants, and

participants were allowed to choose the program. PDS candidates, full-time students, had daytime courses and a year-long internship. Non-PDS candidates were part-time students with evening courses until the student teaching semester.

Assessment tools included student teaching evaluation forms and tapes of student teaching portfolio presentations. Using qualitative and quantitative analysis, researchers found that PDS candidates showed higher levels of ability to assess students using a variety of methods (e.g. observation, communicating with students about their progress, and a variety of assessment methods). Additionally, PDS-trained candidates scored higher on content accuracy and clear instructions as well as classroom management. Researchers concluded that these results indicate that PDS teacher candidates might be able to spend more time on instruction and less on classroom management than the non-PDS trained teacher candidates. These results indicate a need for “teacher preparation that is deliberate and systematic in building connectivity between schools and universities so that teacher candidates can build connectivity between theory and practice” (Castle, Fox, & Souder, 2006, p. 78).

Recently, more teacher candidate research has focused on empirical inquiry of candidate supervision with PDS teacher mentors. The PDS mentors are described as experienced teachers who engage in reflective practice and instructional supervision of teacher candidates over an extended period of time— typically one year (Yendol-Hoppey, 2007; Castle, Fox, & Sounder, 2006). A study conducted by Yendol-Hoppey (2007) concluded that teacher education programs benefit when teacher mentors embrace their role as school-based educators. The school-based educator was conceptualized as

allowing teacher educators to shape and conduct their own work with student teachers as opposed to university supervisors.

Other studies track the changes in philosophy and attitudes of teacher candidates toward teaching by using survey questions before and after field experiences (Telese, 1996). Others, using a similar design, compare developmental stage differences utilizing a teacher needs assessment questionnaire of traditional pre-service teachers and PDS interns within a university's program (Runyan, Parks & Sagehorn, 2000). For the most part, these studies are based on self-report data using survey instruments and focus on self-perceptions of efficacy.

PDS Collaborative Research

Teachers and university faculty are conducting collaborative PDS research designed to bring about renewal and restructuring of public schools (Mebane & Galassi, 2003). Two criticisms of educational studies, conducted by university researchers over the years, have been that the research is oftentimes irrelevant to practice and is not easily accessible to practitioners (Galassi, White, Vesilind, & Bryan, 2001). Clearly, there are some noted obstacles in constructing collaborative research. First, the incentives for participation in collaborative research are different for teachers and university faculty. For university faculty the incentives may be potential publication, promotion, or tenure, and the teacher may feel like the "subject" of the research instead of an equal partner (Mebane & Galassi, 2003; Galassi, White, Vesilind, & Bryan, 2001; Teitel, 1998). Also, in some PDS partnerships, the university is viewed as a privileged partner, reaping the benefits of the research, which is often viewed as irrelevant and of little practical daily use to practitioners (Milbrandt, 2002). Preferably, collaborative educational research

should be conducted by both teachers and researchers focused on school-based questions (Holmes Group, 1990; Galassi, White, Vesilind, & Bryan, 2001). In contrast to traditional research where university faculty have the primary or sole responsibility for research topic and design, collaborative research provides public school personnel a more active role. Basically, all phases of the research are shared, although one party may have primary responsibility. At times when collaborative teams have conducted the research, there are few authors who have documented the impact of these studies (Mebane & Galassi, 2003; Valli, Cooper, & Frankes, 1997). Documented PDS research conducted by collaborative teams is critical for the improvement of teaching and learning (Galassi, White, Vesilind, & Bryan, 2001; Metcalf-Turner & Fischetti, 1996).

Researchers (Mebane & Galassi, 2003) investigated the effects of group and task variables on perceived team learning by public school and university participants. As a result they documented the importance of group dynamics, group leadership, and group process. The participants consisted of school teachers and administrator and university faculty members and graduate students. The PDS consisted of book discussions, other school or program visitations, survey development, and within-school professional development presentations for professional growth. The participants selected their own areas for professional development. Both school and university facilitators with expertise were sought to conduct the sessions, but co-leadership was not always possible. Like similar studies, the findings show a high correlation between feelings of trust, being able to risk sharing thoughts and ideas, and perceived individual growth in the groups. Mebane and Galassi argued that PDS participants are not aware of the basic principles of

group dynamics, and educators need to consider the unique characteristics of group participants, who are mostly school teachers.

PDS Research on Multiple Stakeholders

The input and perceptions of classroom teachers, university faculty and administrators from participating institutions are important aspects to measure when examining program impact. Experienced educators play an important role in most PDS partnerships. “Over the past several years, a new consensus has emerged that teacher quality is one of the most, if not the most, significant factor in students’ achievement and educational improvement” (Cochran-Smith, 2006, p. 106). Bullough, Kauchak, Crow, Hobbs, and Stokes (1997) documented the changes in teachers and principals in their views of their teaching practice and self-reflection using interviews, but found only moderate changes. Other researchers have combined a Likert-type survey with follow-up interviews to measure self-efficacy, empowerment, and participants’ perceptions of the PDS impacts on school and students (Campbell et al., 1996; Cole & Knowles, 1993).

Linek, Fleener, Fazio, Raine, Dugan, Bolton, and Williams (2001) documented gains in student outcomes as a result of changes in teacher behaviors and beliefs, shifts in professional development, and collaboration associated with being a PDS. The PDS targeted three areas of focus: improving student achievement, providing faculty development, and implementing a new program for pre-service teacher education. The study cited the outcomes in all three areas. First, facilitators used scores on the Texas Assessment of Academic Skills (TAAS) to document impact over a period of time. Texas schools were rated as low-performing, acceptable, recognized, or exemplary. The targeted PDSs were classified as low-performing, the lowest ranking on the statewide

accountability rating prior to program implementation. The schools were selected because of their low performance ratings and highest percentages of students on free and reduced lunch. After a four year period, each of the PDSs improved their rating, receiving an exemplary status.

Secondly, the passing rate of the pre-service teachers on professional development measures increased by 5% after one year. Using theory, practice, and context, pre-service teachers were exposed to activities designed to help them establish classroom practices and procedures by experiencing multiple roles and responsibilities required of in-service teachers. Formal ratings were collected at the end of both the internship and the residency semesters. After completing the program, the pre-service teachers stated that they felt well prepared and confident to enter the teaching profession. And the schools that helped prepare the teacher candidates were eager to hire them.

Thirdly, researchers cited shifts in the degree of respect experienced teachers demonstrated for their students. For example, teachers began extending classroom discussions with higher level questions and encouraging diverse answers. Teachers began making comments like, “I expect all students to be successful” (p. 16). Interviews and observations of the same classrooms were made over a two-year period. According to the authors, the teachers showed an increased ability and awareness of how to monitor and meet the needs of individual students.

Linek, Fleener, Fazio, and Rain (2001) concluded that “valuing all participants from day one, consistently giving all participants voice and choice, teaming, administrators that are willing to empower their faculty members and focusing on public

school students and learning” (p. 20) are the characteristics that made the program successful.

Other researchers have developed and applied their own PDS assessments linking them to specific program formation, structure, organization, and expected program outcomes. Typically, they utilize four-column models designed to link PDS activity (e.g. technology integration) with the role it plays in the partnership (e.g. providing enrichment for reading across the curriculum) (Brown, Natale, & Coates, 2003). Once again, list all authors.

In professional development partnerships, classroom teachers, university faculty and administrators typically gain meaningful experiences and insights through collective efforts to improve teaching and learning. But formalized assessment of university faculty and school administrators has not been heavily studied nor documented (Teitel, 2004). Still, measuring the impact of PDSs on experienced educators beyond self reports has been hard.

To that end, several conceptual models have been designed and most are based on and assess standards set by the Holmes Group and NCATE. Teitel (2003) created the *Student Learning Pyramid* model. See Figure 2. His model, aligned with the five NCATE PDS standards, shows how PDS processes are foundational and is ultimately successful through changes in teaching, learning, and leadership. Teitel argues that student learning in a PDS partnership is enhanced in three ways: better pre-service teacher preparation and their enhanced roles with P-12 students inside and outside of the classroom; professional development and other experiences of faculty, staff, and administrators at schools and

universities when engaging and focused on student learning and through student engagement in an improved learning environment.

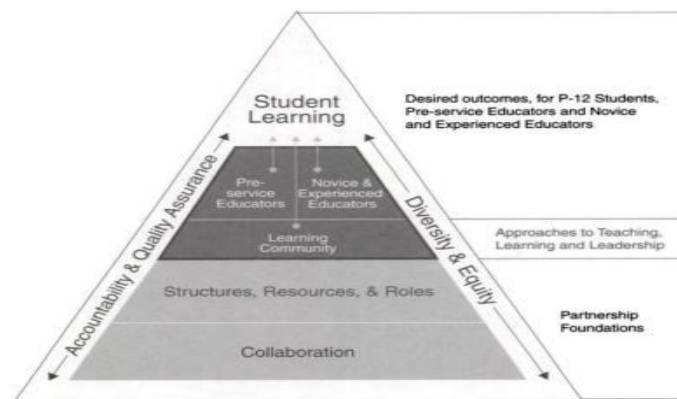


Figure 2. Student Learning Pyramid Model (Teitel, 2003)

PDS Impacts

Using the *Student Learning Pyramid*, Castle, Arends, and Rockwood (2008) found that PDS impacts may be strongest when their supported initiatives are tied to the priorities of the school, the needs of the teachers in implementing new teaching strategies, and the specific needs of the student population. In a six-year study, the researchers examined the impact of a PDS school on student learning. The PDS school and a control school were matched on variables such as student achievement and demographics. The control school, chosen by the school district, was considered low-performing, as was the PDS. Both had a state mandate to increase student performance by 10%.

The researchers mapped out PDS development and student learning using the *Student Learning Pyramid*. The researchers sought to connect student impact to the PDS by examining the systematic approach and implementation of activities and decision

points. For example, teachers were involved in and a part of the research and specifically wanted a research agenda that focused on the unique practical needs of the school.

Castle, Arends, and Rockwood found that when compared to the control school, the PDS increased the percentage of students at master level to a greater extent, reduced the percentage of students at the intervention level. The findings indicate a higher level of student learning, particularly for low performing students. The authors suggest that these results support a strong case for the need for PDS work in high needs schools.

Similarly to other partnerships, PDSs succeed only when all stakeholders believe that their investment of financial resources, time, and energy are ample. Consequently, the continuation of university-school partnerships may depend on what partners know about the impact the collaboration has on students and also how the participants demonstrate advantages and benefits associated with the partnership (Knight, Fox & Sounder, 2000). Nevertheless, showing PDS impact directly related to student achievement is somewhat difficult.

Knight, Wiseman, and Conner (2000) argue that field research that measures student learning is “difficult and fraught with pitfalls” because standardized tests, which are easy to obtain, may be too far removed from the focus and activities of the PDSs (p. 26). The researchers add that it is difficult to isolate specific variables in PDSs that can be directly related to student outcomes. But there are studies outlining the perceived benefits for school and university faculty in joint partnerships (Abdal-Haqq, 1998; Darling-Hammond, 1992; Shroyer, Yahnke, Bennett, & Dunn, 2007). However, studies have shown that educator individual and collective efficacy is strongly related to student performance (Bandura, 1997; Goddard, Hoy, & Woolfolk, 2000). Using social cognitive

theory, which suggests the control individuals and groups exert over their lives is influenced by their perceptions of their capability or efficacy, Goddard (2007) found support of the theory at the group level. The researcher suggests that collective efficacy perceptions are “positively and significantly related to differences among schools in student achievement” (p. 467).

Since the PDS movements of the 1990s, programs have changed and so has the research documenting school-university impacts on student learning, pre-service and in-service teachers. But if these partnerships are to remain successful and accountable, all participants must be included in the research. The perceptions, roles, benefits, and contributions of school administrators and university faculty and staff should be integrated in the research. Although there is more data linking PDS collaboration to improved teaching and learning, more research is needed because of the uniqueness of each program; all PDSs are not created equally. Collecting data on individual PDSs can add to the research on program effectiveness.

The study of USCER will add to the existing research on school-university partnership and can possibly supply data to help shape the decisions made about program development and partnership structures. As previous research attests, collaborative efforts in PDSs should be a commitment that involves input from all stakeholders (Mebane & Galassi, 2003; NCATE, 2001). This study was designed to examine the partnerships, and if they are creating unique learning communities in which all participants feel mutually responsible. The perceptions of experienced teachers and administrators on the impact of the partnership were examined. Awareness of program goals and progress is a vital part of that collaboration and commitment.

For this study the null hypotheses was as follows: There is no difference in participants' perceptions of the progress of the partnership among school staff and university staff; there is no difference in stakeholders' beliefs about the status of the program goals; there is no difference in perceptions of cultural and behavioral changes in the environments, and there is no difference in program progress perceptions among USCER stakeholders and similar PDS partnership.

CHAPTER 3

RESEARCH METHODS

Overview

This chapter addresses the methods used in the study, including the background of the study and the conceptual framework. To more fully appreciate the study, it is important that the background and the role of the researcher is described. In addition, study participants, procedures, data collection tools, and the study design are described. Finally, the data analysis techniques for each research question are presented.

Role of the Researcher

The investigator of this study is not only a former teacher but also a Holmes Scholar and graduate assistant for USCER. This unique position presents the investigator with advantages as well as difficulties. The investigator taught secondary language arts for 11 years, worked at one of the USCER schools as an academic counselor for a year and a half, and teaches an orientation to teaching class at the university. As a participant of USCER, the researcher has worked with and knows many of the partnership stakeholders. The researcher's USCER duties include helping to plan and facilitate meetings and workshops, designing surveys, researching various topics, helping to write grants, and serving on a literacy task force. The meetings and workshops have been with elementary, middle, and high school teachers and administrators, parents and community leaders, USCER staff and university faculty. The Holmes scholar activities include attending conferences and summer support sessions and networking with other scholars and Holmes Alumni. Therefore, the researcher can identify what she knows about

USCER and educational practices to help elucidate better understanding of the dynamics of the partnership while accepting the idea that there is also an empirical-analytical role which requires looking at the realities and trying to understand the complexities of the generated data. The goal was to remain a passive observer rather than an observer-participant.

The Study

This study was designed to explore participants' perceptions of a school-university partnership. It used a mixed methods design in that both qualitative and quantitative methods were employed. Utilizing both methods simultaneously addresses confirmatory and exploratory questions while providing better inferences and opportunities for a greater variety of divergent views (Teddlie & Tashakkori, 2009).

A major advantage of mixed methods research is that it enables the researcher to simultaneously ask confirmatory and exploratory questions and therefore verify and generate theory in the same study (Teddlie & Tashakkori, 2009, p. 33).

Quantitatively, the survey component of the study containing predetermined questions that were statistically analyzed. Specifically the study used the *Professional Development School Participants' Perceptions of Program Progress* (Smith, 2008) survey. Qualitative analysis of the *Interview Protocol* (Smith, 2008) containing open-ended questions was used to further investigate the beliefs, opinions, and perceptions of selected PDS members who were actively involved in a school-university partnership.

Background of Study

The Conceptual Framework for Professional Development School Evaluations (Table 2) was developed using a combination of PDS standards set by PDS experts and

researchers and based on goals of individual program partnerships (Petrosko & Munoz, 2002; NCATE, 2001; Holmes, 1990). The evaluation components assessed the nature of the partnership, the establishment of a learning community, equity and diversity for teaching and learning, and accountability to stakeholders as well as the public. There are four levels of development: beginning, developing, target, and advanced. The survey was designed to ascertain stakeholders' perceptions in the four areas with seven items for each level. The breakdown of the items and evaluation components helped determine the perceived levels of the PDS and stakeholders' view of the partnerships. The desired outcome for a highly functioning school-university partnership was a symbiotic relationship that creates connections between the institutions that help reform education (Trachtman, 2007). The partnership should be a unique environment that fosters student and professional learning with clear evidence that the program strategies and methods have evolved. An advanced PDS partnership should also prepare professionals to meet the needs of diverse learners by providing personalized teaching and learning for all students. And PDS partners should uphold professional standards for teaching and learning and be accountable to themselves as well as the public (Petrosko & Munoz, 2002; NCATE, 2001; Holmes, 1990). See Table 2. A survey was designed to ascertain stakeholders' perceptions in the four areas to examine the level of perceived progression.

Table 2

Conceptual Framework for Professional Development School Evaluations (Petrosko & Munoz, 2002; NCATE, 2001; Holmes, 1990).

Evaluation Component	Beginning	Developing	Target	Advanced	Desired Outcomes
Nature of Partnership					Symbiotic Relationship
Learning Community					Unique Environment fostering student and professional learning
Equity and Diversity					Personalized teaching and learning for all students
Accountability					Partners accountable to themselves and the public for upholding professional standards for teaching and learning

Beginning

Even at the beginning stage of a PDS partnership, all stakeholders should share similar beliefs, verbal commitments, and plans for the partnership. All participants should be committed to the key concepts and the desired outcomes as described in the mission statement and program purpose.

Developing

At the developing stage, the institutions should already be engaged in PDS work in numerous ways. There is evidence of collaboration among institutions. The PDS is pursuing the mission and objectives.

Target

At this level there is a true partnership where the PDS work is expected and supported by all participants. There have been procedure and/or policy changes that reflect the integration of the activities which support the schools and university needs.

Advanced

At the advanced stage, the PDS partnership has reached its potential impact in several areas. The partnership can now be extended to impact the broader education community.

Determining Scales in the Instrument

Participants from the 3 partnerships ($N = 108$) selected *strongly agree*, *agree*, *disagree*, or *strongly disagree* in response to 28 items on the *Professional Development School Participants' Perceptions of Program Progress* to determine the PDS level of progression—beginning, developing, target, or advanced. The 28 items were divided into four scales (Nature of the Partnership, Establishing a Learning Community, Equity and Diversity, and Accountability) each with seven items based on the recommendations of a set of judges (see Table 4, Chapter 3). Numeric scores were assigned using the range around the target score (a mean score of 3.5). The range for a beginning level was 0 – but < 1.5; developing ranged from 1.5 – but < 2.5; a range of 2.5 – but < 3.5 constituted a target level and 3.5 – 4.0 defined an advanced level.

Nature of the Partnership

To study the existence of an established, effective collaborative partnership, the researcher initially examined the program standards set forth by Holmes and NCATE for an effective partnership. The potential impact of dynamic professional development school partnerships can strategically create connections between higher education and public schools that can reform education (Holmes, 1990; Trachtman, 2007). This university-school relationship should develop and implement a unique community that mutually shares responsibility for the program (NCATE, 2001).

In examining the roles that each party plays in the relationship, the PDS should promote collaboration among faculty members from participating institutions for the purpose of educational renewal (USCER, 1997). Although a PDS partnership should be a symbiotic relationship, it should include mutual interdependence and reciprocal benefits. According to Borthwich, Stirling, Nauman and Cook (2003), the dynamic nature of a PDS partnership should reveal stages or levels of interdependence, which should include cooperation, coordination, and collaboration. “PDSs need to be able to show how they create contexts for structural, organizational, and cultural changes that support improved approaches to teaching, learning, and leadership in schools” (Teitel, 2001, p. 61).

Establishment of a Learning Community

A key to developing and maintaining a successful PDS partnership, and perhaps one of the most complex, is the establishment of a learning community within and between schools and universities. The partnerships should provide unique environments that foster student and professional learning (Holmes Group, 1990). Additionally, there should be clear evidence that distinct approaches, methods or philosophies have evolved for the teacher preparation activities; that these approaches are being integrated into the university mainstream; and finally, there must be evidence of a long-lasting impact with institutionalized structures in place to support them (Teitel, 2001). Essentially, a learning community must also be an unlearning community, whereby, structures and activities should be improved or cut out when they no longer work or cease to meet the program’s mission.

Part of the complexity of creating a school-university learning community involves the vastly different environments between schools and universities and possibly

different perceptions of the value of the partnerships (Wagner, 1997). Individual outcome expectations of school teachers and administrators, and university faculty and staff are frequently at odds (Teitel, 2001). For example, teachers may see some PDS-related projects as more work for them in addition to the numerous demands on their daily classroom activities and of little relevance to their teaching practices. Professors may feel the project is important in improving teaching and learning and that teachers should want to improve their craft. Without constant and sustained collaborative efforts from both groups, creating a successful learning community will not be possible.

According to USCER, part of its mission is to provide opportunities for university and public school teachers to collaborate and develop pre-service curriculum and programs, provide chances for teachers to develop leadership skills, and to create classroom settings for pre-service teachers (USCER, 1997). The apparent goal is to create a learning community made up of school and university environments and personnel.

Although the roles may be different for school and university participants, the goals should be generally the same with a joint commitment to the activities, and each stakeholder should feel as if he/she is an integral part of the team and is seen as equals in the decision-making process. The perceived value of the partnership from all perspectives is vital and so is an awareness of any obstacles that are preventing a successful relationship.

Equity and Diversity

As part of the design of PDS partnerships, experts agree that it is the responsibility of the group to prepare professionals to meet the needs of diverse learners so that teaching and learning is personalized and all learners, regardless of social barriers,

are recipients of school environments that foster effective teaching and learning (NCATE, 2001; Holmes Group, 1987). The Holmes Group vehemently advocated educational change that would address student learning for every child (1987). And while determining teacher quality is vague at times, a new consensus is that teacher quality is one of the most important factors for student achievement and improvement (Cochran-Smith, 2006).

Student Learning. In 1996 the National Commission on Teaching and America's Future (NCTAF) challenged the nation to provide every American student his or her birthright which includes access to competent, caring, and qualified teachers to make student success attainable (NCTAF, 1996). But the success of student achievement does not rest solely on the shoulders of teachers, but also on other adults involved in and outside of the school setting, including administrators, school and university educators as well as policymakers who decide which programs to fund and which ones to cut.

Accountability

The significance of accountability is found throughout the standards and principles created by Holmes and NCATE, but more directly stated, "PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning" (NCATE, 2001, p.13). Research and assessment are vital in showing program accountability. Collaborative research that examines the relationship between teachers and university faculty in the PDSs is critical (Metcalf-Turner & Fischetti, 1996).

A criticism of educational research is that it is often one-sided with K-12 teachers feeling as if they are the subjects rather than collaborative participants in the

process. Research offers different incentives for teachers and university faculty. For the teachers, research can help them learn more about and improve their practice, increase their individual and collective self efficacy, and position them on the cutting edge of education (Galassi et al., 2001). For the university faculty, research can play a role in promotion or tenure, publication, and professional development that allows them to use field-based methodologies (Galassi et al., 2001 and Rafferty, 1994). Regardless of motivation, “PDS research is seen as a way to resolve some of the tension between schools and universalities and is modeled on a collaborative action research framework. Research problems are to be mutually defined and collaboratively investigated” (Teitel, 1998, p. 46).

Additionally, a theoretical model that recognizes and legitimizes stakeholders’ involvement will help explain key aspects of the partnership (Behringer and McLean, 2002). The *Give-Get Model* asserts that partnerships should entail extensive involvement by all parties and provides an organizational framework for examining the involvement (King, Williams, Howard, Profitt, Belcher & McLean., 2004). *The Give-Get Model* is a two step framework approach; the first step is defining and clarifying stakeholder contributions and the benefits of the partnership. Secondly, it provides a formative and summative process for program evaluation (McLean and Behringer, 2008). This “model draws upon social psychology, business practice, and community development theories” (McLean and Behringer, 2008, p. 4). See Table 3.

Table 3

The Give-Get Grid Model for University-School Partnerships (McLean and Behringer, 2002)

Partner	Gives	Gets
University	University Contributions	University Benefits
City School	City School Contributions	City School Benefits
County School	County School Contributions	County School Benefits

The contributions (gives) and benefits (gets) were supplied by the stakeholders and ranked based on perceived priority.

Research Design

The study used a cross-sectional survey research method, whereby the data collected reflect current perceptions, beliefs, or opinions rather than a longitudinal approach. Two benefits of this design are the short data collection period and the non-attrition of the participants (Creswell, 2002). It included both quantitative and qualitative methods. Each method presents ways of asking questions instead of merely being different ways to achieve the same end (Hathaway, 1995). A survey can point to a problem or a need while open-ended questions can help explain why the problem or need exists (McCracken, 1988).

The instrument was designed to: a) examine the roles and experiences of the PDS participants, b) to study respondents' perceptions concerning the association with USCER, and c) to determine the perceived level of the partnership and the contributions

of and benefits to each institution by utilizing the *Conceptual Framework for Professional Development School Evaluations* ((Teitel, 2004; NCATE, 2001; Holmes, 1990) and the *Give-Get Model* (McLean and Behringer, 2002). The inquiry examined the perceived progress in terms of *The Professional Development School Participants' Perceptions of Program Progress*, a 28-item Likert type instrument, is a researcher constructed scale using the combined PDS standards set forth by NCATE (2001), the Holmes Group (1990), and USCER (2007).

Quantitatively, the survey provided numeric descriptions of the perceptions of the PDS partnership. Qualitative analysis of open-ended questions found in the survey was used to further probe the answers from the instrument.

In addition, the *Interview Protocol* was used. Grounded theory methodology will be used to develop codes, categories, and themes rather than imposing predetermined classifications on the data (Glaser & Strauss, 1967). The open-ended questions address issues of changes in teaching practices and obstacles to a better partnership.

Method

Participants

The participants were recommended by either a Holmes scholar or a program facilitator and recruited because of their involvement in the three specific PDS programs located in the Southeastern part of the United States. For the USCER portion, the study included three schools in the urban system, three schools in the rural system, and the university. The information was gathered via participants from 2 elementary, 2 middle, and 2 high schools as well as the university. The 6 professional development schools' faculty and staff were considered a part of PDS partnership that included approximately

300 employees; but only a small fraction (about 70 members) were active in partnership activities that included experienced educators rather than teacher candidates. Of 300 online surveys sent to this group, 18 were sent to school administrators and the rest were sent to k-12 teachers. Additionally, 17 surveys were sent to university staff, professors, and administrators. Similarly, university members were recruited based on their active involvement in USCER projects/activities that included experienced educators– the focus of this study. Various partnership programs provided resources such as university tutors, professional development and collaboration, financial support for projects, and materials and supplies.

The participants were university faculty who are involved or have been in USCER activities, current and former USCER staff, teachers, school staff, board members, school site coordinators, members of the coordinating council and the task forces, principals, and superintendents. Forty-seven teachers, eight school administrators and staff, and 13 university professors and staff completed the online survey– for a total of 68 participants.

An additional aspect of the study involved 40 school teachers and administrators and university personnel from two other PDS locations. The joint venture at University Partnership 2 was formed in the mid- 1980s, but was restructured in 2007. The partnership consists of the university and four elementary schools. Most of the collaborative activities involved university pre-service teachers. There were four liaisons with duties ranging from mentoring, training, and advising student teachers to providing resources to cooperating teachers (University 2 Website; Personal Interview). The participants adopted the original 6 Holmes Group goals: 1) to teach for student understanding that will last a lifetime, 2) to organize schools and classrooms a learning

communities, 3) to include learning goals for everybody's children, 4) to teach adults as well as children, 5) to focus on reflection and inquiry, and 6) to create a new organizational structure for the school (Holmes, 1987). The PDS has received several education grants. Participants were recruited because of their involvement in the school-university partnerships. The survey was made available to 260 partners at University 2. Twenty-five University 2 participants completed the survey. Teacher participants made up 76% of the responses; school administrators 18%, and university staff 6%. Seventy-one percent of the respondents have been with the partnership for less than one year, 24% between one and two years, and 6% between 3-4 years.

University Partnership 3 was originally formed in 1990 but reestablished the university-school partnership in 2006. Although much of the work is with pre-service teachers, the partnership includes work with university staff and school administrators from eight different districts. The group's mission is to also implement goals set by the Holmes Group. Out of the 30 surveys sent to this group, 15 members completed the instrument. School administrators made up 53% of the respondents and university staff and professors made up 47%. Teaching experience was evenly matched: 25% with 3-5 years, 25% with 6-10 years, 25% for 16-20 years, and 25% with 20+ years. Twenty-five percent of the group had been involved in the partnership for less than one year, 50% between 3-4 years, and 25% had ten+ years in the partnership.

Informed Consent

The study protocol was sent to the University's Internal Review Board (IRB) for research approval. The researcher received IRB approval and then sought approval from the school systems. After obtaining written approval from the two USCER school

districts, the researcher emailed an information letter containing the online survey link address to the principals of each PDS site; the principals then forwarded the email to teachers and other administrators. Prior to the researcher's email to principals, the assistant superintendents from both school systems notified their principals of the approved study. Additionally, the researcher obtained signed consent forms from each USCER participant who completed the *Interview Protocol* qualitative questionnaire.

Part three of the study involved other PDS programs. The researcher subscribed to the University of South Carolina's Professional Development School list server. Through the list serv, the researcher sent a mass email asking for voluntary participation in the study from PDS programs in the Southeastern part of the country. Three specific programs were then identified and their PDS participants were then notified through personal emails and by telephone. With the help of Holmes Scholars in three different PDS partnerships, the researcher sent an additional 260 surveys. Twenty-five participants responded from one program, 15 from another, and only 2 from the third location.

Data Analysis

Data collected using the *Qualtrics Surveys* and email surveys were downloaded and entered into SPSS v. 16. Responses to the questionnaire were transcribed and coded as interviews were completed. The purpose of the survey research was to generalize from a sample to a population so that inferences could be made about characteristics of the population (Creswell, 2002). For the first part of the study, the dependent variables were the items in the four categories on the survey instrument: nature of the partnership, establishment of a learning community, equity and diversity, and accountability. The independent variables were the partnership affiliations: school personnel compared to

university employees. For part three, the dependent variables were the categorized survey items –same as for part one, but the independent variables were the stakeholders in each of the three PDSs. The researcher ran one way analyses of variance (ANOVA) to test for mean differences for Research Questions 1, 3, 4, 5, and 6. The open-ended questionnaire helped to explain the themes that emerged. These results were content analyzed using grounded theory for Research Questions 2 and 4.

Procedure

The study consisted of three parts. First, the *Professional Development School Participants' Perceptions of Program Progress* survey was administered to all USCER participants. This assessment helped measure stakeholders' opinions on the progress of the partnership, if they believe the program goals are being met, and if the relationship has changed the culture and behavior of the school and university environments. Qualitative data were gathered on school and university demographics and USCER background information.

Part two of the study involved qualitative data collected to examine a possible change in teaching practices as a result of the PDS partnership and perceived obstacles to a more successful relationship. The *Teacher Interview Protocol* contains open-ended questions and was administered to school and university teachers who have participated in the partnership three years or more.

Part three involved comparisons of similar PDS programs. Because of the uniqueness of each program, the researcher used stakeholders' perceptions to examine the progress of the PDS by using the *Conceptual Framework for Professional Development School Evaluations* (Petrosko & Munoz, 2002; NCATE, 2001; Holmes, 1990) and the

Give-Get Grid Model for University-School Partnerships (McLean and Behringer, 2002). *The Professional Development School Participants' Perceptions of Program Progress* was administered to PDS participants from urban and rural areas and members of the Holmes Partnership online list of PDS sites located in the Southeastern part of the United States. The researcher obtained information through phone interviews, personal interviews, and email correspondence. The information included institution types, school types, geographic location, job title, and PDS experience and duration. The survey was self-administered online using *Qualtrics Surveys* and surveys completed by e-mail correspondence.

Preliminary Data Analysis

As a preliminary step to validating the *Professional Development School Participants' Perceptions of Program Progress* survey, the researcher selected a panel of expert judges on Professional Development School partnerships to examine the scale items, determine if they were appropriate, and fit each item into its proper category. The four categories are the nature of the partnership, the establishment of a learning community, equity and diversity, and accountability.

Materials

The *Professional Development School Participants' Perceptions of Program Progress*. The panel of judges was made up of three former USCER directors, one current director, a program manager, a former principal, and a site coordinator. The judges reviewed the Likert-type survey, which contained 46 items. The three objectives were to: categorize the items into one of four areas (nature of the partnership, establishment of a learning community, equity and diversity, and accountability); suggest items that should be

deleted; and recommend ways to reword unclear items. Additionally, three judges cited the items which they perceived as being the best fit for the four categories, based on Holmes Partnership guidelines. For example, they all cited the items “The school and university partners share a mutually beneficial relationship” and “The partnership helps provide training to accommodate students with exceptionalities” as being effective indicators of PDS goals. These judges were consistent, differing by only one or two items. The cited items were also those that none or only one judge suggested deleting. The judges all agreed that the item “I know the goals of the school-university partnership” should remain on the survey.

If a majority (four judges) recommended deleting an item, that item was deleted. An example is the statement “I have been involved in collaborative research with the school and university”; four judges commented that this item would be more beneficial to the research if it were moved to the *Interview Protocol*, where the participants would be able to give specific and detailed feedback. Although two judges suggested deleting the statement “Teaching practice are improving as a result of the partnership,” the researcher felt that, according to Holmes and NCATE, the statement gets to the heart of how a PDS should be assessed. If at least two judges suggested rewording an item for clarity, the item was reworded, using the judges’ suggestions. Several judges suggested changing “The administrators are involved in partnership activities designed to improve learning” to “The administrators are involved in partnership activities.” If a majority categorized an item in a different group other than what was intended, then that item was put into the new category; this was important

because in deciding on the new scale, the researcher decreased the number of items in each category- going from 12 to 7 items per category.

The survey used in the study contained 28 items: 7 items for each of the four categories. The items reflecting the nature of the partnership are numbers 1, 5, 9, 16, 18, 19, and 25; for establishment of a learning community the items are 4, 6, 10, 13, 20, 26, and 28; items representing equity and diversity are 3, 7, 11, 14, 21, 24, and 27; and accountability is reflected by Items 2, 8, 12, 15, 17, 22, and 23. Items 9 and 25 are reverse items: “The structure of the partnership should be updated to meet current PDS needs” and “The partnership has had minimal impact on teaching.” Table 4 shows how the panel of judges categorized the items by percentages. Two of the judges voted to delete Items 5 and 9 which equal 14% for each item.

Table 4
Percentages of Panel Categorizing Survey Items

Survey Item #	Nature of Partnership	Establishment of a Learning Community	Equity and Diversity	Accountability
1	100%	0%	0%	0%
2	14%	0%	0%	86%
3	0%	0%	100%	0%
4	0%	86%	14%	0%
5	72%	14%	0%	0%
6	0%	100%	0%	0%
7	0%	0%	86%	14%
8	0%	0%	0%	100%
9	86%	0%	0%	0%

Table 4
Percentages of Panel Categorizing Survey Items Continued

Survey Item #	Nature of Partnership	Establishment of a Learning Community	Equity and Diversity	Accountability
10	0%	86%	0%	14%
11	0%	0%	100%	0%
12	0%	14%	0%	86%
13	0%	86%	14%	0%
14	0%	0%	100%	0%
15	0%	0%	0%	100%
16	72%	28%	0%	0%
17	14%	14%	0%	72%
18	72%	0%	0%	28%
19	86%	0%	0%	14%
20	0%	100%	0%	0%
21	0%	0%	100%	0%
22	0%	0%	0%	100%
23	0%	0%	0%	100%
24	0%	0%	86%	14%
25	72%	14%	0%	14%
26	28%	72%	0%	0%
27	0%	0%	100%	0%
28	0%	100%	0%	0%

The bolded percentage is the largest response selected for each item. For an item to be included in the scale, at least 50% of the judges had to choose the item for the category.

The scale contains two sections. Section 1 contains 28 quantitative items eliciting responses to topics related to the *Conceptual Framework for Professional Development School Evaluations Model* ((Teitel, 2004; NCATE, 2001; Holmes, 1990), the *Give-Get Model* (McLean and Behringer, 2002), and USCER program goals (2008). The inquiry compared stakeholders' perceptions of the PDS partnership in the following areas: the nature of the partnership, the establishment of a learning community, the presence of equity and diversity, program accountability, institutional contributions, and institutional benefits. The survey rated items on a 4-point scale ranging from 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, and 4 = *strongly agree*. Sample items are: I know the goals of the school- university partnership; the research being generated through the school-university involvement is making a positive impact at my institution; the partnership helps provide resources to address student learning for every child, including learners with special needs; and the collaborative activities of the partnership has improved teaching practices. Section 2 was used to gather demographic information, including participant PDS job title, years of experience, ethnic and cultural background, age, and gender.

The Interview Protocol. The researcher interviewed teachers, who will make up the largest group in the study, and university faculty to gather information about teaching practices. The questions were be used to explain topics in the survey. The first two interview questions directly addressed perceptions of differences in teaching practices as a result of the PDS relationships and perceived obstacles to a more successful partnership. Questions 3 and 4 were added to elicit specific information on the benefits

and contributions to the partnerships. The remaining two questions ask about collaborative research activities and the partnership impact on student learning. Sample questions are: Have teaching practices changed as a result of the school-university partnership? If so, how? And, are there obstacles preventing USCER from a more successful partnership?

Quantitative data from the *Professional Development School Participants' Perceptions of Program Progress* survey were used to generate descriptive and inferential statistics about demographics, structural processes, program commitment, collaborative efforts, and goal consensus and clarity. The specific methods used to answer each research question are presented as follows.

Research Question 1. Is there a difference in the participants' perceptions of the progress of the partnership among school staff and university staff, as measured by the *Professional Development School Participants' Perceptions of Program Progress*? The analysis for this question was used to critically examine if the USCER partnership is progressing as it should as defined by the nature of the partnership and based on multiple perceptions. Perceptions of university and school personnel in both University Partnership 2 and University partnership 3 were also analyzed. Two one way analyses of variance (ANOVA) were used to analyze these data. The independent variable had two levels, school staff and university personnel. The dependent variables were the category scores for categories produced by the instrument. The alpha level was set at .05.

Research Question 2. Are there differences in teaching practices since the partnership began? Both qualitative and quantitative methods were used to examine the analysis for this question. First, the responses to the *Professional Development School Participants'*

Perceptions of Program Progress survey of 108 participants were analyzed using a one way ANOVA. Additionally, one-on-one interviews of 11 USCER participants from the university, the rural school system, and the urban school system were conducted. Using grounded theory, the researcher categorized, coded, and interpreted data using six open-ended questions (Glaser, 2002). The independent variable was the comparison of school and university personnel. The dependent variables were the responses to *Research Question 2*.

Research Question 3. Do stakeholders believe the PDS standards and program goals are being met as measured by the *Professional Development School Participants' Perceptions of Program Progress* survey? First, the analysis for this question was used to examine if the USCER partnership standards and program goals are being met based on stakeholders' perceptions. Secondly, the analysis was used to compare perceptions among all three PDS programs. Descriptive and inferential analysis was gathered by running an ANOVA in SPSS. For this question, the independent variable was the comparison of the school and university personnel in USCER and the total samples for the three university partnerships groups. The dependent variables were the responses to *Research Question 3*.

Research Question 4. Are there differences in perceived obstacles to a more successful relationship among the PDS members? This question added more insight into the perceptions of how the program is progressing and possible challenges hindering further growth. Interviews of the 11 USCER participants were conducted. Grounded theory was used to interpret the data. The independent variable was the group of USCER

participants. The dependent variable was the interview responses to questions on the *Interview Protocol*.

Research Question 5. Is there a difference in beliefs among stakeholders about whether the relationship has changed the culture and behavior of the school and university environments? The analysis for this question was used to examine if USCER stakeholders believe the partnership has changed the culture and behavior of the school and university environments. Secondly, the analysis was used to compare beliefs about the relationship among all three PDS programs. The independent variable was the comparison of the total samples for the three university partnerships groups. The dependent variables were the perceptions of how the relationship has changed the culture and behavior of the school and university environments (*Research Question 5*).

Descriptive and inferential analysis of the *Professional Development School Participants' Perceptions of Program Progress* survey was gathered by running a one way ANOVA in SPSS.

Research Question 6. Is there a difference in program progress perceptions among USCER stakeholders and other PDS partnership stakeholders? The analysis for this question was used to compare the perceptions about program progress among USCER stakeholders, University Partnership 2 stakeholders, and those of University Partnership 3 stakeholders. Information from the *Professional Development School Participants' Perceptions of Program Progress* survey was used to answer this question. A one way ANOVA was utilized. For this question, the dependent variables were the responses to *Research Question 6*, and the independent variable was the comparison of total samples

for the three university partnerships groups on their perceptions about the progress of the programs.

Assumptions

The assumptions for questions 1, 3, 5, and 6 are, using a one way analysis of variance are as follows: (1), the population distributions are normal; (2) the subjects selected are independent; (3) and the variances of the population are equal.

While these are assumptions are checked, the ANOVA procedure has been shown to be very robust except for the most egregious of violations (Zar, 1996).

CHAPTER IV

RESULTS

The purpose of this study was to understand what school-university partners believe about the PDS partnership and to compare the beliefs, attitudes, or opinions of the stakeholders. The main part of the study was to address the impact of the school-university partnership on school culture and possible changes in teaching and learning. The research involved PDS site coordinators, teachers, school staff and administrators, university professors and university staff. Both qualitative and quantitative data were collected and analyzed. The *Professional Development School Participants' Perceptions of Program Progress* was administered to 108 school-university participants from three universities. Eleven USCER participants were interviewed using the *Interview Protocol* questionnaire. The results of the USCER partnership will be discussed first. In the study, the six professional development school faculty and staff were considered a part of PDS partnership, but only a small fraction of the personnel were active in partnership activities. Various programs provided resources such as university tutors, professional development and collaboration, financial support for projects, and materials and supplies.

Description of Demographic Characteristics of USCER

Quantitative research utilized a survey to provide numeric descriptions of the perceptions of the USCER PDS population. Analysis of demographic information was based on $n = 68$. As discussed in Chapter 2, the majority of the student population in the USCER PDS partnership is African American. Of the participants who responded to the

survey, 26% were African American and 73% were Caucasian. Twelve of the respondents were male and 56 female. Thirty-two percent of the educators were between the ages of 31-40, and 32% of the participants were between ages 41-50. Professionals with master's degrees made up 51% of the sample. Middle and high school teachers, 23% and 31% respectively, were the largest survey respondents. This aspect of the study was expected since teachers made up the largest number of participants. Thirty-seven percent of the partners had 11-15 years in education while 19% had more than 20 years. Thirty-four percent of those surveyed had been involved in the PDS between 1-2 years. Similarly, 34% had 3-4 years involved. Only 3% had been involved in the PDS for 10 or more years. See Table 5. These numbers do not reflect the involvement of university pre-service teachers because one of USCER's current goals is to focus on experienced teachers, administrators, and university personnel.

Table 5
Description of Demographic Characteristics of USCER Sample (N = 68)

Characteristic	N	%
Ethnicity		
African American or Black	17	26
Asian or Pacific Islander	0	0
Caucasian	48	73
Latino/a or Hispanic	0	0
Native American	1	1
Gender		
Female	56	82
Male	12	18
Age		
<22	0	0
22-30	11	16
31-40	22	32
41-50	22	32
51-60	10	15
60+	3	5
Highest Degree Attained		
Associate's	1	2
BA/BS	18	27
MA/MS	34	51
EDS	7	10
PhD/EdD	7	10

Description of Demographic Characteristics of USCER (continued) (N = 68)

Description of Training and Work Characteristics of the Sample

Characteristic	<i>N</i>	%
<hr/>		
PDS Job Title		
Elementary Teacher	11	16
Middle School Teacher	15	22
High School Teacher	21	31
School Administrator	6	9
School Staff	2	3
University Professor	5	7
University Administrator	0	0
University Staff	8	12
<hr/>		
Teaching Experience		
<1	0	0
1-2	4	6
3-5	9	13
6-10	10	15
11-15	25	37
16-20	7	10
20+	13	19

Description of Years Involved in PDS (N = 68) continued

Characteristic	<i>N</i>	%
<1	6	9
1-2	23	34
3-4	23	34
5-6	10	15
7-8	3	4
9-10	1	1
10+	2	3

University Partnership 2

Part 3 of the study involved a comparison with two other collaborative partnerships. Analysis of demographic information on University 2 collaborative partnership was based on $n = 25$. Of the participants who responded to the survey, 6% were African American and 94% were Caucasian. Thirty-one percent of the educators were between the ages of 31-40, 25% were between ages 22-30 and 19% of the participants were between ages 51-60. Eight percent of the respondents were male and 92% female Teacher participants made up 76% of the responses; school administrators 18%, and university staff 6%. Thirty-five % had 20+ years of teaching experience, and 29% had between 11-15 years. See Table 6. Professionals with master's degrees made up 88% of the sample. This partnership focuses on pre-service teachers.

Table 6

Description of Demographic Characteristics of University Partnership 2 Sample (N = 25)

Characteristic	%
Ethnicity	
African American or Black	6
Caucasian	94
Gender	
Female	92
Male	9
Age	
<22	0
22-30	25
31-40	31
41-50	13
51-60	19
60+	13
PDS Job Title	
Teachers	76
School Administrators	18
University Personnel	6

University Partnership 3

Of the respondents from University Partnership 3, 47% were African American and 53% were Caucasian. Females accounted for 75% of the participants and males 25%.

Twenty-five percent were between the ages of 31-40, 50% were between ages 41-50, and 25% were between ages 51-60. School administrators made up 53% of the respondents and university personnel 47%. Teaching experience was evenly matched: 25% with 3-5 years, 25% with 6-10 years, 25% for 16-20 years, and 25% with 20+ years. See Table 7. Twenty-five percent of the group had been involved in the partnership for less than one year, 50% between 3-4 years, and 25% had ten+ years in the partnership.

Table 7
Description of Demographic Characteristics of University Partnership 3 (N = 15)

Characteristic	%
Ethnicity	
African American or Black	47
Caucasian	53
Gender	
Female	75
Male	25
Age	
<22	0
22-30	0
31-40	25
41-50	50
51-60	25
60+	0
PDS Job Title	
Teachers	0
School Administrators	53
University Personnel	47

Mixed Methods Design

A mixed methods approach to the data was more helpful to gain insight into an understanding of participants' beliefs about the PDS partnership. This strategy has the potential to allow the researcher to build on the strengths of both methods (Tashakkori & Teddlie, 2003). However, one drawback was the lengthy time and feasibility of resources to collect and analyze both types of research.

Qualitative Data

A qualitative approach was used to gather data that may not be readily accessible through the survey design. The qualitative questionnaire was designed to further explain the survey, and more specifically to address *Research Question 2: Are there differences in teaching practices since the partnership began?* And *Research Question 4: Are there differences in perceived obstacles to a more successful relationship?* The researcher interviewed eleven USCER participants using the six questions on the *Interview Protocol*. Eleven USCER participants were asked to participate in the study because of their positions in the partnership. The group consisted of: six school teachers who served as site coordinators in each of the PDS sites, an elementary school teacher who participated in several collaborative projects including a national presentation, an assistant principal who was had been involved in the partnership since it was organized in 1997, two assistant school superintendents who are in charge of approving research projects for the two system, and a university staff member who is the manger of USCER. The group was chosen because of their expertise and knowledge of the school-university partnership.

Each participant was interviewed on several occasions, including formally when they responded to the interview protocol, and informally at meetings or for follow or clarification on research questions.

Using grounded theory and an inductive approach based on immersion in the data, the researcher sorted codes and categories. “Coding is the pivoting link between collecting data and developing emergent theory to explain these data” (Smith, 2008, p. 92). All transcriptions were analyzed using NVivo 8 computer software’s tree node structure. The codes were grounded in the data and based on ideas and concepts from existing literature in the research. A chart was created to show the data in nodes. See Figure 3 below.

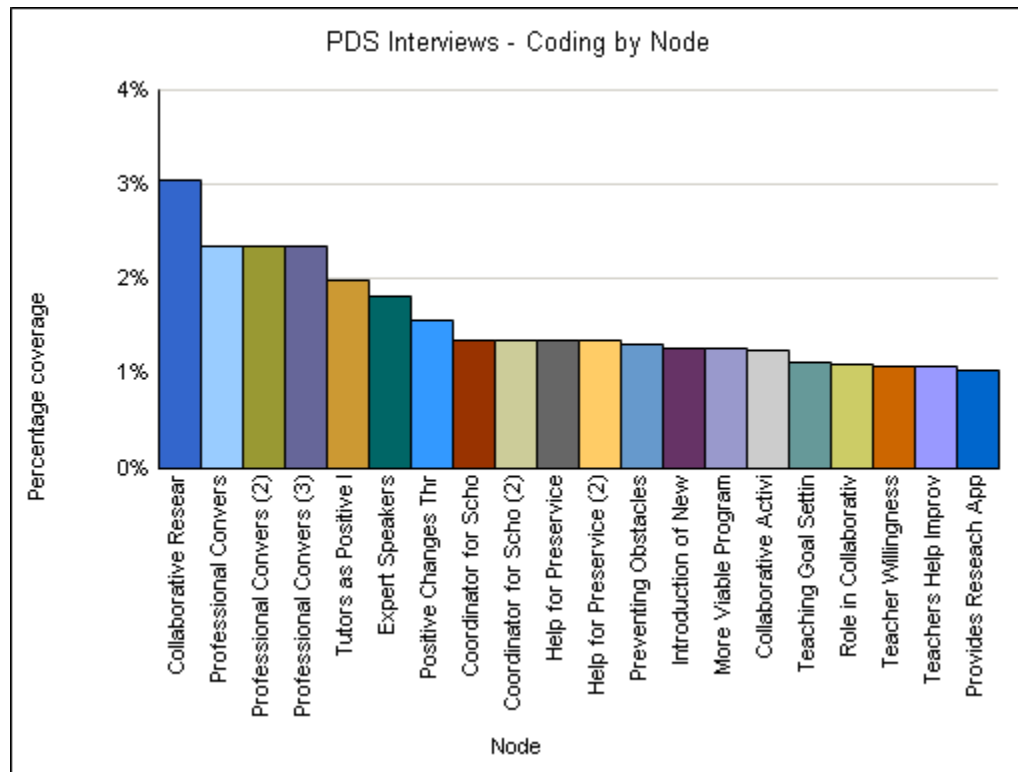


Figure 3. Tree Codes in NVivo 8

The researcher examined and compared data to find similarities and differences in the interviewee responses. Initially, six categories were assigned. Themes emerged in

four different categories: changing instructional strategies, impacting student learning, collaborating in research projects, and overcoming program obstacles. The research literature argues that these categories should be a part of a successful university-school relationship (Teitel, 2004; NCATE, 2008; Holmes Group, 1990). A PDS partnership should involve collaboration between a university and school system and should result in improved teaching and learning (Teitel, 2003). See Figure 4 below.

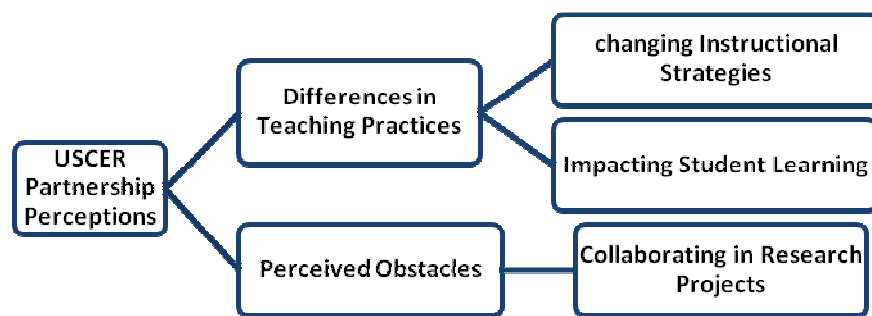


Figure 4. Emerged Themes in USCER Data

Evaluation of the Professional Development School Participants' Perceptions of Program Progress Scale

A panel of judges who had experience with USCER reviewed the original survey made up of 46 items. The three objectives were to: categorize the items into one of four areas (nature of the partnership, establishment of a learning community, equity and diversity, and accountability). From the judges' responses a 28-item scale was created. One issue of consideration in analysis was missing data. Since the missing information occurred in less than 4% of the cases, analysis proceeded without the information. Cronbach's alpha was used to determine the internal consistency reliability. The analysis yielded a .92 reliability rating on the scale. Additionally, Cronbach's alpha was used to determine the reliability of each of the four categories, and the ratings were as follows:

for the nature of the partnership, the reliability was .82; for equity and diversity, the reliability was .86; the reliability for accountability was .77; and the reliability for the establishment of a learning community was .78.

Research questions 1, 2, 3, 5, and 6 were analyzed using a one way ANOVA design. The 28-item survey was broken down into four categories with seven items in each. The researcher designed *Conceptual Framework for Professional Development School Evaluation* model, which was based on professional development partnership research, was used to assess each level; the categories are the nature of the partnership, establishment of a learning community, equity and diversity, and accountability (Petrosko & Munoz, 2002; NCATE, 2001; Holmes, 1990). The categorized survey items were used to answer five research questions. See Table 8.

Table 8
Research Questions and Categories

Research Questions	PDS Category
Q1. Is there a difference in the participants' perceptions of the progress of the partnership among school staff and university staff?	Nature of Partnership
Q2. Are there differences in teaching practices since the partnership began?	Equity and Diversity
Q3. Do stakeholders believe the PDS standards and program goals are being met?	Accountability
Q5. Is there a difference in beliefs among stakeholders about whether the relationship has changed the culture and behavior of the school and university environments?	Establishment of a Learning Community
Q6. Is there a difference in program progress perceptions among USCER stakeholders and other PDS partnership stakeholders?	Nature of Partnership

Quantitative analyses were conducted for research questions 1, 2, 3, 5, and 6. These results are addressed in greater details below.

Research Question Results

Research Question 1: Is there a difference in the participants' perceptions of the progress of the partnership among school staff and university staff as measured by the *Professional Development School Participants' Perceptions of Program Progress?*

This question was analyzed by examining responses of the 108 participants to the nature of the partnership items on the Likert-style survey. According to the research

literature, an effective PDS exists when each party in the school-university relationship promotes collaboration for the purpose of educational renewal. It should be a dynamic symbiotic relationship with levels of interdependence that include cooperation, coordination, and collaboration (Borthwich et al., 2003; Teitel, 2001). The survey items for assessment of this area are 1, 5, 9, 16, 18, 19 and 25. To the item “There is collaboration between faculty members at both the university and the school,” the partners were in agreement; 69% chose agree while 19% selected strongly agree.

Responses were analyzed using an ANOVA. For all three PDS programs, there were no significant differences in mean scores between university and school personnel. Analysis failed to show a difference in participants’ perceptions of the progress of the partnership among school and university staffs. One way ANOVA results for the nature of the partnership, USCER’s results are as follows: for university personnel $n = 13$, $M = 13.50$, $SD = 2.355$; for school personnel $n = 55$, $M = 14.19$, $SD = .1.920$. There is no significant difference: $F(1, 58) = 1.123$, $p = .294$. See Table 9.

Table 9
Research Question 1: Nature of the Partnership USCER

Group	<i>n</i>	Mean	SD	F	P
University	13	13.50	2.355	1.123	.294
School	55	14.19	1.920		

For this question, University Partnership 2 and University Partnership 3 were also analyzed to examine the differences of perceptions between the school and university personnel using a one way ANOVA.

University Partnership 2 (nature of the partnership) results are as follows: for university personnel $n = 3$, $M = 13.80$, $SD = 1.924$; for school personnel $n = 22$, $M = 14.25$, $SD = 1.844$. The difference is no significant difference: $F(1, 19) = .223$, $p = .642$.

Analysis for University Partnership 3 failed to show a difference in participants' perceptions of the progress of the partnership among school and university staffs. One way ANOVA results for the nature of the partnership for University Partnership 3 are as follows: for university personnel $n = 7$, $M = 12.00$, $SD = 2.121$; for school personnel $n = 8$, $M = 12.71$, $SD = 2.138$. There is no significant difference: $F(1, 10) = .328$, $p = .580$.

Research 2: Are there differences in teaching practices since the partnership began?

Both quantitative and qualitative data were collected to examine this question. Quantitatively, survey items 3, 7, 11, 14, 21, 24, and 27 were used to study issues of equity and diversity. A major responsibility of PDS partnerships is to prepare professionals to meet the needs of diverse learners, including those with exceptionalities, so that teaching and learning is personalized (NCATE, 2001; Teitel, 2003). Ultimately, the outcome of PDS partnerships should be student achievement. Issues of student learning are often complex and understanding the processes cannot always be gathered using a survey alone.

Results reveal that stakeholders in the three programs believe that the collaborative partnership is improving teaching practices in the areas of equity and diversity. Two examples are seen in the participants' responses to the survey items: For Item 7, "The partners encourage practices that support equitable learning," 32% strongly agreed, 62% agreed, and 6% disagreed. Similarly, for Item 11, "The partners engage in

learning experiences that allow them to develop skills to support students from diverse groups,” 31% strongly agreed, 60% agreed, and 8% disagreed.

One way ANOVA results for equity and diversity: USCER’s results are as follows: $n = 65$, $M = 13.91$, $SD = 3.10$. University Partnership 2 results: $n = 25$, $M = 12.00$, $SD = 2.94$. University Partnership 3 results: $n = 13$, $M = 11.85$, $SD = 3.11$. See Table 10 below.

Table 10
Research Question 2: Equity and Diversity

Group	n	Mean	SD
USCER	65	13.91	3.10
University Partnership 2	25	12.00	2.94
University Partnership 3	13	11.85	3.11

$F(2, 100) = .4928$, $p = .009$. The p-value is $< \alpha$ level (.05), so we reject the null hypothesis that all the means are equal and look at multiple comparisons by running a Bonferroni post-hoc test. The results are as follows: the mean difference between USCER and University Partnership 2 was 1.91, $p = .028$; for USCER and University Partnership 3, the mean difference was 2.06, p -value = .087; and University Partnership 2 and University Partnership 3 results are a .154 mean difference and $p = 1.0$. There is no significant difference in the perceptions of the programs’ equity and diversity between USCER and University Partnership 2, and significant difference between USCER and University Partnership 3; and there is no significant difference between University Partnership 2 and University Partnership 3.

A qualitative approach was used to gather data that may not be readily accessible through the survey design. The qualitative questionnaire was designed to further explain the survey, and more specifically to address *Research Question 2: Are there differences in teaching practices since the partnership began?* This question directly addressed qualitative issues of equity and diversity. On a more minor scale it also examined the nature of the partnership and the establishment of a learning community.

Overwhelmingly, the group perceived positive changes in teaching strategies and practices as a result of the partnership; only one participant stated that she was not sure but had heard from teachers that there were positive changes. The group cited the implementation of new programs as being the major changes. One such program was a student motivation project that was a collaborative venture between the school and the university. The research examined student motivation as it relates to their academic achievement. After seeing the results, five teachers at the school requested training to help them target proven strategies to increase student motivation and ultimately, student achievement. Participant 1, a teacher and site coordinator at Rural High School, stated:

Yes, there have been positive changes in instruction in terms of goal setting. I assumed that students knew how to set goals, but they didn't. So I role model goal setting for my students. I try to give my students more input and more ownership of their education. I use a process we call checking in. I ask students how their day is going- red, yellow, or green. Green means everything is great, yellow is their day is going "so-so," and red means they are having a bad day.

Although RHS was the first PDS to implement strategies to increase student motivation, the other partnership schools were made aware of the project. Participant 3, a first year site coordinator at Rural Elementary School stated:

My school's partnership with the [University] has positively impacted the instructional practices of our faculty. Through our school's partnership with [USER] we learned that student motivation is directly related to the amount of hope that students possess. With this knowledge in mind, we re-evaluated our positive behavior plan. One factor that has changed is the manner in which some teachers greet and respond to the actions of students. Our faculty consciously tries to facilitate lessons that allow us to be more positive and open to students' ideas. This simple change makes students feel that their ideas and opinions are valuable and respected.

Other PDS activities involved: 1) establishing male and female student groups to provide them with additional community resources and academic support; 2) family nights where school teachers, university pre-service teachers, and university professors equip parents with ideas and resources to work with their children at home, and 3) community initiatives where schools and communities partner to improve education.

The interviewed participants stated beliefs that the partnership has indirectly affected student achievement. See Table 11 below for participant comments on student achievement. The comments range from resources such as tutors and classroom supplies to improved teaching practices.

Table 11
PDS Participants' Comments

Participant	Student Achievement Comment
1 Teacher RHS	<i>(University) Tutors have helped impact student learning. They have had a positive impact on helping some students pass the graduate exam- students who wouldn't have passed before.</i>
2 Teacher RMS	<i>I believe it (the partnership) to be a very positive impact due to the fact that our test scores continue to improve.</i>
3 Teacher RES	<i>This program (family night) also was a help to parents in that they were shown easy ways to encourage and continue their children's academic growth at home. This experience was invaluable to our parents because many of them want o help their children but just do not know how. This family night sponsored by USCER provided them with ideas and inexpensive resources.</i>
5 Teacher UMS	<i>The impact of our partnership with the university on student learning has been wonderful. As a result of our collaboration, we have been able to provide struggling learners with help.</i>
6 Teacher UES	<i>The impact on student learning is directly tied to the benefits of being in a partnership with the University. Because our faculty is kept up to date and motivated by University professors and students in our building, teaching is better.</i>
8 Asst. Principal RHS	<i>At this moment, we are unsure of the impact of the partnership in regards to our testing results. We have seen a positive reaction in our students to the relationships they have built with the mentors from the university. The major impact has been the creation of the community partnership.</i>
10 Asst. Superintendent Urban School System	<i>The practices provide change for teachers. The changes can be seen in the way students are perceived in learning. The role of students now is seen as more acceptable to practice. Teachers look at how students learn and how their motivation has increased.</i>

The before mentioned findings are aligned with the quantitative data. Just as Castle, Arends, and Rockwood (2008) found using the *Student Learning Model* (Teitel, 2003), PDS impacts may be strongest when the supported initiatives are tied to the priorities of individual schools, the needs of the teachers, and the specific needs of the student population.

Research Question 3: Do stakeholders believe the PDS standards and program goals are being met, as measured by the Professional Development School Participants’

Perceptions of Program Progress?

This question examined the perceptions of participants about program standards and goals. More specifically, it examined accountability (Items 2, 8, 12, 15, 17, 22, and 23). A school-university partnership should hold partners accountable to themselves and the public for upholding professional standards for teaching and learning (Petrosko & Munoz, 2002; NCATE, 2001; Holmes, 1990). Additionally, PDS partners should adhere to common standards and mutually set program goals and should change the structure of the partnership as needed. Examples of survey items examining accountability are Item 2, “Research supports the goals of the school and university;” Teaching practices are improving as a result of the partnership,” Item 8, and Item 23, “The collaborative activities have enhanced teaching practices” both assessed the accountability of the partnership. See Figure 5.

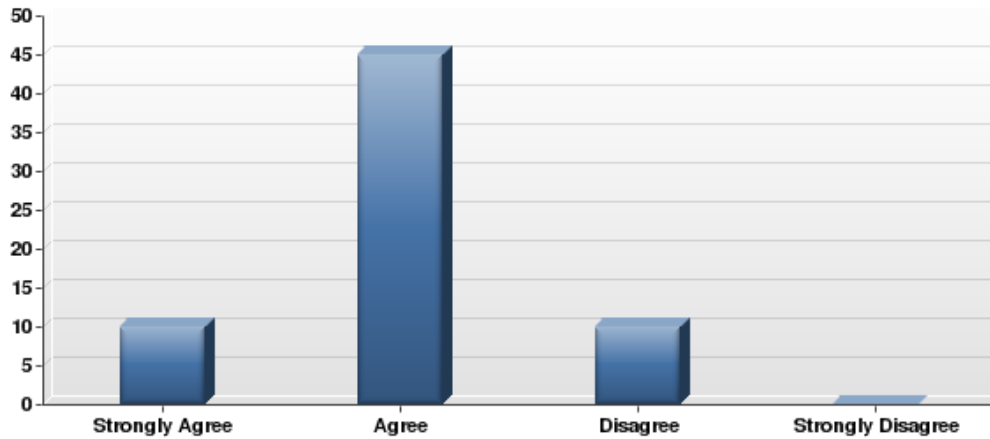


Figure 5. Collaborative Activities Enhancing Teaching Practices

Sixteen percent of USCER partners strongly agreed that teaching practices are being enhanced by the partnership. Sixty-nine percent agreed, and 15% disagreed. As Knight et al. (2000) concluded, without a measure of accountability PDS partnerships will not survive.

One way ANOVA results for accountability: USCER's results are as follows: $n = 61$, $M = 13.89$, $SD = 2.46$. University Partnership 2 results: $n = 24$, $M = 12.08$, $SD = 2.41$. University Partnership 3 results: $n = 13$, $M = 12.92$, $SD = 3.01$. See Table 12.

Table 12
Research Question 3: Accountability

Group	n	Mean	SD
USCER	61	13.89	2.46
University Partnership 2	24	12.08	2.41
University Partnership 3	13	12.92	3.01

$F(2, 95) = 4.573, p = .013$. The p-value is $< \alpha$ level (.05) so we reject the null hypothesis that all the means are equal and look at multiple comparisons by running a Bonferroni post-hoc test. The results were as follows: the mean difference between USCER and University Partnership 2 was 1.80, p -value = .012; for USCER and University Partnership 3, the mean difference was .962, $p = .645$; and University Partnership 2 and University Partnership 3 results are -.840 mean difference and $p = 1.00$. There is a significant difference in the perceptions of the programs' accountability between USCER and University Partnership 2, and no significant differences between USCER and University Partnership 3 and University Partnership 2 and University Partnership 3.

Research *Question 4*: Are there differences in perceived obstacles to a more successful relationship, both relate to the contributions and benefits of the program.

Qualitatively, Question 4 was used to help understand not only the nature of the partnership but also program accountability. Three participants stated that they did not see any obstacles to a more successful partnership. Participant 9, assistant superintendent in the rural school system, stated, "I don't see any obstacles. It has improved over the years. The organization itself is better." And Participant 2, teacher at RMS, said, "I feel we both do a good job." However, others cited time, different agendas, individual differences, and teachers' unwillingness to be actively involved in the partnership as challenging for the partnership. During the interviewing process, many of the participants stated that getting research approved was difficult. This came up during the interview, and it was not always when they were asked about obstacles to the partnership but appeared to be part of the overall conversation. Participant 4, teacher at UHS, said,

“Central office is a big obstacle. So much bureaucracy, red tape, and politics. Any time the students are involved, it shows the process down. It makes it hard to do research.”

And Participant 11, a university representative, stated, “The policies and regulations of schools are sometimes hard in terms of doing research.” Of the seven teachers interviewed only two had been involved in collaborative research. The lack of more collaborative research was cited as one of the major obstacles preventing a more successful partnership. Participant 4, teacher and site coordinator at UHS, stated: “I would like to see more collaboration and more togetherness. There’s a lot that can be done if we do research together.” Despite the obstacles, these teachers indicated that they felt more empowered to do their jobs because of the collaborative partnership.

To address questions 3 and 4 of the *Interview Protocol* dealing with partnership benefits and contributions, the researcher utilized the *Give-Get Model for University-School Partnerships* as outlined by McLean and Behringer (2008). The rural and urban school systems and the university make financial contributions to the partnership. The perceptions of the partnership “gives and gets” are shown in Table 13. Although the benefits and contributions are different for the university and the school systems, interviewed members of all three organizations believe that they are “giving and getting” from the partnership. This relates to the nature of the partnership and examines *Research Question 1*: Is there a difference in the participants’ perceptions of the progress of the partnership among school staff and university staff? The survey results show that of the items pertaining to the nature of the partnership, Item 18 “Both the school and the university make contributions to the partnership” was disagreed with more than the any other item in that category. Twenty percent of the participants disagreed with this

statement. Teachers disagreed with the statement more than any other group. This information is somewhat contradictory when compared to the responses from the personal interviews. One reason for the discrepancy could be that the interviewees have participated in more partnership activities than the overall group. *Research Question 3:* Do stakeholders believe the PDS standards and program goals are being met, and *Research Question 4:* Are there differences in perceived obstacles to a more successful relationship, both relate to the contributions and benefits of the program. Table 13 shows a summary of the perceived benefits and contributions of the organizations.

Table 13.

USCER Participant Perceptions of Partnership Contributions and Benefits

Partner	Gives Contributions	Gets Benefits
University	Finances, Mentors, Tutors, Professional Development Through Workshops and Seminars, Professional Collaboration	Training for Pre-Service Teachers, Help with Research Projects, Experience with K-12 Students, Opportunity to Give Education Students hands-on Experiences
Urban School	Finances, Site Coordinators to help facilitate school-university activities, Help with Program Policies and Goals, Help Maintain Positive Partnership Relationships, Approve University Research Projects	Resources, Latest Research, Professional Collaboration, Professional Development, Pre-Service Teachers, Tutors, Professional Conversation
Rural School	Finances, Liaisons to Help with Partnership Communication, Help Maintain Positive Partnership Relationship, Help Motivate Teachers to Participate in Partnership Activities	Tutors, Materials, Resources, Help with Parental Involvement, Mentoring, Collaboration, New Ideas, Latest Research, Tutors

Research Question 5: Is there a difference in beliefs among stakeholders about whether the relationship has changed the culture and behavior of the school and university environments?

Establishing a learning community is important for the success of any PDS partnership. And although schools and universities operate in vastly different environments, it is important for both organizations to believe that the partnership is valuable and creates an effective learning environment (Wagner, 1997). Survey Items 4, 6, 10, 13, 20, 26 and 28 were designed to address this area. The partnership should provide a unique environment that fosters student and professional learning (NCATE, 2002). For survey Item 4, “The school and university partners share a mutually beneficial relationship,” 65% chose agree, 31% strongly agree, and 4% disagree. And for Item 6, “There is a sense of community between the school and the university,” 58% of the participants selected agree, 30% disagree, and 12% agree with a mean score of 1.82.

The one way ANOVA results for the establishment of a learning community USCER’s results are as follows: $n = 65$, $M = 13.57$, $SD = 2.68$. University Partnership 2 results: $n = 23$, $M = 12.61$, $SD = 2.17$. University Partnership 3 results: $n = 12$, $M = 12.83$, $SD = 2.98$. See Table 14.

Table 14
Research Question 5: Establishment of a Learning Community

Group	<i>n</i>	Mean	SD
USCER	65	13.57	2.68
University P 2	23	12.61	2.17
University P 3	12	12.83	2.98

There is no significant difference: $F(2, 95) = 1.348$, $p = .264$.

From the responses to statements about the four PDS categories, we can conclude that there is no significant difference in USCER stakeholders' perceptions from participants in University Partnership 2 and University Partnership 3 in the areas of the nature of the partnership and the establishment of a learning community. However, there is a significant difference between USCER and University Partnership 3 in perceptions of equity and diversity and differences between USCER and University 2 in accountability.

Research Question 6: Is there a difference in program progress perceptions among USCER stakeholders and similar PDS partnerships?

The analysis of this question was similar to *Research Question 1* in that the nature of the partnership was examined. Each partnership has unique characteristics. One measurement of the success of individual programs, other than student achievement, would be the beliefs of partnership members.

Likely, the perception that members of a social system hold about other members' behavior are very important in determining the beliefs people hold about the efficacy of the social system as a whole (Caprara, Barbaranelli, Borgogni, & Petitta, 2003, p. 26).

Indeed, collective efficacy beliefs exert notable influence on individuals' affective commitment and job satisfaction. And when educators feel supported the more confident they have in their ability to be successful (Bandura, 1997).

One way ANOVA results for the nature of the partnership, USCER's results are as follows: $n= 68$, $M = 13.97$, $SD = 2.13$; University Partnership 2 results: $n= 25$, $M = 14.05$, $SD = 1.83$. University Partnership 3 results: $n= 15$, $M = 12.54$, $SD = 2.03$. There

is no significant difference in perceptions of PDS partnerships by stakeholders: $F(2, 94) = 2.819, p = .065$. See Table 15.

Table 15
Research Question 6: Nature of the Partnership

Group	<i>n</i>	Mean	SD
USCER	62	13.97	2.13
University Partnership 2	22	14.05	1.83
University Partnership 3	13	12.54	2.03

When comparing the partnerships based on perceptions, participants have similar beliefs about the status of the nature of the partnership.

Scales Results in the Instrument

All 108 participants were asked their perceptions of the level of progress in each of the four categories: Nature of Partnership, Establishment of a Learning Community, Equity and Diversity, and Accountability. The levels were defined as beginning, developing, target, and advanced. The range for a beginning level was 0 – 1.5; developing ranged from 1.5 – 2.5; a range of 2.5 – 3.5 constituted a target level and 3.5 – 4.0 defined an advanced level. All of the programs were reported on target in each area with a score of 3.4 for the Nature of the Partnership; 2.6 for the Establishment of a Learning Community; 3.0 for Equity and Diversity; and 3.3 for Accountability. See Table 16. Overall, both the quantitative and the qualitative data helped to examine the beliefs that participants had about the partnership. Being on target implies that the PDS work is supported by all participants and that the policies and procedures change to meet the needs of the all partners. However, the USCER interviewees expressed concerns about

establishment of a learning community due to the lack of collaborative research and more extensive educator involvement.

Table 16
PDS Levels of Progress

Category	Advanced	Target	Developing	Beginning
Nature of Partnership		3.4		
Establishment of Learning Community		2.6		
Equity and Diversity		3.0		
Accountability		3.3		

Based on the responses to the survey and interviews, there was no significant perceived differences among the school staff and university staff in terms of the nature of the partnership. The perceptions were that positive changes have been made in teaching practices due to the partnership. Additionally, the stakeholders believed that program standards and goals are being, and the relationship has changed the culture and behavior of the institutions in a positive way. For USCER the perceived obstacles to a more successful partnership were policies and procedures that halt or prevent the research process.

The perceived obstacles to a more successful partnership were not assessed for the other two PDS partnerships. There is no significant difference among participants' perceptions about the nature of the partnership and the establishment of a learning community. However, there is a significant difference in equity and diversity and accountability between USCER and University Partnership 2.

CHAPTER V

DISCUSSION

In this study, the researcher was concerned with the perceptions of PDS participants from different levels and stages of the USCER program and beliefs of stakeholders in the University Partnership 2 and University Partnership 3. Group dynamics and structures accounted for stakeholders' perceptions individually and in groups and were based on several variables such as task factors and leadership orientation. For this study, a PDS was defined as a formalized, relationship between the college of education and school system designed to improve teaching and learning. According to Peters (2002), this collaborative effort should be a process that includes authority, people, power, and resources from each institution to achieve common goals. Similarly, the participants of this study indicated that the PDS collaborative activities are directly improving teaching strategies and indirectly enhancing student learning. These results are consistent with those of Linek et al. (2001) who found that changes in teacher behaviors and beliefs, shifts in professional development, and collaboration associated with a PDS partnership resulted in gains in student academic achievement.

Although the study did not show a direct connection to student achievement, the indirect associations are perceived to be invaluable to student success. The greater teachers believe in their self-efficacy the greater they will experience affective commitment to teaching and job satisfaction. "Just as self-efficacy beliefs influence

individual choices, motivation, actions, and performance, the sense of collective efficacy influences the nature of collective actions” (Caprara, Barbaranelli, Borgoyeni, & Petitta, 2003, p. 17).

Developing a successful school-university partnership is believed to be significant concerning issues of teaching and learning. PDSs succeed only when all stakeholders believe that their investment of financial resources, time, and energy are ample. Examining how stakeholders perceive their role in and their contribution and benefit to the partnership can determine whether a program is a failure or a success.

This study sought to show the importance of individual and group beliefs about their PDS partnerships. Furthermore, an instrument was designed to: a) examine the roles and experiences of the PDS participants, b) to study respondents’ perceptions concerning the association with USCER, and c) to determine the perceived level of the partnership and the contributions of and benefits to each institution. Based on the responses to the survey and interviews, there was no significant perceived differences in perceptions among the school and university personnel or in PDS programs.

Evaluation Component

USCER participants’ perceptions of their program were significantly higher in the areas of equity and diversity and in accountability when compared to the participants in University Partnership 2 and University Partnership 3. The effect size was considered moderate and more than likely meaningful (McLean, 1995). If the absolute difference is maintained with a larger sample size, this would suggest that the significance is meaningful and should be explored more in future research.

Chapter 3 highlighted four levels of progression for PDS partnerships. The beginning level indicates that while the participants are committed to key concepts and program goals, significant collaborative activities have not begun. Level 2 (developing) suggests that institutions are engaged in some activities, but participants are still pursuing the mission and objectives. PDS partnerships that are supported by the participants, meet the needs of its members, but have room for improvement, are at the target level. Advanced partnerships have reached their potential impact in several areas and are now ready to extend into the broader education community. In this study, participants' perception indicated that their individual programs are at the target level. The majority of the survey responses, along with interviews, reveal that the participants believe that the partnership is supported by participants in both the schools and the universities. The perceptions were that procedures and /or policy changes reflect the integration of the activities which support the schools and university needs.

The researcher expected significant differences in program success, outcomes and accountability perceptions when comparing the partners, based on their level of active participation, teachers to university faculty to USCER staff and to school administrators. There was no significant difference in perceptions between university and school personnel about the nature of the partnership. One reason for this could be that the nature of the partnership was defined as an examination of the collaborative roles each party plays in the relationship that should include mutual interdependent and reciprocal benefits. The responses in this category allowed participants to examine their contributions to and benefits of the partnerships. This focus usually allows respondents to

see the partnership from two angles instead of one; and consequently, they are more likely to use a broader approach to their assessment of the partnership.

On the other hand, the study showed significant differences among participants' perceptions of equity and diversity and accountability. A closer comparison showed that the differences were significant among USCER and University Partnership 2 in the accountability category and University Partnership 3 in equity and diversity. One explanation could be that the 3 programs are vastly different. USCER is made up of 2 school systems for a total of 6 schools (2 elementary, 2 middle, and 2 high schools) and a university. The partnerships extend beyond the placement of teacher candidates in the classrooms. University courses are taught on site; classroom teachers plan and co-teach courses with university faculty; research projects are conducted; professional development is provided for pre-service teachers, in-service teachers and university faculty; and school teachers and university faculty develop presentations for professional conferences and workshops (USCER, 2008). In addition, the 3 institutions equally contribute to the operating cost of the program. University Partnership 2 was restructured in 2007 and now includes 4 elementary schools and a university. The main focus is collaborative activities for pre-service teachers. The activities consist of mentoring, training and advising student teachers and providing resources to cooperation teachers (University 2 Website). Education grants provide most of the funding for the program. University Partnership 3 activities include work with university staff and school administrators from eight different districts and some work with pre-service teachers. There is little to no cost attached to the partnership. The collaborative work mostly deals with stakeholders' time and energy.

The mean scores show that USCER participants' perceptions were higher when compared to participants in the other partnerships. On average, more USCER participants had similar beliefs about the partnership. There could be at least 2 possible reasons for the differences. First, USCER has more collaborative activities that involve administrators, teachers, and university personnel. There is more overall partnership interaction within and between the PDS sites. These activities oftentimes involve collaborative efforts between a school and the university and also with other PDS schools as well as the university. University Partnership 2 activities mostly involve one specific school and a university rather than collaborative efforts among PDS sites. University Partnership 3 collaborative activities include work with university staff and school administrators from eight different districts and some minimum work with pre-service teachers. Secondly, the equal financial contributions of USCER stakeholders could be an incentive for more collaborative participation and to ensure that the partnership succeeds.

Program Goals

The sample groups indicated that they are aware of program goals and PDS standards. Personal interviews indicated that the goals have changed over the years to meet the needs of the organizations and that the USCER program is headed in the right direction. It was also clear that the participants felt that the program has improved teaching practices and methods. The overall perception of USCER's active stakeholders is that the partnership is working and several of the goals and standards are being met. So it appears to be a good time for stakeholders to examine ways to get more of the educators involved in partnership activities. When a majority of the members make

commitments to and take ownership of the collaborative efforts, the more likely the group is to see positive improvements at all levels.

Obstacles

USCER participants cited policy difficulties as being an obstacle to collaborative research activities which they believe is a hindrance to a more successful program. Although the participants felt that teaching practices have changed, they could not conclude that the change is having a positive impact on student achievement. Without evidence of student achievement, it is difficult to adequately determine program success. Additionally, participants thought that more of their colleagues should be involved in the partnership. In most of the USCER schools, only a few teachers had directly participated in collaborative activities. While some leaders of PDS programs make active participation mandatory for teachers and school staff, it is not the most effective way to get PDS participation. This method could possibly backfire because teachers and staff may feel resentment for being forced to perform an additional responsibility. It appears that the best way to get more active PDS participation is to operate a program that effectively supports the needs and goals of experienced teachers and university personnel, and then run a successful public relations campaign to promote the program.

Establishment of a Learning Community

Establishing a learning community within the partnership is important to any PDS. USCER participants concluded that time seemed to help resolve differences in institutions and allow members to earn each other's trust. The active partners appeared at ease and had a willingness to work together. Turning school environments into learning communities has been documented to be highly related to improved student achievement

and higher teacher retention (Bandura, 1997). However, participants recognized the need to implement new strategies in this category. The issues of conducting collaborative research should be discussed by representatives of each organization. Perhaps changes in policies and procedures should be discussed and implemented. Research directly related to student achievement is the only way to show the full impact of the program. And if policies and/or procedures halt or stop this process, the progress of the partnership could be hindered. Also, research could help partners identify specific academic problems and implement ways to address them.

Equity and Diversity

Although numerically equity and diversity were seen as evident in the partnerships, interviews did not reveal any supportive data. There have been supportive groups formed, but for the most part the goals are more focused on social and emotional needs rather than academic. Those interviewed said that they believe the group activities will have an indirect effect on students' academic achievement. Common PDS standards and goals identified in the areas of equity and diversity cite quality teaching and equal opportunities for all students to learn as ways to make educational improvements. As discussed in Chapter 3, the success of student achievement does not rest solely on the shoulders of teachers, but also on other adults involved in and outside of the school setting, including administrators, school and university educators as well as policymakers who decide which programs to fund and which ones to cut.

Accountability

Accountability did not appear to be an obstacle in the PDSs. Stakeholders equally agreed that all institutions were contributing and benefiting from the relationship. And

although the contributions are different, it seemed to be balanced by the strengths and weaknesses of the each institution.

Implications

The results of this study show that collaborative participants perceived changes in teaching and learning as a result of the partnership. Overall, the teachers appeared to have more confidence due to the partnership. There were several variables contributing to this finding. First, teachers felt that they were benefiting from the partnership, through collaborative activities and initiatives. Secondly, they perceived the partnership as providing additional resources in terms of materials, tutors for their students, research information, professional development, and a lowered feeling of teacher isolation. And thirdly, the teachers wanted to have more involvement from colleagues. Overwhelmingly, the participants felt that the culture of their institution was changing for the better because of the partnership and will eventually result in improved student achievement. Similarly, other studies have suggested he authors suggest that these results support a strong case for the need for PDS work in high needs schools. . Consequently, the continuation of university-school partnerships may depend on what partners know about the impact the collaboration has on students and also how the participants demonstrate advantages and benefits associated with the partnership (Knight, Fox, & Sounder, 2000).

Clearly, for this study, the type of PDS was not the most important factor; rather, it was the commonalities that linked their perceptions. The commonalities were: the development of a partnership by representatives of both the school systems and the universities; the equal contributions and benefits from the relationship; and the desire to establish a better collaborative partnership.

Bringing practitioners and researchers together with a clearly focused set of goals, specially designed for improved student academic achievement, is a main factor in reducing the achievement gap. Empowering educators leads to improved teacher retention and higher student expectation (Ingeroll & Kralik, 2004). However, a major problem is the low numbers of participants in the PDS partnerships. When compared to the total number of educators at the institutions, only a small number voluntarily participant in collaborative efforts. Out the number of participants, positive outcomes and expectations are expressed.

Limitations

Using a self-administered survey and educators' beliefs can be seen as a limitation of the study. Sometimes, people completing surveys grow weary of the questions or tend to choose the middle response. To adjust for the latter, the researcher used a four-point survey scale that did not include a neutral response. Another limitation to this study was the low number of active PDS participants. Although entire schools and colleges of education are said to be a part of the partnership, only a few educators are fully aware of the school-university relationship. Perhaps choosing to interview and survey the most active participants, the researcher missed an opportunity to examine and fully understand the lack of more educator involvement.

Future Research

This study was a first step and follow-up research should continue. Future research should include PDS educator involvement, educator efficacy as related to university-school partnerships, and longitudinal data comparing teaching strategies. In this study, the active members made up a small number in comparison to the total number

of educators who were included in the partnership. If teachers, educational researchers, and administrators are not actively participating, research cannot generate results that are useful to schools or universities (Wagner, 1997). Along those lines, more research examining individual and collective efficacy of experienced teachers involved in school-university collaboration could provide important information that could help improve teaching and learning. Furthermore, a longitudinal study of a cohort of beginning 6th or 9th graders could be beneficial in tracking the progress of student achievement by comparing the effects of the teaching strategies and resources used by educators involved in PDS activities and of educators not actively involved in collaborative efforts.

Conclusion

Documentation and examination of school-university partnerships are important when considering the possible impact on students through improved teaching and learning. A beginning is to clearly find the advantages and benefits of the program as well as the disadvantages and possible changes needed. By understanding the impact of USCER, the institutions can then determine if structural or organizational procedures need to be updated. The assessment of USCER will involve more than just trying to ascertain whether or not it should call itself a PDS; but it will involve credible, systematic documentation of its impact.

This first assessment should only be a beginning. Ultimately, the measure of USCER, as with any PDS, will be its success when it comes to improvements in teaching and student achievement. For the continued existence of PDS partnerships, there has to be a measure of accountability that can only be shown through program evaluation.

References

- Abdal-Haqq, I. (1998). *Professional development schools. Weighing the evidence*. Thousand Oaks, CA: Corwin Press.
- Antonek, J.L., Matthews, C.E., & Levin, B.B. (2005). A theme-based, cohort approach to professional development schools: an analysis of the benefits and shortcomings for teacher education faculty. *Teacher Education Quarterly*. 32, 131-146.
- [Anonymous State Department of Education (2008)]. School info. Retrieved June 14, 2008, from www.alsde.edu/html/home.asp.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Barth, R. (1988). A community of leaders. In A. Lieberman (Ed.) *Building a professional Culture in schools*. New York: Teachers College Press.
- Behringer, B.A., & McLean, J.E. (2002, November). *Using action research to measure the outcomes of a University-community partnership program*. Paper presented at the annual meeting of the Mid-South Educational Research Association, TN.
- Bolton, G. (2001). *Reflective practice: writing and professional development*. Thousand Oaks, CA: Sage.
- Borthwich, A.C., Stirling, T., Nauman, A.D., & Cook, D.L. (2003). Achieving successful School-university collaboration. *Urban Education*. 38, 330-371.
- Brown, K., Murphy, C., Natale, D., & Coates, D. (2003). Student learning outcomes in a partnership internship program. In Wiseman, D. and Knight, S., (Eds.) *Linking school-university collaboration and K-12 student outcomes*. Washington, D.C.: American Association of Colleges for Teacher Education, 103-113.

- Bullough, R.V., Kauchak, D., Crow, N.A., Hobbs, S., & Stokes, D. (1997). Professional development schools: Catalysts for teacher and school change. *Teaching and Teacher Education*, 13 (2), 153-169.
- Campbell, T.A., Strawderman, C. & Reavis, C.A. (1996). Professional development schools: Collaboration and change. *Teacher Education Quarterly*, 23, 83-94.
- Campoy, R.W. (2000). *A professional school partnership: Conflict and collaboration*. Greenwood Publishing Group.
- Caprara, G.V., Barbaranelli, C., Borgoyini, L. & Petitta, L. (2003). Teachers' school staff's and parents' efficacy beliefs as determinants of attitudes toward school. *European Journal of Psychology of Education*, 18, 15-31.
- Castle, S., Arends, R.I., & Rockwood, K.D. (2008). Student learning in a professional Development school and a control school. *The Professional Educator*. 32, 1.
- Castle, S., Fox, R., & Souder, K. (2006). Do professional development schools (PDSs) Make a difference? A comparative study of PDS and Non-PDS teacher candidates. *Journal of Teacher Education*, 57, 65-80.
- Castle, S., Fox, R., & Souder, K. (2003). Aspects of teacher quality in PDS and non-PDS candidates. Report submitted to the National Education Association PDS Research project.
- Cochran-Smith, M. F. (2006). Evidence, efficacy, and effectiveness. *Journal of Teacher Education*. 57, 3-5.
- Cole, A.L. & Knowles, J.G. (1993). Teacher development partnership research: A focus On Methods and issues. *American Educational Research Journal*. 30, 473-495.

- Cornbleth, C. (1988). Curriculum in and out of context. *Journal of Curriculum and Supervision*, 3(2), 85-96.
- Cornbleth, C. & Gottlieb, E. E. (1989). Reform discourse and curriculum reform. *Educational Foundations*, 3(3), 63-78.x
- Creswell, J.W. (2002). *Educational research: Planning, conducting, and evaluating Quantitative and qualitative research*. Upper Saddle River, New Jersey: Merrill Prentice-Hall.
- Fountain, C.A. (1997). Collaborative agenda for change: examining the impact of urban professional development schools on urban interns and beginning teachers, Paper presented at the American Association of Colleges for Teacher Education, Phoenix, AZ.
- Galassi, J. P., White, K. P., Vesilind, E.M., Bryan, M.E. (2001). Perceptions of research from a second-year, multisite professional development schools partnership. *The Journal of Educational Research*, 95, 75-83.
- Gardner, W. E., Libde, A. A.(1995). Professional development schools: how well will they Travel? *Journal of Education for Teaching*, 21, 303-315.
- Gill, B. & Hove, A. (2000). The benedum collaborative model of teacher education: a Preliminary evaluation. Rand Education Report DB-303-EDU.
- Glaser, B. G. (1994) *More grounded theory methodology: a reader*. Mill Valley, Ca.: Sociology Press.
- Glaser & Strauss (1967). *The Discovery of Grounded Theory*. New York: Aldine.
- Goddard, R. D. (2001). Collective efficacy: A neglected construct in the study of schools And student achievement. *Journal of Educational Psychology*, 93, 467-476.

- Goddard, R.D., Hoy, W.K., & Woolfolk-Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37, 479-50.
- Gottlieb, E. E. & Cornbleth, C. (1989). The professionalization of tomorrow's teachers: An Analysis of U.S. teacher education reform rhetoric. *Journal of Education for Teaching*.
- Harkavy, I, & Puchett, J. L. (1991). Toward effective university-public school partnerships: An analysis of a contemporary model. *Teachers College Record*, 92, 556-581.
- Hathaway, R. S. (1995). Assumptions underlying quantitative and qualitative research: Implications for institutional research. *Research in Higher Education*, 36, 535-562.
- Holmes Group (1986). *Tomorrow's teachers: A report of the Holmes Group*. East Lansing, MI: Author.
- Holmes Group (1990). *Tomorrow's schools: A report of the Holmes Group*. East Lansing, MI: Author.
- Ingeroll, R. and Kralik, J. (2004). The impact of mentoring on teacher retention: What the Research says. Education Commission of the States. Retrieved March 28, 2009, from www.ecs.org/clearinghouse/50/36/5036.
- Judge, H. (1988). Afterword. *Building a Professional Culture in Schools*. In A. Lieberman (Ed.). New York: Teachers College Press.
- King, B., Williams, W., Howard, S., Profitt, F., Belcher, K., & McLean, J.E. (2004). Creating the bridge: the community's view of the expanding community partnerships. In Behringer, B.A., Bach, B.C., Daudistel, H., Fraser, J.W., Kriesky, J., & Lang, G.E.

- (Eds.), *Pursing opportunities through partnerships: Higher education and communities*. (pp. 75-85). Morgantown, WV: West Virginia University Press.
- Knight, S.L., Wieseaman, D.L., & Conner, D. (2000). Using collaborative teacher research to Determine the impact of professional development school activities on elementary students' math and writing outcomes. *Journal of Teacher Education*, 51, 26-38.
- Kroll, L., Boyer, J. & Hauben, M. (1997). The effect of a school-university partnership On the student teaching experience. *Teacher Education Quarterly*, 24(1), 37-52.
- Levine, M. (2002). Why invest in professional development schools? *Educational Leadership*, 59, 65-68.
- Linek, W.M., Fleener, C., Fazio, M., Raine, I.L., Dugan, J., Bolton, P., & Williams, N. (2001). Focusing On the Pre-K to grade four literacy learner in professional development schools. U.S. Department of Education.
- McLean, J.E. (1995). Improving education through action research: A guide for Administrators and teachers. Thousand Oaks, CA: Corwin Press.
- Mebane, D.J., & Galassi, J.P. (2003). Variables affecting collaborative research and Learning in a professional development school partnership. *The Journal of Educational Research*, 96, 259-268.
- McLean, J. E., & Behringer, B.A. (2008, January). Establishing and evaluating equitable partnerships. Paper presented at Annual Meeting of the Holmes Partnership. Orlando, FL.
- Merriam, S.B. (1988). Case study research in education: A qualitative approach. San Francisco, CA: Jossey-Bass.
- Metcalf-Turner, P. & Fischetti, J. (1996). Professional development schools: Persisting

- questions and lessons learned. *Journal of Teacher Education*, 47 (4), 292-299.
- Milbrandt, M.K. (2006). A collaborative model for art education teacher preparation. *Arts Education Policy Review*, 107,13-21.
- Mills, J. (2008). Repeated measures. [e-learning]. Retrieved from Lecture notes
Online web site: <http://frcsecure.ua.edu/mills.html>.
- National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's future*. New York: Author.
- National Council for Accreditation of Teacher Education (2001). *Standards for professional development schools*. Washington D.C. : Author.
- National Council for Accreditation of Teacher Education (1997-2008). Professional development schools. Retrieved May 25, 2008, from www.ncate.org. Rafferty, C. (1994).
- Patton, M.Q. (1994). *Qualitative Evaluation and Research Methods* (2nd ed.). Newbury Park, CA: Sage Publications.
- Peters, S. Inclusive education in accelerated and professional development schools: A Case-based study of two school reform efforts in the USA. *International Journal Inclusive Education*, 6, 287-308.
- Petrosko, J.M., & Munoz, M.A. (2002). A collaborative evaluation model for systematic renewal of teacher education: Assessing the effect of professional development schools on teacher and students. Presented at National Educational Association meeting. Washington, D.C.
- Reed, C.J., Kochan, F.K., Ross, & Kunckel, R.C. (2001). Designing evaluation systems to Inform, reform, and transform professional development schools. *Journal of*

- Curriculum and Supervision*, 16, 188-205.
- Ross, D., Brownell, M., Sindelar, P., & Vandiver, F. (1999). Research from Professional development schools: Can we live up to the potential? *Peabody Journal of Education*, 74, 209-223.
- Runyan, C., Sparks, R. & Sagehorn, A.H. (2000). A journey of change: redefining and Assessing a multi-faceted teacher training program. Pittsburg State University, Kansas.
- Sandholtz, J. & Wasserman, K. (2001). Student and cooperating teachers: Contrasting experiences in teacher preparation programs. *Action in Teacher Education*, 23, 54-65.
- Slavin, R.E. & Fashola, O.S. (1998). Show me the evidence! Proven and promising programs for America's schools. Thousand Oaks, CA: Corwin Press.
- Shroyer, G., Yahnke, S., Bennett, A., & Dunn, C. (2007). Simultaneous renewal through professional development school partnerships. *The Journal of Educational Research*, 100, 211-223.
- Smith, J. A. (Ed.) (2008) *Qualitative Psychology: A Practical Guide to Research Methods* (2nd ed) London: Sage.
- Szilagyi, A. D., Sims, H. P., & Keller, R. T. (1976). Role dynamics, locus of control, and Employee attitudes and behavior. *The Academy of Management Journal*, 19 (2), 259-276.
- Tashakkori, A. & Teddlie, C. (2003). Mixed methodology: Combining qualitative and quantitative approaches. Thousand Oaks, CA: Sage.
- Teddlie, C. & Tashakkori, A. (2009). Foundations of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioral sciences. Los

- Angeles, CA: Sage.
- Teitel, L. (2004). How professional development schools make a difference: A review of Research. 2nd edition. National Council for Accreditation of Teacher Education.
- Teitel, L. (2003). The professional development schools handbook: starting, sustaining, and assessing partnerships that improve student learning. Thousand Oaks, CA: Corwin Press.
- Teitel, Lee (2001). An assessment framework for professional development schools: A Literature Review. In M. Levine (Ed.), *Designing standards that work for professional development schools*. Washington, DC: National Council for Accreditation of Teacher Education. 33-79.
- Telese, J.A. (1998). Professional development schools: based interns' philosophical perspectives on teaching. Paper Presented at the annual meeting of the Southeastern Regional association of Teacher Educators, Charleston, SC.
- Trachtman, R. (2007). Inquiry and accountability in professional development schools. *The Journal of Educational Research*. 100, 197-203.
- Valli, L., Cooper, D., & Frankes, L. (1997). Professional development schools and equity: A critical analysis of rhetoric and research. In M. W. Apple (Ed.), *Review of Research in education*, 22, 251-304.
- U. S. Department of Education, National Commission on Excellence in Education. (1983). *A Nation at Risk: The imperative for educational reform*. Washington, DC: Author.
- [University-School Consortium for Educational Renewal (1997)]. The University [Brochure]. Southeast USA. Author

[University-School Consortium for Educational Renewal (2008)]. The University

[Brochure]. Southeast USA. Author

U.S. Census Bureau (2007). "Fact sheet." Retrieved September 19, 2008, from

www.uscensusbureau.com.

Wagner, J. (1997). The unavoidable intervention of educational research: A framework

For reconsidering researcher-practitioner cooperation. *Educational Researcher*,

26 (7), 13-22.

Yendol-Hoppey, D. (2007). Mentor teachers' work with prospective teachers in a newly

Formed professional development school: Two illustrations. *Teachers College*

Record, 109, 669-698.

Zar, J. H. (1996). *Biostatistical Analysis* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

APPENDIX

Professional Development School Participants' Perceptions of Program Progress

Section 1: Participants' Perceptions Survey

This survey is designed to get information about the school-university partnership. Your opinions and beliefs are important and appreciated. Thank you for taking the time to complete the survey.

Directions: Please circle the number that indicates your level of agreement with each statement.

- 1 – Strongly Disagree 2 – Disagree
3 – Agree 4 – Strongly Agree

		Strongly Disagree	Disagree	Agree	Strongly Agree
1	I know the goals of the school-university partnership.	1	2	3	4
2	Research supports the goals of the school and university.	1	2	3	4
3	The partnership helps provide training to accommodate students with exceptionalities.	1	2	3	4
4	The school and university partners share a mutually beneficial relationship.	1	2	3	4
5	The partnership has reached its goals and objectives in several areas.	1	2	3	4
6	There is a sense of community between the school and the university.	1	2	3	4
7	The partners encourage practices that support equitable learning.	1	2	3	4
8	Teaching practices are improving as a result of the partnership.	1	2	3	4
9	The structure of the partnership should be updated to meet current PDS needs.	1	2	3	4
10	The partnership fosters an environment of student learning.	1	2	3	4
11	The partners engage in learning experiences that allow them to develop skills to support students from diverse groups.	1	2	3	4
12	The administrators are involved in partnership activities.	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
14	The school-university relationship enhances educators' ability to meet the needs of diverse learners.	1	2	3	4
15	Student academic achievement has improved because of the school-university relationship.	1	2	3	4
16	There is collaboration between faculty members at both the university and the school.	1	2	3	4
17	The program changes to meet the needs of the school and the university.	1	2	3	4
18	Both the school and the university make contributions to the partnership.	1	2	3	4
19	There are several benefits to being a member of the partnership.	1	2	3	4
20	The school culture has changed for the better because of the partnership.	1	2	3	4
21	The partnership helps provide resources to address student learning for every child, including learners with special needs.	1	2	3	4
22	The partnership has resulted in more educator confidence.	1	2	3	4
23	The collaborative activities have enhanced teaching practices.	1	2	3	4
24	The partners recruit and support diverse participants.	1	2	3	4
25	The partnership has had minimal impact on teaching.	1	2	3	4
26	The partnership has provided enrichment activities and resources for teachers.	1	2	3	4
27	The partnership goals include a multicultural perspective.	1	2	3	4
28	The partnership is now ready to extend its impact to the broader community.	1	2	3	4

Section 2: Demographic Information

Please provide the following demographic information by marking the appropriate blanks.

2.1. Ethnic and Cultural Background

African American or Black Asian or Pacific Islander

Latino/a or Hispanic Native American Caucasian

2.2. Gender

Female Male

2.3. Age

<22 22-30 31-40 41-50 51-50 60+

2.4. Education

Highest degree obtained

Associate's Bachelor's Master's EDS PhD/EdD_____

2.5. Teaching Experience

Number of years teaching

<1 1-2 3-5 6-10 11-15 16-20 20+

PDS Position

2.6. What is your job title?

elementary teacher middle school teacher high school teacher

school administrator school staff university professor

university administrator university staff

2.7. How many years have you been a part of the PDS partnership?

<1 1-2 3-4 5-6 7-8 9-10 10+

2.8. Have you changed PDS sites since becoming a participant in the partnership? If so, where?

from school to school within the same system

from school to school outside of the system

from school to university

from university to school

Interview Protocol

1. Have teaching practices changed as a result of the school-university partnership? If so, how?

2. Are there obstacles preventing the school and university from a more successful partnership?

3. What are the benefits of being a participant of the school-university partnership?

4. What are your contributions to the partnership?

5. Have you been involved in collaborative research activities? If so, what role did you play?

6. What has been the impact of the partnership on student learning?