

Magazine: Newsweek, May 29, 1995
Section: WHAT YOU CAN DO

HOW TO HELP

Worthy ways to get involved

STRIVE

New York City; 212-380-1100

Trains young adults for entry-level jobs; heavy follow-up.

FOCUS: HOPE

Detroit; 313-494-5500

Offers the disadvantaged training in everything from machinery skills to high-tech engineering.

JOBS FOR YOUTH

Chicago; 312-782-2086

Tough-love job training.

DELANCEY STREET

San Francisco: 415-957-9800

Residential program for ex-cons; eases them back into life with school, rehab and jobs.

ALTERNATIVES FOR GIRLS

Detroit; 313-496-0938

Fights teen pregnancy by forming girls' clubs based on building self-respect from kindergarten up.

INST. FOR RESPONSIBLE FATHERHOOD

Washington, D.C.; 202-789-6376

Reaches out to young single fathers, teaching parenting and responsibility skills.

MOM'S PROJECT

Boston: 617-638-5160

Female ex-addicts help pregnant women fight drug abuse.

ONE CHURCH -- ONE ADDICT

Washington, D.C.; 800-942-2771

Teaches churches how to run drug and alcohol rehab programs.

MAD DADS

Omaha, Neb.; 402-451-3500

Area fathers patrol drug markets to report dealers. Volunteers serve as positive role models.

PRILAPRIDE INC.

Philadelphia; 215-575-2210

Helps communities prevent illegal dumping and clean up existing environmental hazards.



Harold Wilson Middle School for Professional Development

A collaborative effort between Montclair State University, the Newark Public Schools, and the Newark Teachers Union to provide continuing professional development to teachers

Target Population: Teachers in grades K-8.

Description: The Wilson Middle School for Professional Development is a Professional Development School operated in partnership with the Newark Public Schools, Montclair State University, and the Newark Teachers Union. The program seeks to provide professional development to Newark teachers around the themes of enhancing student performance through a focus on higher-order academic goals, developing an understanding of the role of schools in the enculturation of the young into a political and social democracy, learning and using appropriate pedagogy, and developing professionalism through stewardship of best practices.

Over the years, Wilson Middle School for Professional Development (SPD) has worked on several models of professional development, including an exchange teacher model providing in-depth experiences for teachers, a building infusion model working with a single building at a time, and a "turnkey" approach working with staff developers in particular schools. The SPD also operated the district programs for teachers having difficulty in achieving academic success with students. University faculty from the college of education and the college of arts and sciences have worked in the SPD throughout its history.

During the 1995-96 school year, approximately 60 teachers participated in the programs of the SPD.

Evidence of Effectiveness: Evaluation has been ongoing since 1993. The University evaluation focused on degrees of implementation around a series of standards drawn from work with the National Education Association and Goodlad's National Network for Educational Renewal. The methodologies included surveys and focus group interviews. The District evaluation included interviews. Data on student performance was also collected by the District.

Implementation Issues: Several factors contribute to the effectiveness of the program: (1) clear focus on the purposes of schooling and the nature of effective teaching; (2) a long-term view of professional development; (3) a commitment to follow-up and practice; (4) University commitment to urban education and school renewal; and (5) mutual respect and responsibility for the work by both the University and the District.

Barriers to effective implementation can be program expense, the failure on the part of some to understand the cost of high level professional development, and the lack of recognition by some that long-term change in teacher behavior in the classroom is the only sure way to bring about a more effective education.

Resources Used: No special materials or consultants are needed.

Recognition: The Wilson Middle School for Professional Development was selected as one of the sites for development of the National Standards for Professional Development Schools by the National Council for Accreditation of Teacher Education.

Funding Sources: Annual estimated cost for the program is \$255,000. Montclair State University (\$150,000) and Newark Public Schools (\$105,000) support the program.

Contact: Dr. Nicholas M. Michelli, Dean, College of Education and Human Services, Montclair State University. (201) 655-5167 or Dr. Lourdes Mitchel, Principal, Harold Wilson School for Professional Development, Newark Public Schools. (201) 733-6451.



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What Works in Urban Education:
Professional Development



Professional Development Schools Project

A collaboration between Temple University and the School District of Philadelphia to increase the number of highly skilled and practically trained educational professionals, support educational reform, and connect research with practice in an urban setting

Target Population: Preservice, inservice teachers and other school-based professionals, university faculty, students, and parents.

Description: Initiated in 1991, Temple University's College of Education and the School District of Philadelphia have worked as partners to improve education in the city on all levels. In the Professional Development Schools (PDS) Project, educators work collaboratively to provide the clinical settings necessary for new models of training preservice teachers and counselors, to provide life-long learning for seasoned teachers and faculty, to offer enrichment activities for students in grades K-12, and to provide avenues for involving community members in the education process.

The PDS in the partnership are governed by teams of teachers, faculty, parents, administrators, and students who oversee each of the some 20 projects that are a part of the initiative. The PDS Project encourages collaboration and inter-professional practice as well as promotes synergy between research and practice.

Through the PDS effort, university professors have opportunities to become more practically involved in public schools research, staff development, and service activities. School professionals have opportunities to be actively involved in training people to enter their professions by working in a consistent and ongoing way with Temple's field experience students. Early and in-depth exposure to school restructuring occurs through student teaching, practicum and internship placements in PDS.

PDS professional preparation efforts include teacher certification courses team-taught by university professors, including faculty from the College of Arts and Sciences, and Professional Development School teachers. Student teachers are supervised by PDS teachers appointed as adjunct faculty in the College of Education. Student teacher seminars and educational leadership courses are taught by PDS principals.

Examples of staff development activities include professional development for inservice teachers and staff focused on alternative assessments, inclusive classrooms, computer-based instruction, and sustaining parent involvement. Enrichment activities in PDS for K-12 students include the MAALE Project (Male African Americans Learning From Each Other), conflict resolution and peer mediation training and information, and career counseling. Community involvement is encouraged through several projects such as a family literacy center and a parent center in two of the PDS elementary schools, and a Comprehensive Support Services Project at another community elementary school.

During the 1995-96 school year, 13 schools participated as part of the PDS Project. More than 80 teachers, 10 staff members, 150 parents, and 500 students in grades 1-12 participated were effected by the project. In each PDS the focus is on specified grade levels. There are schools in which specific problems are addressed at selected grades.

Evidence of Effectiveness: Selected aspects of the PDS Project were evaluated in 1996. Interviews and cohort scales in career counseling, group development, behavior management, and peer mediation projects were administered as were questionnaires of all workshops and family center activities. Questionnaires focused on team taught courses were administered to preservice students and other professional preparation students.

Implementation Issues: Key to effective implementation are constant communication through teams meetings, school district and university administrative support, and the support of key faculty and teachers. Also important is an agreed upon definition of collaboration in practice as well as resources for development and expansion.

For University faculty, there can be conflicts in priorities related to PDS work and other professional roles and responsibilities. Time management can be problematic for faculty and school district teachers. Changes in school district personnel can also be problematic as can support for university-wide involvement in PDS efforts.

Resources Used: Computers and written materials for parent centers and staff development workshops and courses are needed. Staff to deliver professional development activities is need as are funds for attendance at national educational conferences.

Recognition: The PDS Partnership has had numerous articles written about it in local newspapers such as the *Philadelphia Inquirer* and the *Philadelphia Tribune*, as well as in University publications such as *The Temple Educator*.

Funding Sources: Funds are provided by Temple University.

Contact: Dr. Jayminn Sanford, Assistant Professor, Temple University, College of Education, (215) 204-5205.

Publications: Sewell, T. E., Shapiro, J. P., Ducette, J. P., & Sanford, J. S. (1995). Professional Development Schools in the inner city: Policy implications for school-university collaboration. In Petric, H. (Ed.). *Professionalization, Partnership and Power: Building Professional Development Schools*. NY: State University of New York Press, 179-197.

Whelan, et.al. (1995). School group effectiveness and productivity. *Research Practice*, 96.

Sanford, et.al. (1996). Retrospective of a PDS based urban teacher education program. *Contemporary Education*, 96.



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What Works in Urban Education:
Professional Development



Literacy Cluster

A California State University, Los Angeles Charter School of Education and Los Angeles Unified School District collaborative effort to improve teacher preparation and development in literacy

Target Population: Preservice and inservice teachers.

Description: The Literacy Cluster is one of several components of the Charter School's Mission and Vision of coordinated, multi-disciplinary approaches to education. The goals of the Literacy Cluster are to produce teachers who (a) are well prepared in their subject content; (b) have a sound foundation in methodology and the psychosocial implications of learning; and (c) view themselves as dedicated professionals with the ability to transmit information and transform schools. The Literacy Cluster represents a proactive collaborative initiative involving faculty from all four divisions within the Charter School of Education.

Since formal approval in December of 1995, three pilot projects have been started in the Literacy Cluster. The *Beginning Teacher Support Network for Literacy* involves master teachers at school sites as on-going support providers for beginning teachers, as well as hands-on guidance by California State University, Los Angeles (CSLA) reading/language arts specialist credential-MA candidates under the direction of a faculty member. The project's focus is on the development of exemplary reading/language arts programs for elementary students in diverse, multicultural, multilingual classrooms. The second pilot project, *Supervised Early Literacy Field Work*, is a special section of a reading/language arts teaching methods course. The project involves a supervised observation and participation component. Preservice students have the opportunity to observe in a model elementary classroom. Students receive one-on-one guidance in the design of sample lessons, and receive feedback on their reflections and evaluations of first attempts to teach reading/language arts lessons to young students from CSLA reading/language arts specialist credential-MA candidates. The final pilot program for the 1995-96 academic year is the *Improvement of Literacy Expertise in Student Teaching Supervision* project. This Literacy Cluster component employs a "trainer of trainers" technique to improve the future supervision of CSLA student teachers.

Additional components of the Literacy Cluster are being planned, such as the *Distinguished Teachers in Residence Program*. This project will build on the *Beginning Teacher Support Network for Literacy* by involving master teacher support providers in continuing professional development leading to the ability to co-teach CSLA courses and provide additional model elementary school classrooms. Also planned are Summer Institutes for master teachers at school sites, expansion of the CSLA Reading Clinic, and expansion of Literacy Cluster efforts to middle and high schools.

In two academic quarters, the Literacy Cluster has involved approximately 270 diverse, multicultural elementary school students, 5 experienced multicultural classroom teachers, 4 beginning teachers, 3 CSLA reading/language arts credential-MA candidates, 1 supervisor of student teachers, and 11 CSLA professors.

Evidence of Effectiveness: The Literacy Cluster is in the process of being evaluated. Anecdotal evidence from field supervisors, master teachers, and student teacher supervisors suggests that supervised field work experience for preservice teachers is beneficial and that increased field experiences and feedback are helping preservice students bridge theory and practice. Preservice students reported that the field experiences were positive and productive.

Implementation Issues: Key to effective implementation are through planning, good communication between University faculty and classroom teachers and administrators, as well as a commitment to change and innovation. Possible barriers to effective implementation are issues of faculty workload and time commitments.

Resources Used: No special materials are required for implementation.

Funding Sources: The Literacy Cluster is supported through internal funding from the Charter School of Education.

Contact: Dr. Darlene Michener, Literacy Cluster Director, California State University, Los Angeles, (213) 343-4360.



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What Works in Urban Education:
Professional Development



Clinical Schools Program

A collaborative effort between San Francisco State University and the San Francisco Unified School District to provide comprehensive and intensive preparation of teachers for urban schools

Target Population: University students enrolled in elementary education teacher preparation credential programs.

Description: In response to current knowledge about the nature of knowing and learning, the Clinical Schools Program (CSP) was structured to facilitate the development of an interdisciplinary approach to prepare urban classroom teachers teaching multiple subjects in the elementary school. A central feature of the CSP is the development of structures that create linkages between school practitioners and university faculty on an ongoing basis in the education of prospective teachers. The CSP inter-institutional, cross-role teams provide an opportunity for teacher educators from both the university and the school to work together on a regular basis to address the preparation of teachers. Each clinical school in the CSP has a University Liaison to mentor interns and consult with classroom teachers and principals. Each clinical school designates a teacher to be the Site Coordinator. The Site Coordinator oversees the teacher education activity at the clinical school and acts a linking agent with the University. Finally, a Leadership Team, composed of representatives of all parties, works together to review progress, discuss issues of concern with respect to preparing teachers for urban schools, solve problems, and formulate policies.

Fieldwork for student interns is both more intensive and extensive than in traditional teacher preparation programs. Students in the CSP accrue a minimum of 675 hours of supervised field practice in the San Francisco public clinical schools. They are assigned to one of 10 clinical schools each semester. Interns are placed in a different school, in a different neighborhood each semester. This rotation allows interns to have experiences in communities with different cultures, languages, and social-class concentrations. It also gives interns opportunities to work in both large and small schools. Although interns are assigned to a "home" classroom and clinical teacher/mentor for a semester, the interns are in effect members of the whole school community and participate in the full life of the school. Weekly reflection sessions with the University liaison at the school site creates opportunities to synthesize experiences and plan next steps.

Evidence of Effectiveness: Multiple evaluations of the CSP have been done between 1992-94. The evaluations utilized both quantitative and qualitative methodologies focused on student interns' knowledge and skill derived from participation in the CSP and on the student interns and other CSP participants perception of the strengths and weaknesses of the program. In general, student interns felt that they had changed for the better as a result of the CSP, citing an increased awareness of the "realities" of teaching. In terms of quantitative data, the student interns gave high ratings to the university liaisons and the clinical teachers with respect to their helpfulness. Finally, student interns generally rated themselves as having well-developed competencies in a variety of teaching areas.

One evaluation by an independent consultant found that the CSP offered student interns a comprehensive teaching and learning experience by providing them with an opportunity to observe and practice teach in a variety of urban elementary schools. The evaluation further found that the curriculum effectively integrated practice and theory and prepared novice teachers to work effectively with diverse student populations, colleagues, school administrators, and parents in urban school districts.

Implementation Issues: Key features for effective implementation are a cohort design for students, intensive field practice from the beginning of course work, and parity between university faculty and clinical teachers in program and policy decisions. Additionally, it is important to have the support of top administrators of the university and school system and clinical schools.

Barriers to implementation can be inadequate or continuing funding, release time for faculty liaisons to schools, and "burnout" of university faculty and clinical teachers. The CSP is complex to administer and time and energy intensive.

Resources Used: Parents, community members, teachers and administrators contribute to training and consultants are used for TRIBES training. The CSP also uses video camcorders and the Internet.

Funding Sources: Annual costs are estimated at \$67,000 per year. Funds are drawn from the San Francisco State University (\$60,000) and the San Francisco Unified School District (\$7,000). Some support has been given by the AT&T Foundation (*Teachers for Tomorrow* program).

Contact: Dr. Pat Gallagher, Associate Professor, San Francisco State University, (415)338-0567 or Ms. Linda Davis, Associate Superintendent, San Francisco Unified School District, (415) 241-6008.



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What Works in Urban Education:
Professional Development



University of Colorado at Denver Partner Schools

A partnership program between the University of Colorado at Denver and the Denver Public Schools for the simultaneous renewal of K-12 education and teacher preparation

Target Population: University faculty and graduate students seeking initial certification, and teachers, administrators and staff in public schools.

Description: The objective of the University of Colorado at Denver (UCD) Partner Schools effort is simultaneous renewal of K-12 schools and teacher education. During the 1992-93 school year, a group of School of Education faculty at UCD, public school personnel and a number of districts, including the Denver Public Schools (DPS), and current students in the School of Education joined forces to redesign the Initial Teacher Education program. One of the major recommendations of the redesign group was the establishment of new and stronger partnerships with schools, called Partner Schools.

A Partner School is a public school in which school and university faculty work together over a long period of time on common goals, centered on a collaborative effort to prepare new teachers for the teaching profession. Through the Partner School arrangement, school personnel are able to address goals they have identified with the assistance of site-based university faculty, in partner schools.

The UCD/DPS Partner School has four functions: (1) teacher preparation; (2) professional development; (3) curriculum and instructional renewal; and (4) inquiry and research. These four functions are intertwined. The presence of university faculty and a substantial number of teacher candidates have the potential to create numerous beneficial opportunities. Among these are: (1) school renewal that is informed by research, the perspectives of experienced practitioners, and teacher candidates' fresh perspectives; (2) release time for teachers to engage in professional development activities (e.g., teacher-researcher projects, curriculum development, school-university research collaboration) (3) collective problem-solving related to school community issues; and (4) researching instructional methods to determine their impact on the learning and well-being of students.

Most UCD faculty have themselves been teachers in public schools. As a result, they are comfortable in school settings and have respect for the issues and dilemmas that teachers and administrators in schools face on a daily basis. The UCD faculty spend a day per week in partner schools from the opening of school through April working with teacher candidates and school colleagues. School and university faculty work together on such activities as the teacher education program design, in-classroom work with teacher candidates, and program and teacher candidate evaluation. At each Partner School, a team composed of the principal, a UCD professor and a site coordinator work with classroom teachers and teacher candidates and oversee the implementation of the partnership program.

During the 1995-96 school year, five Denver Public Schools participated in the partnership arrangement. The program has the capacity for approximately 160 teacher candidates per year. The program is designed for mature individuals (average age is approximately 30) who have already completed a B.A. or above.

Evidence of Effectiveness: There have not been formal evaluations in the schools themselves that are consistent across schools. There is University data from teacher candidates that is formal and research/evaluation data from site coordinators and teacher interns. Some site coordinators also interview each teacher candidate to determine what needs to be adjusted. This year a "school portraiture" evaluation will be implemented at one of the participating partner schools.

Implementation Issues: Key to effective implementation are (1) University professors in the schools a day per week all year; (2) site coordinators who work full-time on partner school functions; (3) cohorts of teacher candidates in schools all year; (4) co-teaching of teachers and teacher candidates; (5) partner school leadership teams; and (6) partner school principals' meetings.

Barriers to effective implementation can include (1) difficulty in implementing all four partner school functions simultaneously; (2) teachers and professors who do not model best practice; (3) district and university support (or lack thereof) in helping faculty and teachers redefine roles so as to truly renew schools and schools of education; (4) resistance from teacher candidates to working in partner schools rather than where they want to; and (5) working out logistics of co-taught University courses.

Recognition: The Partner Schools program has been presented at national meetings of the American Association for Colleges of Teacher Education.

Resources Used: The Partner Schools project is working on embedding professional development in the job via co-teaching, coaching, and action research.

Funding Sources: The Partner School project is supported with funds from the University as well as support through Goals 2000 funds to the Colorado Partnership for Educational Renewal (CPER) and Eisenhower funds. The Colorado Council of

Higher Education funded the establishment and planning for partner school leadership teams.

Contact: Dr. Lynn Rhodes, Associate Dean, University of Colorado at Denver, College of Education, (303) 556-3336 or Dr. Melanie Byers, Principal, Fairmont Elementary School, Denver Public Schools, (303)893-1957.



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What Works in Urban Education:
Professional Development



TEAMing...HEART of the Middle School

An interdisciplinary thematic professional development summer institute for teachers in the Boston Public Schools

Target Population: Teachers of 6th through 8th grade.

Description: The TEAMing program was established in September 1994 in the Boston Public Schools. The program is an interdisciplinary thematic instruction summer institute in which middle school teachers are trained in theory and application of thematic studies. The major goal of the program is to commit teachers to change their styles of teaching making learning more active for students.

The program establishes interdisciplinary teams of teachers across all grade levels in middle schools, develops a Teacher Resources Library, and establishes district-wide "Give and Take" sessions for teachers to network and share experiences and successful teaching strategies.

During the 1995-96 school year, 19 middle schools, 76 teachers, 38 administrators, and 2000 students participated in the program.

Evidence of Effectiveness: The program has not yet been evaluated.

Implementation Issues: Several factors contribute to the effectiveness of the program, including the effective use of common planning time, more teacher teaming which provides better student instruction, and better communication between teachers and administrators. There are some challenges to the program such as the inability of some teachers to be true team members and the rigidity of some schedules which do not allow for sufficient planning time.

Resources Used: A computer, printer and scanner were purchased for use in the Teacher Resource Center. The professional development component of the program includes a three-day summer institute for teams of teachers, two Saturday workshops for administrators on teaming and scheduling, and after school follow-up sessions for continued teacher support.

Funding Sources: The program is funded by the Boston Plan for Excellence which awarded the program \$40,000 in 1994-95 and 1995-96.

Contact: Jean Dorcus, Program Coordinator, Middle Cluster, Boston Public Schools. Telephone: (617) 635-8030. Fax: (617) 635-8027.



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What Works in Urban Education:
Professional Development



20/20 Program

A collaboration between the University of Minnesota and the St. Paul Public Schools to support teachers preparing for National Board Certification

Target Population: Volunteer teachers seeking National Board for Professional Teaching Standards certification.

Description: The 20/20 program provides support to St. Paul Public Schools' teachers undergoing National Board Certification. The St. Paul Federation of Teachers worked with the partnership on this program. University of Minnesota, College of Education faculty worked with the teachers on current knowledge and methods. Beginning in December 1994 and continuing through late March 1995, each participant developed a performance-based teaching portfolio. These portfolios included information about their teaching, such as videotapes of their classrooms and examples of how they evaluate student work. After completing their portfolios, the teachers underwent a day long assessment of current knowledge in their field.

During this period of time, 20 teachers participated in the program.

Evidence of Effectiveness: Of the 20 teachers that participated, 13 were granted National Board Certification. This is the highest number of any group undergoing this process in the country.

Implementation Issues: Close coordination and strong working relationships between university and school system personnel help ensure successful implementation.

Recognition: Numerous articles have been written about the 20/20 program in *The Link*, a publication of the University of Minnesota. 20/20 has also been mentioned in the literature of the National Board for Professional Teaching Standards.

Resources Used: No special materials or resources are needed for implementation.

Funding Sources: 20/20 has been supported by funds from the St. Paul Public Schools (\$50,000), the University of Minnesota (\$50,000), and the St. Paul Federation of Teachers.

Contact: Dr. Richard Beach, Director of Teacher Education, University of Minnesota, (612) 625-3893 or Ms. Rae Cornelius, 20/20 Program Coordinator, St. Paul Public Schools, (612) 224-8380.



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What Works in Urban Education:
Professional Development



Professional Development Laboratory

A public/private sector collaboration between numerous organizations including New York University and the New York City Public Schools along with other organizations, for an innovative urban teacher development program that provides a framework for teacher professional development at multiple sites throughout the New York City public school system

Target Population: Teachers in eight community schools in four boroughs in the New York City Public Schools.

Description: Housed within the School of Education at New York University (NYU), the Professional Development Laboratory (PDL), has as its long-term goal the improvement of student learning through direct professional development of teachers. Initiated in 1989, collaborators in the PDL include representatives from the New York City Board of Education, the United Federation of Teachers, the Office of the Manhattan Borough President, the Office of the City Council President, JP Morgan & Company, Inc., AT&T Foundation, and the IBM Corporation.

Functioning at various laboratory sites, teachers go through a process that helps them to identify their own development interests and needs and to share their expertise with colleagues. The program is completely voluntary: resident teachers and paraprofessionals are not paid and visiting teachers are not told to go to PDL or required to go. PDL arranges for teachers who have identified their own development needs to be paired as visitors in live, working classroom settings with resident teachers who are experienced educators. Teachers selected as visitors spend up to three weeks in the classroom of resident teachers, observing innovative techniques, practicing new skills, and reflecting on practice.

During the three week visiting cycle, a replacement teacher is hired to cover the visiting teacher's classroom. In order to minimize disruption and ensure continuity of instruction, the replacement teacher works with the visiting teacher together in his/her classroom for a period of 1-3 days prior to the visit. In addition, the replacement teacher remains in the teacher's classroom upon his/her return to provide support and assistance with the application of techniques learned during the visiting cycle and to help implement changes in the classroom. The visiting teacher develops an action plan and works with the resident teacher to establish goals and discuss desired learning outcomes for the visit. Planning time and opportunities to debrief during the cycle are provided for both teachers (visiting and resident). At the completion of the cycle, the resident teacher makes a follow-up visit to the visiting teacher's classroom to assess the implementation of skills, discuss strategies, and collect feedback.

PDL resident teachers continue to build on their professional development by participating in a year-long Teacher Leadership Institute course offered by NYU. The goal of the course is to assure that the resident teachers in the PDL have the opportunity to enhance their own skills as collaborators, facilitators, and researchers so that they can provide the best possible laboratory experience for visiting teachers.

During the 1995-96 school year, 220 teachers, 12 staff members, and 14 parents participated in the PDL.

Evidence of Effectiveness: PDL has been evaluated every year since 1993. The evaluations addressed three areas: (1) the organization of the PDL program, including the Teacher Leadership Institute; (2) the impact of the program on teachers and students; and (3) the policy implications of the program for fostering professional development and improving student learning. Evaluation reports were based upon information obtained through interviews, survey data, PDL district document reviews, and focus groups of previous participants. Principals were interviewed and the evaluation teams also reviewed relevant program documents, district plans, coaching and action plans. Internal evaluations were also completed by PDL participants who had finished the core cycle and reviewed to assess the quality of the PDL experience.

Implementation Issues: Effective implementation requires adequate funding, staff and organization. It is important that the goals of the PDL connect with major school reform efforts. Time needs to be allocated for conferencing between resident and visiting teachers.

Although evidence of changes in teacher behaviors, attitudes, and level of professionalism have been documented, strategies and methodologies to measure the direct outcome of the program on student learning can be problematic.

Resources Used: Training in peer coaching for resident teachers and site facilitators in the program are needed. Additionally, laboratory space (or a classroom) in one school is needed to accumulate instructional materials, a video library and computers which will be used by teachers in the district and to hold meetings, seminars and training sessions for participating teachers.

Funding Sources: The annual cost for the PDL program falls into three categories: cost to operate in the District, support for Central PDL Office, and the Teacher Leadership Institute (course for resident teachers). Approximate overall costs are \$652,000 per year (District support, \$200,000; University support, \$235,000; and private support, \$190,000). Private support has come from JP Morgan Bank, Booth Ferris Foundation, IBM Corporation, and the AT&T Foundation.

Contact: Ms. Mary Ann Walsh, PDL Project Director, New York University, (212) 998-5453 or Maria Guasp, Chief Executive for Instructional and Student Support, New York City Board of Education, (718) 935-2767.

Publications: Lerner, B. M. (1995). PDL-A new perspective on professional development. *Journal of the New York City Association for Supervision and Curriculum Development*, 10, 15-17.

Carras, G., Davis, G. Kelly, A.M., & Walsh, M. A. (1995). *Voices of PDL: Personal Narratives and Professional Insights*. NYC: Professional Development Laboratory.



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What Works in Urban Education:
Professional Development



Beginning Teacher Support and Assessment Project

A collaborative program between San Diego State University and San Diego Unified School District to support first and second year teachers in inner-city classrooms

Target Population: First and second year teachers in ethnically and linguistically diverse schools. This cohort includes regular education, bilingual and special education K-8 teachers.

Description: The San Diego Beginning Teacher Support and Assessment Project (BTSA) was designed to provide support for beginning teachers working in inner-city schools and to establish a program of formative assessment to guide professional growth as well as to promote collegiality and group problem-solving among beginning teachers to inform teacher preparation programs.

Faculty members from San Diego State University serve as support providers to the BTSA participants. The Far West Laboratory Expanded Teacher Portfolio Model guides the process of assessment to inform support to beginning teachers. Following a series of initial observations, conferences and reflections, an Individualized Growth Plan (IGP) is developed by each beginning teacher. The IGP identifies a research question which flows from assessment, addresses a relevant area for professional growth and supports the collection and analysis of evidence to document that growth.

Each beginning teacher is assigned a cluster leader who observes and confers individually with group members on a regular basis. Monthly cluster group meetings promote the development of collegial support networks, encourage reflection and analysis, build understanding of the Expectations for Beginning Teachers in California and provides a safe environment in which to explore issues of concern. Beginning teachers earn salary credits for their participation in the project.

Each beginning teacher is also assigned to a mentor coach from the San Diego Unified School District. Mentors work in partnership with the cluster leaders to provide demonstration lessons, observation opportunities, assistance with planning, and access to District resources. Mentor coaches are released from their classroom assignments for one day a week to provide support to 4-5 beginning teachers.

The California Department of Education and the California Commission for Teaching Credentialing collaborated on the BTSA project. During the 1995-96 school year, 70 teachers in grades K-8 from 15 schools participated in the project.

Evidence of Effectiveness: The BTSA project was evaluated for the 1994-95 program year and an evaluation of the 1995-96 program year is in progress. Surveys of beginning teachers, mentor coaches, and university faculty support providers were conducted during the 1994-95 evaluation. Additionally, some program participants were interviewed. The data suggested that the BTSA project is of great value to all those that participate. Beginning teachers saw their cluster leaders and mentor coaches as valuable support providers. Participating teachers also were positive about their Beginning Teacher Academy Classes. Although portfolio development was viewed as challenging, most new teachers found it to be a positive, useful undertaking. Many beginning teachers thought that the ratio of new teachers to cluster leaders and mentor coaches should be reduced.

Implementation Issues: It is important that BTSA project involvement is completely voluntary and that clear expectations for all participants are provided in written and oral form. One-on-one and small group support informed by assessments, the development of a classroom research question about teaching practices, and focused portfolio documentation are some of the keys to effective implementation. It is also helpful if beginning teachers are assigned to schools where support is easily accessible.

Financing support services without external funding can be problematic as can gaining access to support services of mentors who are not located at schools where beginning teachers are located. Careful integration of resources across departments and projects is sometimes difficult.

Resources Used: Training for support providers and mentor coaches is needed as well as ongoing professional development opportunities for participating beginning teachers.

Funding Sources: BTSA is funded by the San Diego State University, San Diego Unified School District, and by state categorical funding. Estimated cost for the program year is \$200,000.

Contact: Dr. Ann Nagel, Co-Director, San Diego BTSA Project, San Diego State University, (619) 594-5899 or Mr. Michael Forester, Co-Director, San Diego BTSA Project, San Diego Unified School District, (619) 225-3475.



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What Works in Urban Education:
Professional Development



Professional Teaching Standards Project

A collaborative effort between the University of Toledo and other urban state universities and their respective urban school districts, including the Toledo Public Schools, and the National Board for Professional Teaching Standards to assist teachers in preparing for National Board Certification

Target Population: Accomplished teachers in urban school districts.

Description: The goal of the project is to use the work of the National Board for Professional Teaching Standards (NBPTS) as a model for professional development. Five Ohio urban state universities (University of Toledo, Ohio State University, University of Cincinnati, University of Akron, Youngstown State University) with their respective urban school system (Toledo Public Schools, Columbus City Schools, Cincinnati City Schools, Akron City Schools, and Warren City Schools) work collaboratively with the NBPTS to assist cohorts of accomplished teachers prepare for National Board Certification.

Qualified faculty from each of the universities, in collaboration with representatives from the administration of the school system and the teacher association, have responsibility for working with a cohort of twenty teachers during the school year. The professional development and support program includes: (1) meeting on a regular basis; (2) creating forums for working together and sharing ideas; (3) interpretation of NBPTS standards; and (4) assistance in the development of portfolios and identification of teaching artifacts. NBPTS provides appropriate materials, maintains an electronic network, and provides training to University faculty to support the project.

During the 1995-96 academic year, 90 teachers participated in the project.

Evidence of Effectiveness: The program is in the first year of implementation and has not yet been evaluated. One measure that will be used to determine effectiveness will be the success ratio of the teachers who were supported by the program. Results will be available in 1997.

Implementation Issues: Key features to effective implementation are a collaborative support project utilizing the resources of the university and the urban district central office, thorough planning, and incentives such as academic credit for participating teachers. Allowing each university and district to develop a professional development support model that is appropriate within that particular community is also important to effective implementation.

There are some difficulties in coordinating a project with five different urban school systems and universities. It can be a real challenge to coordinate differing administrative and political structures toward a common goal. Long-term funding is also problematic; this project was funded on a one-time basis and it is unclear where longer-term funding would come from to support, among other things, the cost of the assessment process.

Resources Used: Cost for National Board Assessment must be considered.

Funding Sources: Estimated annual cost of the program is approximately \$14,000 per site for a total cost of \$70,000. The Ohio State Superintendent of Schools provided funding for the initial year of operation.

Contact: Dr. Jack Maynard, Associate Dean, The University of Toledo, College of Education and Allied Professions, (419) 530-4774.



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What Works in Urban Education:
Professional Development



Ohio State University Professional Development Schools

A collaborative effort to link reform in the public schools, including Columbus Public Schools, to teacher education and professional development

Target Population: Classroom teachers, administrators, university faculty and students, school-aged students and parents.

Description: In the Ohio State University Professional Development Schools (PDS) initiative, classroom teachers, administrators and faculty work collaboratively to: (1) reform teacher education programs; (2) study new ideas and approaches to teaching and learning; (3) co-teach university courses and co-supervise student interns; (4) create new instructional approaches and programs in schools; and (5) inquire into the processes and results of PDS work. The sites participating in the PDS program are diverse in settings and programs. PDS projects vary from single school site projects to multi-site, cross-district consortiums, to subject matter networks, to a PDS that enables the technology capabilities of all PDSs. Across the PDSs there is a strong commitment to multiracial and multicultural education and to addressing the challenges of schooling and teacher preparation in urban settings.

The focus in each PDS is defined by the participants in that project and include goals of professional development and reform. There is a commitment to a collaborative process in defining goals, working through problems/issues and dealing with the differences between schools and university norms, expectations, and reward systems. There are continuing efforts to restructure roles, time schedules, and curriculum in ways that support professional development as an on-going part of the teaching day. Each of the PDSs have at least one clinical educator. Clinical educators are released for some portion of their classroom teaching (up to half time) to co-coordinate the PDS with a university faculty colleague. They also provide leadership for new initiatives in the school site(s) and at the University.

Several PDS projects involve collaboration with the Columbus Public Schools. For instance, *The Urban PDS* project is located in five schools in the Columbus Public School District. At these sites, a new undergraduate teacher training program aimed at preparing teachers for urban settings is being implemented. Another project, *ECC: Educators for Collaborative Change*, involves five Columbus elementary and middle schools and one suburban school. This project has a focus on collaboration and diversity in planning, teaching and learning.

During the 1995-96 school year, 200 teachers, 100 parents, and 400 students participated in PDS efforts in urban settings.

Evidence of Effectiveness: Evaluation of the Ohio State University PDS project is on-going. From program evaluation and research studies, the following kinds of activities and support have been found to make the most difference for teacher and university faculty: (1) scheduled time for substantive discussions and study beyond the time needed for curriculum and programmatic planning; (2) collegial support of others in the school building and college departments; (3) changes in roles and responsibilities where classroom teachers participate in leadership roles, co-teach university teacher education courses and conduct action research projects in their classrooms; (4) participating in all phases of reforming a teacher education program where teachers and university faculty work together to decide the goals of the program.

Implementation Issues: The key to successful implementation is that each PDS is defined collaboratively by all participants. All voices are represented, heard, and actions are taken to meet group needs. A sound evaluation plan as well as the commitment of sufficient human and material resources to the effort help ensure successful implementation.

PDS programs are labor intensive and time intensive. This may lead to faculty "burn-out" and an unwillingness to participate in PDS programs. Engaging sufficient numbers of faculty and school personnel to work with programs can be problematic.

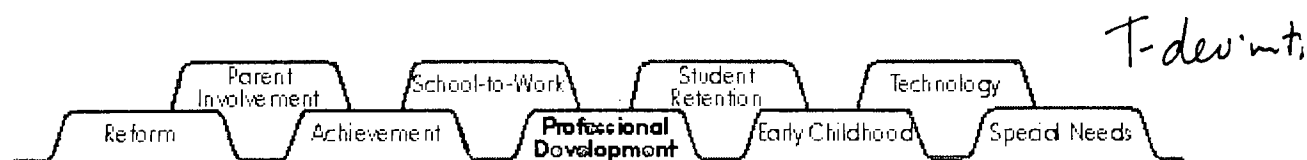
Resources Used: All PDSs programs in the project have computers and modems so that all are connected electronically for communication purposes. Each PDS describes, creates, and defines professional development programs, thus needed resources vary.

Recognition: Ohio State University's Professional Development Schools initiative was the subject of an article in *The Washington Post* about reexamining the way teachers are taught.

Funding Sources: Funds to support the PDSs come from Ohio State University and the Columbus Foundation. Annual estimated cost is \$300,000.

Contact: Dr. Nancy Zimpher, Dean, College of Education, Ohio State University, (614) 292-2461 or Dr. Susan Sears, Associate Dean, College of Education, Ohio State University, (614) 292-5790.

Publications: Many materials have been developed by the *PDS Publication Series* including a quarterly newsletter, *Building Bridges*, and *Theme Issues and Forum Papers* are published frequently. For information contact Patricia Brosnan, (614) 292-8344.



Lombard Learning Academy Demonstration Center

A systemwide professional development program for middle school teachers, administrators, and staff in the Baltimore City Public Schools.

Target Population: Teachers, administrators, and staff of grades 6, 7, and 8.

Description: The Lombard Learning Academy is a school-within-a-school. Located at Lombard Middle School, the Academy serves as an observation and staff development site for teachers and administrators. It provides participants with an opportunity to share, examine, evaluate, and reflect on teaching and learning in order to enhance student achievement in the Baltimore Public Schools. Specifically, participants have intensive professional development experiences in the effective implementation of Baltimore's Electronic Resources Recommended for Instruction (BERRI) curriculum. BERRI is composed of developmentally appropriate programs conducted in a student-centered environment and is designed to enable students to achieve success in the Maryland School Performance Assessment Program. The Academy program was influenced by the Schenley School of Pittsburgh, PA and there is a significant focus on the explicit teaching of thinking. The Academy works in partnership with parents and the community. Also working with the Academy in its first year have been Bank Street College of Education, Coppin State College, and Johns Hopkins University.

Cohorts of five to ten teachers from other schools in the district visit the Lombard Learning Academy for five-day periods to observe instruction, practice strategies, and hone their skills in the use of technology. On Day 1, visiting teachers observe Lombard Academy teachers in the classrooms. Days 2 and 3 are devoted to observing and planning a lesson with Lombard teachers using a strategy or technique that they would like to implement in their own classrooms. During Days 4 and 5, visiting teachers teach a lesson using a strategy that was planned with an Academy teacher. The Academy teacher observes the visiting teacher to give suggestions or assist with problematic areas.

During the 1995-96 school year over 90 teachers and 25 staff participated in the Academy program.

Evidence of Effectiveness: The Academy program of professional development was evaluated for the 1995-96 school year. Visiting teachers kept journals and their teaching was observed following their participation in the Academy program. Journal entries indicated that almost all visiting teachers had higher expectations for student achievement after attending the program. Further, observations of visiting teachers indicated that teachers utilized technology more effectively and practiced more effective instructional strategies.

Implementation Issues: Keys to effective implementation include: team work by Academy teachers and staff; intensive on-going training of Academy teachers and staff; ability of Academy teachers and staff to model excellent instruction; a five day visiting period for visiting teachers; and observation and explicit feedback to visiting teachers.

Adequate computer equipment and funding as well as the difficulty of finding substitute teachers for visiting teachers can be barriers to effective implementation.

Resources Used: MacIntosh computers are used to deliver the curriculum. Each teacher has a computer. Special staff development is needed to help the teachers become competent in the explicit teaching of thinking and effective use of computers for instruction.

Recognition: The Lombard Learning Academy has been recognized by the Fund for Educational Excellence.

Funding Sources: The Academy is supported by general funds. The estimated annual cost of the program is \$400,000.

Contact: Dr. Marv R. Nicholsonne, Associate Superintendent, Division of Instruction, 410-396-5214.



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What Works in Urban Education:
Professional Development



Professional Development Training of Trainers Program

A program of the Oklahoma City Public Schools to provide staff development training to teachers, administrators, and support staff.

Target Population: Classroom teachers, principals, central office administrators, and support staff such as classroom assistants, media assistants, custodians, and secretaries.

Description: The Professional Development Training of Trainers Program is based on the belief that employees should be involved in establishing their own professional improvement experiences and that employees who have ownership in the staff development process are more likely to support it. The goals of the program are to: (a) develop a cadre of in-district professional development training experts; (b) empower district personnel to create and implement their own professional development programs; and (c) increase student achievement by improving the knowledge and skills of educators who teach them.

Teachers, administrators, support staff and other personnel are selected for the program through an application process. The initial training program is usually taught during one semester and includes two major components 1) effective staff development research and 2) effective instructional practices. For the support personnel, the training is approximately six days long. For the certified personnel, there are ten intensive training days. The objective of the training is to have already good classroom teachers, administrators and support personnel develop skills in training their peers. The participants learn to be effective staff developers: they gain skills in creating, developing, organizing, and conducting effective staff development programs and activities.

After successfully completing the initial phase of the program, participants select content areas in which they will do training and receive further instruction. For example, the district now has trainers in assertive discipline, cooperative learning, student motivation, effective lesson planning, effective communication skills, use of hazardous materials, effective telephone skills, and time management.

The participants who successfully complete the program are certified by the Board of Education. They are expected to continue their professional growth in order to remain certified. The continuous training includes peer observation and conferencing skills, creative training techniques, further content training, and other experiences which the trainers themselves often identify as needs. Additionally, trainers are provided with a continuous flow of materials and information on training and effective instruction. Trainers are paid an hourly rate for the training they do and are expected to conduct staff development activities in the district annually.

Evidence of Effectiveness: The program was evaluated during the 1993-94 school year by an independent evaluator. Results indicated that participation in staff development activities tripled and the number of staff development opportunities provided in the district increased dramatically. The quality of staff development, as measured by participant evaluations, improved significantly. Additionally, data gathered through a descriptive interview process suggested that the program had positive effects on the lives of the trainers.

Implementation Issues: Keys to effective implementation are a good application and selection process, a series of professional development activities in staff development practice and instructional practices, a training program that empowers district personnel to create effective professional development programs, and continued professional development activities for trainers.

Barriers to effective implementation can be lack of adequate funding to pay trainers to do training, and lack of coordination with other departments within the school system who conduct professional development activities (i.e., Title I) in utilizing the resources of the district's in-house trainers.

Resources Used: Consultants are sometimes used for the training program. A training manual and materials, developed by the district, are used in the program. The Readiness, Planning, Training, Implementation, Maintenance model developed by Wood & McQuarrie is used during training of trainers. Additionally, materials published by the National Staff Development Center are used.

Recognition: The Professional Development Training of Trainers Program was recognized as an *Exemplary Program in Staff Development* and *Outstanding Performers in Training Management* by the National Council of States on Inservice Education and Training Director's Forum in 1988, 1991, and 1992.

Funding Sources: Estimated annual cost is \$20,000. General funds are used for the estimated annual cost of \$20,000.

Contact: Gracy L. Taylor, Director of Professional Development for Educational Services Division. Telephone: 405-297-6528 Fax: 405-297-6705.



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A comprehensive reform plan for the Boston Public Schools
3. **Children Achieving Action Design**
A systemic reform plan for the School District of Philadelphia
4. **EXCELS**
A process of the Omaha Public Schools to encourage high achievement, school improvement, and to meet accreditation requirements
5. **Systemic Program/Practices Engendering Reform**
A systemic reform effort of the Dade County Public Schools
6. **Bay Area School Development Program**
A collaborative institutional partnership between San Francisco University and several school districts, including Oakland Unified School District and San Francisco Unified School District, to implement the School Development Program
7. **Decentralization**
A system-wide reform plan in the Seattle Public Schools designed to increase site-based management
8. **Comer School Development Program**
A collaborative effort between the San Diego State University and the San Diego Unified School District to implement the Comer School Development Program
9. **Mason School Schoolwide Title I Project**
A project of the Boston Public Schools to increase school effectiveness and success
10. **New Designs for a Downtown School**
A collaborative effort between nine school districts, including Minneapolis Public Schools, and the University of Minnesota to design and implement a set of 21st century design specifications for a K-12 interdistrict public school
11. **Empowerment**
A site-based management program in the Detroit Public Schools
12. **Middle School Reform**
A reform effort of the Memphis City Schools to revise teaching and learning at the middle school level
13. **Educational and Community Change Project**
A partnership program between the University of Arizona, College of Education and the Tucson Unified School District to reinvent school structures, teaching practices, and curricula in elementary and middle schools, and to develop student evaluation and assessment programs
14. **Restructured Schools Initiative**
A reform effort of the Dallas Public Schools to promote systematic change and continuous improvement of teaching and learning
15. **Southern University at New Orleans and New Orleans Public School Partnership**
A collaborative program to implement the Comer School Development Program and enhance teacher preparation programs
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17. **School-Based Management/Shared Decision-Making**
A reform effort of the Boston Public Schools to encourage site-based management and shared decision-making
18. **New York University/District 19 Partnership**
A partnership program between New York University and District 19 of the New York City Public Schools to develop mechanisms for School of Education faculty and site-based educators to work together to support improved teaching and learning
19. **School Improvement Awards**
An awards and recognition program of the Boston Public Schools to encourage continued school improvement
20. **New Jersey Network for Educational Renewal at Montclair State University**
A partnership between Montclair State University and surrounding school districts, including the Newark Public Schools, to provide support for ongoing renewal of schools and programs in teacher education
21. **Middle School Reform**
A system-wide effort by the Cleveland Public Schools to reform middle level education
22. **Project Co-Staar (Collaborative School to Achieve Academic Restructuring)**

A long-range planning collaboration between Florida International University and the Dade County Public Schools to build and operate a public elementary school

23. **NARE (National Alliance for Restructuring Education)**

A systemic restructuring program to improve student achievement in the Jefferson County Public Schools

24. **University Liaison Project**

A partnership program between Nova Southeastern University and Broward County Public Schools to develop and maintain projects essential to the reform efforts of each institution

25. **Site-Based Budget Management**

A systemic effort to promote effective financial operations in the Richmond Public Schools



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What Works in Urban Education:
Reform



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A school-community collaborative to maximize the achievement of academic success and potential of all students through instructional reform of the K-12 curriculum in the Houston Independent School District

2. **Schools for Thought**

Peabody College of Vanderbilt University and the Nashville-Davidson Metropolitan Public Schools collaborate in this international project designed to restructure the school day

3. **Mathematics and Science Initiative in High Schools**

An initiative of the New York City Public Schools to increase levels of achievement and academic standards in mathematics

4. **Memphis Urban Systemic Initiative**

A program of the Memphis Public Schools designed to increase student success in mathematics, science, and technology

5. **Linden Park/Battelle School and Business Partnership for the Enhancement of Science/Math Teaching/Learning**

A school-business partnership program to increase student achievement in the Columbus Public Schools

→ 6. **Reading Recovery**

An early intervention program of the St. Louis Public Schools designed to reduce reading failure

7. **The Fourth R Program**

A system-wide effort in the Tucson Unified School System to prepare students for postsecondary opportunities in the 21st century

8. **Equity 2000**

A national pre-K-12 education reform model implemented in the Metropolitan Nashville Public Schools to increase the number of minority and other underrepresented students who will enter and succeed in postsecondary education

9. **Connections Program**

An interdisciplinary model arts program in the Boston Public Schools that facilitates student creativity, understanding, and communications skills

10. **Intensified Systemic Instruction**

An innovative instructional program developed in the Columbus Public Schools to aid students in mastering reading, writing and thinking skills

11. **Indianola Informal Elementary School**

An alternative school program based on child development theories and practices and an interdisciplinary curriculum in the Columbus Public Schools

12. **The Alliance of Quality Schools**

An instructional model designed to improve student performance in reading, writing and mathematics in the Broward County Public Schools

13. **Curriculum Standards**

A system-wide program to develop curriculum content standards in the St. Paul and Minneapolis Public Schools

14. **Goals Initiative**

An academic standards and assessment systemwide initiative in the Rochester Public Schools

15. **Core Knowledge Program**

A curriculum-based program in the Oklahoma City Public Schools

16. **Project ACCEL**

A program designed to enable retained students to advance to their appropriate grade level in the Newark Public Schools

17. **Elementary Empowerment and Enhancement Program**

A program to increase the reading, language, and mathematics achievement of elementary students in the Toledo Public Schools

→ 18. **Success For All**

A national reading program implemented in the Memphis Public Schools for students reading below grade level

19. **K-2 Literacy Initiative**

A partnership program between the University of Minnesota and the St. Paul Public Schools to enhance the literacy skills of at-risk K-grade 2 children

20. **Success For All**

A national reading program for increasing the reading achievement of disadvantaged students in the Columbus Public Schools

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A program developed by Peabody College at Vanderbilt University in cooperation with the Nashville-Davidson Metropolitan School District to increase reading achievement
 26. **Literacy Initiative**
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 27. **Standard English Proficiency Program**
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An early intervention reading program for at-risk students in the Chicago Public Schools
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 30. **Writing Proficiency Standards**
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A program to facilitate the physical, social, cognitive, and emotional development of students in the Columbus Public Schools
 33. **A Lifelong Literacy Initiative (Hubb Center of Lifelong Learning)**
A program of the St. Paul Public Schools to improve parent literacy, education, and community involvement
 34. **Ramsey Advisory Program**
A junior high school transition program in the Saint Paul Public Schools
 35. **Capitol Hill After School Program**
An after school enrichment program in the Saint Paul Public Schools
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A program to increase passing rates on the Ohio Proficiency Test in the Columbus Public Schools
 37. **Two-Year Commitment**
A elementary-middle school transition program in the Columbus Public Schools
 38. **Building Character Schoolwide**
A program designed to facilitate student growth and development in the Dayton Public Schools
 39. **Ninth Grade MESH**
A high school transition program in the Columbus Public Schools
 40. **Comprehensive Instructional Management Systems**
A program to improve mathematics achievement in the New York City School District
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A program developed by Peabody College at Vanderbilt University in cooperation with the Nashville-Davidson Metropolitan School District to increase mathematics achievement
 42. **Urban Systemic Initiative**
A systemwide effort in the Fresno Unified School District to improve student achievement in mathematics and science
 43. **Project SEED**
A program to improve academic achievement in mathematics and science in the Dallas Public Schools



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What Works in Urban Education:
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A parent involvement program to encourage student literacy achievement in the Boston Public Schools

2. **Families Learning At School & Home (FLASH) Program**

A program designed by Florida International University, College of Education, in collaboration with the Dade County Public Schools and Broward County Public Schools, to train linguistically and culturally diverse parents/caregivers in the areas of ESL/literacy and school involvement

3. **Head Start Transition Demonstration Project**

A multi-faceted program of the Saint Paul Public Schools to support effective transitions between Head Start programs and elementary school

4. **Even Start**

A program to enhance the language development of limited English proficient young children in the Houston Independent School District.

5. **Chicago Child Parent Center and Extension Program**

A program to promote the academic achievement of at-risk preschool children in the Chicago Public Schools

6. **National African American Parent Involvement Day**

A parent involvement program of the St. Paul Public Schools

7. **Family English Literacy Program**

A program designed by Florida International University, College of Education, in collaboration with the Dade County Public Schools, to train linguistically and culturally diverse parents in the areas of English as a Second Language/literacy and school involvement

8. **Fresno Family Counseling Center**

A collaborative program of the California State University, Fresno and the Fresno Unified School District to provide counseling and counseling services for the community



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A school-to-work collaborative career development program in the Providence Public Schools
4. **Student & Merchant Achievement Recognition Team (SMART) Grad**
A program to link students to employment opportunities in the Clark County School District
5. **National Merit Semi-Finalist Ladder**
A program to increase the number of National Merit Scholarship semi- finalist in the Norfolk Public Schools
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A program that blends vocational and academic coursework in the Norfolk Public Schools
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A program to encourage students to pursue careers in the health professions in the El Paso Independent School District
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A program to prepare and encourage students to enter public service in the Boston Public Schools
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A community service and volunteer program in the Columbus Public Schools
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A scholarship incentive program of the University of Toledo designed to guide and direct high school students of color toward high academic achievement and a college education
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A program to prepare potential National Merit scholars in the District of Columbia Public Schools
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A systemwide school-to-work transition program in the Oakland Unified School District
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A program in the Portland Public Schools to prepare students for the labor market in the 21st century



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An electronic network in the Clark County School District

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A program to integrate technology in the classroom in the Columbus Public Schools

4. Nevada Distance Education Consortium

A distance learning network in the Clark County School District



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An alternative high school education program of the New York City Public Schools that combines academic learning and the world of work

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A prevention program of the Broward County Public Schools designed to identify and serve students considered at-risk for non-completion of secondary education

3. **Project SOAR (Student Opportunity for Academic Renewal)**

A partnership program between the University of Arizona, College of Education, and the Tucson Unified School District, in consultation with the Tucson Police Department and the Pima County Juvenile Court Center, to provide an extensive mentoring network for at-risk middle and high school students

4. **Future Positive**

An after school program in the Fresno Unified School District designed to improve self-esteem and responsible behavior

5. **97 for '97**

A partnership program between the University of Minnesota and the St. Paul Public Schools to increase the graduation rate of at-risk high school students

6. **F.A.C.T.S.**

An alternative dropout prevention program for at-risk high school students in the Boston Public Schools

7. **Fast Track**

A program designed by Peabody College of Vanderbilt University, implemented in the Nashville-Davidson Metropolitan School District, to prevent the development of adolescent chronic behavior

8. **STRIVE (Stepping Toward Renewal In Vocational Education)**

A pull-out instructional program for students at-risk of dropping out of school in the Houston Independent School District

9. **Truancy Reduction Program**

A program to address the needs of habitually truant students in the Denver Public Schools.



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A program of the Oklahoma City Public Schools to provide staff development training to teachers, administrators, and support staff.
3. **Harold Wilson Middle School for Professional Development**
A collaborative effort between Montclair State University, the Newark Public Schools, and the Newark Teachers Union to provide continuing professional development to teachers
4. **Professional Development Schools Project**
A collaboration between Temple University and the School District of Philadelphia to increase the number of highly skilled and practically trained educational professionals, support educational reform, and connect research with practice in an urban setting
5. **Literacy Cluster**
A California State University, Los Angeles Charter School of Education and Los Angeles Unified School District collaborative effort to improve teacher preparation and development in literacy
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7. **University of Colorado at Denver Partner Schools**
A partnership program between the University of Colorado at Denver and the Denver Public Schools for the simultaneous renewal of K-12 education and teacher preparation
8. **Urban Education Service Corps**
An AmeriCorps funded collaborative project between the University of Toledo, School of Education and Allied Professions and the Toledo Public Schools to improve the educational achievement of school-age children by linking community service to improved teacher recruitment and development practices and policies for urban settings
9. **Minority Intern Program**
A partnership program between the University of Nebraska at Omaha and the Omaha Public Schools to recruit college students of color to careers in teaching
10. **Paraprofessional Teacher Training Program**
A collaborative effort between California State University, Fresno and the Fresno Unified School District to address the shortage of bilingual and special education teachers
11. **TEAMing...HEART of the Middle School**
An interdisciplinary thematic professional development summer institute for teachers in the Boston Public Schools
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A collaboration between Patrick Henry High School, the University of Minnesota College of Education and Human Development, and the Minneapolis Federation of Teachers to support reflective practice within a professional community and to enhance the continuum of teacher development
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A "trainer of trainers" model of professional development for visual arts teachers and principals developed by the Fresno Unified School District
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A collaborative program between San Diego State University and San Diego Unified School District to support first and second year teachers in inner-city classrooms
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A public/private sector collaboration between numerous organizations including New York University and the New York City Public Schools along with other organizations, for an innovative urban teacher development program that provides a framework for teacher professional development at multiple sites throughout the New York City public

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A collaborative program between California State University, Dominguez Hills and the Los Angeles Unified School District to encourage high school students to pursue careers as teachers
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A collaborative project between the University of Minnesota, the Minneapolis Public Schools, and the St. Paul Public Schools to train teachers to encourage students to generate visual aids in mathematics learning
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30. **Project FUSE**
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33. **Long Beach Partnership for B/CLAD Internship**
A collaborative program between the Long Beach Unified School District and the California State University, Dominguez Hills to provide an alternative certification program
34. **Minority Teacher Recruitment Project**
A collaboration between the University of Louisville, School of Education and the Jefferson County Public Schools to encourage minorities to pursue a career in teaching
35. **Portland Teachers Program**
A collaborative effort between Portland State University and the Portland Public Schools to increase the number of minority teachers



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What Works in Urban Education:
Special Needs

Date: Wednesday Feb 14, 1996 Sec: F SPORTS p: 11
Length: Long (838 words) Type: Column
Subjects: Sexual harassment; Behavior; Children & youth; Girls
Names: Stein, Nan

Abstract: Judy Mann discusses Nan Stein's project 'Bullyproof,' which helps teach young girls how to handle bullies at an early age in order to learn how to handle sexual harassment at a later age. 1

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Article Text:

How much courage does it take to stick up for somebody you don't know very well?

This is one of the questions that was posed to a group of fourth- and fifth-grade students who helped develop a curriculum called 'Bullyproof.' So named by a fifth-grader, the project is the brainchild of Nan Stein, director of the Sexual Harassment in Schools Project at Wellesley College's Centers for Research on Women. According to Stein, sexual harassment, which is a major problem in schools for many girls from seventh grade on up, starts with bullying behavior in earlier grades, and the way to stop the bigger problem is to nip the smaller one in the bud. She began the project in 1992, and working with seven teachers in three schools has developed a teacher's guide on teasing and bullying that is a joint publication of the National Education Association's Professional Library. It includes 11 classroom lessons and homework assignments, the last one requiring students to write a letter to a friend about the most important thing they learned from the class. Some samples from fifth-graders show the impact of the program, as well as a surprising degree of psychological savvy:

'I think it takes courage as the witness to confront the people who are teasing someone else. It is especially hard if it is your friends who are doing the teasing and if the person who is being teased is someone you don't like that much. One reason it is hard to confront your friends is because you are afraid they won't like you anymore and will start teasing you, too. If that happens you should get some new friends. It is easier to confront the teasers if they are not popular or well-liked and the boy or girl they are teasing is a popular person because it won't matter much to your reputation if you get teased if you are popular. It is also pretty easy to confront someone if you are the popular one because you know it won't hurt that much or do anything to your reputation.'

And this: 'I do see a difference in the way that all of the boys in the class are treating the girls now. 1) They have mostly stopped teasing us and chasing us down the hallways while we are coming back from recess. 2) The boys have also mostly stopped insulting all of the girls and trying to dis us. I think that the girls have also mostly stopped teasing and bullying all of the shrimpy or short boys.'

In the course of developing the program, Stein says, she learned a lot about the impact of popularity. 'The kids brought that up,' she says. She found that kids could not answer questions that were posed in the abstract, such as: How much courage does it take to intervene? '[The question] gets mediated by popularity.' She also has learned that, in early stages, a great deal of the teasing and bullying behavior is practiced and learned within the same sex.

'When little boys get to the seventh grade, they start getting chastised [for harassing girls], and then they say, Why didn't anyone say anything about this before?'

Stein says she always has tried to talk about harassment from the vantage of the perpetrator, the target and the bystander. Smaller

children, she says, 'don't want to be tattlers. So the point is not to have them go running to adults, but to have the courage to intervene and hopefully . . . to have [other children] who are helping put a stop to some kind of unjust behavior.

'This is also teaching democracy. Bullying, to me, is fundamentally undemocratic,' she says. An activity called 'be a researcher in your school' illustrates her point. Teachers take the class to the playground or cafeteria and children observe who is included and who is excluded.

'Bullying is not against the law the way sexual harassment is,' Stein says, 'but it is probably just as impeding to receiving an education. . . . If we're about teaching kids to participate in a democracy, it doesn't just mean having student council elections. It's about what is the democratic way to treat people.'

The little research that has been done on bullying in the United States has focused on prisoners who are in therapy, therein pathologizing the problem as opposed to changing the climate in schools, Stein says. 'It's something everybody hopes kids will grow out of.' She thinks lessons about bullying should be incorporated into the character education movement that is sweeping the country. As she points out, kids know that good character is more than a list of good attributes. It is fundamentally about how we behave toward one another, and in the case of bullying it is about having empathy, respect, compassion and the courage to intervene and help another person out of a threatening situation. If children learn that early on, they'll save themselves and the rest of us a lot of grief later.

Access No: 95635307 ProQuest - The Washington Post Ondisc
Title: AFTER CLASS IS DISMISSED, A MENTOR'S HELP IS ON THE WAY
Authors: Marilyn W. Thompson, Washington Post Staff Writer
Source: Washington Post, Final Edition
Date: Sunday Mar 5, 1995 Sec: A SECTION p: 3
Length: Long (1289 words) Type: News National; Series
Illus: Photograph
Memo: SURVIVING TEACHING'S FIRST YEAR: IDEALISM MEETS
REALITY. Occasional series.
Subjects: Series & special reports; Educators; Mentors; Elementary
schools; Teaching
Names: Couto, Lucinda

Abstract: As part of a series that will track the progress of three first-year public schoolteachers as they confront the demands of today's classroom, the mentoring program that is taking place at first-year teacher Lucinda Couto's elementary school in Greenwich Village NY is discussed. The birth of the mentoring movement, a concept that has only just taken root in the teaching profession, is described.

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Article Text:

NEW YORK-- First-year teacher Lucinda Couto's elementary school in Greenwich Village is one of many across the country that are offering young teachers an organized shoulder to cry on, part of a growing recognition that teaching -- at least in the American tradition -- is an isolated and lonely business.

That notion seems implausible to anyone who has watched a young teacher like Couto, 29, manage a classroom -- the poised, confident authority figure before a sea of demanding third-graders. But education experts describe a sense of 'collective depression' that often sets in among

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teachers as soon as the children go home. Teachers -- especially new ones -- exist in a world in which the only adults to enter their classrooms are usually there to judge them. If they ask questions about their craft, the rookie teachers fear they will be viewed as incompetent. And instead of sharing their struggles and risking criticism, some teachers find it easier just to keep to themselves.

'It's about not wanting to tell anyone you're having problems,' explained Barbara Radner, a teacher training specialist who directs DePaul University's Center for Urban Education in Chicago. 'It's ironic to be surrounded by people all day long but to be extremely lonely. The system, the schools and the bureaucracies have created this. Many teachers have never learned how to work together.'

These feelings have given birth to a mentoring movement in U.S. schools, a concept of learning through shared experience that is common in many skilled jobs but only now taking root in the teaching profession.

The most successful programs, said Michigan State Prof. Sharon Feiman-Nemser, who has studied mentoring for the National Center for Research on Teacher Learning, are those that follow the model of similar efforts in China, a pioneer in teacher mentoring.

Instead of establishing a brief relationship between a new teacher and a veteran, these programs take a long-term view of mentoring. New teachers work almost as interns during their first few years, consulting their mentors on teaching technique. These programs find ways to help new teachers 'develop habits of mind, ways to think about the teaching process and learning' through a more permanent relationship with an older teacher.

Committed school districts, Feiman-Nemser said, 'try to develop the habit of thoughtful conversation among teachers. It's part of improving the practice of teaching over time.'

States such as Virginia, where Fairfax County has been a leader, Connecticut and Michigan have been the vanguard nationally in recent years by devoting teacher development funds to mentoring programs. Other states are only experimenting with them, using less expensive group workshops or volunteers to encourage the practice.

Some schools, like teacher Stacey Cosgrove's affluent middle school near suburban Armonk, N.Y., assign every new teacher a one-on-one teacher-mentor who becomes a sounding board and instructional guide as the rookie teacher begins working with a new, often confusing curriculum.

Couto's school, P.S. 41, promotes a weekly group discussion session for pressured new teachers, headed by assistant principal Lois Weiswasser. Sometimes there's a brief program to kick off the Tuesday session; sometimes Weiswasser just shuts the door and lets Couto and a handful of first-year teachers vent. 'I tell them to just let it all out,' the administrator said, 'and in about 10 minutes, they feel a lot better.'

Their litany of complaints is long and largely irresolvable: long hours, low pay, unreasonable parents, children whose day-in, day-out demands sometimes become overwhelming. But occasionally, in all of the talking, an answer emerges -- a lesson that can be simplified, a discipline problem that becomes less daunting, a paperwork hassle that can be handled with a call to district headquarters.

Though some teachers complain that they are too stressed to even leave their classrooms for the sessions, and the school has to juggle schedules to make sure their students are supervised, Weiswasser has found that this hour of shared frustration often makes it easier for teachers like Couto to face not only the day but also the demanding careers before them.

'They become a community among themselves,' Weiswasser said. 'They make lifelong friends and a lifelong network of support.'

Formal mentoring programs, of course, come at a cost, which some states have found hard to absorb. In New York, state teachers' unions ranked mentoring as a top funding priority and fought to get \$4 million built into the state education budget to cover personnel costs associated with

mentoring programs. The money was quickly frozen, however, after the budget-cutting administration of Republican Gov. George E. Pataki took control this year.

Often, however, the mentoring concept can be pushed at minimal cost.

In New York City's District 2, which includes Couto's school and beginning teacher Colleen Morgan's elementary school on Governors Island, first-year teachers from around the district were invited in each week during the fall for an afternoon session with a principal experienced in teacher coaching. The meetings at a school on the Upper East Side explored common problems and provided time for feedback and discussion, but they cost the district only a few hundred dollars, explained Mamie Johnson, who directs the district's teacher instruction programs.

'The idea is to catch them before they fall,' Johnson explained. 'I could be going nuts out there in the classroom, but when I sit in a room with others facing the same issues I realize I'm not alone.'

Teachers often develop their own informal mentoring networks, even if their schools are already providing such help. Algebra teacher Celita M. Lewis, who was named an outstanding first-year teacher last year for her work at the district's Jefferson Junior High School, said she was lucky enough to have an assigned mentor from the district and turned to the older teacher often for advice.

But her more frequent mentoring contact -- on every issue from organizing files to grading papers -- was her mother, 27-year district teaching veteran Cecilia Lewis. 'Let's put it this way,' said the daughter. 'If I had a problem with mathematics, I went to my mentor. For anything else, I went to my mom.'

Couto has developed a bond with her across-the-hall neighbor at school, second grade teacher Gary Shevell, another new teacher at the school. Weiswasser's weekly therapy sessions help, she said, but Shevell has been a sounding board since the first day of school about her problems, big and small.

Shevell, likewise, depends on Couto, who is always full of ideas and organizational strategies. 'The first year they just throw you in,' he said. 'I'd see the other new teachers in the office, and they'd just have this look of desperation on their faces. I'd look at them and my eyes would say, I know. I know.'

Shevell remembered calling an experienced teacher he had come to know soon after school started when he had a panic attack, realizing he had no idea what he would teach the next day. The voice of calm experience, he said, 'set me in the right direction. After that first week, I thought I was sinking, but then I started to swim.'

Caption:

About This Series

Over the school year, The Washington Post will track the progress of three first-year public school teachers as they confront the demands of today's classrooms. Their success -- or failure -- will rely heavily on their ability to navigate the often competing interests of students, parents and administrators and to overcome their own insecurities in one of the country's lowest paid but most important professions.

Caption:

Gary Shevell, left, working with second-grade students, and Lucinda Couto, above, with students Maurice Duhaney and Kiri Martin, are new teachers at P.S. 41 in Greenwich Village. Beside's the school's weekly group discussion for newcomers, Couto and Shevell bounce teaching

*Idea: Ohio test
for teachers
w/ \$ attached*

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Monday June 30 12:43 PM EDT

Ohio budget includes bonus for teachers

COLUMBUS, Ohio, June 30 (UPI) — Teachers in Ohio who pass a tough national teaching test will receive a \$2,500 annual stipend for 10 years.

The bonus is part of the state's new \$36-billion, two-year budget that takes effect Tuesday. The 1997-98 budget sets aside \$1.6 million to pay teachers' application fees and the stipends.

Twenty-two Ohio teachers have already received the National Board for Professional Teaching Standards certificate. During a yearlong examination, they showed how they deal with students' needs and use the classroom and community daily to aid learning.

Pat Sinelli, vice president of the national board, told the Columbus Dispatch. "It's really to produce better teachers. This is a national consensus on what teachers should know and be able to do."

Gov. George Voinovich was one of 63 educators, business leaders and lawmakers who set up the test in 1987.

John Rochester, assistant director of the Ohio Department of Education, said there are no restrictions on the \$2,500 stipend, and the money is taxed the same as salaries.

Other states also reward certified teachers, the standards board reported. North Carolina gives a percentage raise, while Oklahoma gives \$5,000 annually and Mississippi, \$3,000.

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Minority Intern Program

A partnership program between the University of Nebraska at Omaha and the Omaha Public Schools to recruit college students of color to careers in teaching

Target Population: Minority college students enrolled in the teacher preparation program at the University of Nebraska, Omaha.

Description: The Minority Intern Program provides minority college students an opportunity to consider teaching as a career while serving as interns for 15-20 hours a week in a classroom in the Omaha Public Schools. Interns receive a \$2000 stipend for each school year. The program was designed to expand the number of minority students entering teaching and to develop a teaching workforce for the Omaha Public Schools that reflects the racial diversity of the community. To be eligible for the program, a student must be a member of a racial/ethnic minority, attend the University as a full-time student, and maintain a 2.5 Grade Point Average.

The program has been in operation since 1985, and during the 1995-96 academic year, 33 Minority Interns worked with an estimated 660 Kindergarten-grade 12 students. Interns work with classroom teachers and others who provide specialized assistance to students. During the internship, students learn about classroom management, human relations skills, pupil assessment, community awareness and human and cultural awareness.

Evidence of Effectiveness: Summary statistics for the period 1985-86 through 1995-96 indicate that 100 students of color have participated in the program. To date, 48 Minority Interns have graduated and 31 are teaching or have contracted to teach in the Omaha Public Schools. 14 Interns have moved away. Observational data indicates that the internship experience helps graduates develop effective teaching techniques and reflective practices for use during the first year of teaching.

Implementation Issues: Program coordinators note that selection of classrooms and teachers for internship placements is important to the success of the program. Further, it takes time for principals and teachers to understand their role in the internship process.

Resources Used: The program is coordinated through the Department of Human-Community Relations of Omaha Public Schools. Staff time is contributed by the University of Nebraska at Omaha, College of Education.

Costs: The Minority Intern Program is funded by monies from the regular operating budgets of both the University and OPS. The estimated annual cost of the program is \$66,000 in direct costs for intern stipends and \$18,000 in contributed time by the staff of OPS and UNO.

Contact: Dr. Jim Ramirez, Human-Community Relations Specialist, Omaha Public Schools, (402) 557-2146 or Ms. Becky Schnabel, Coordinator of Student Services, University of Nebraska at Omaha, (402) 554-2718.



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What Works in Urban Education:
Professional Development



Paraprofessional Teacher Training Program

A collaborative effort between California State University, Fresno and the Fresno Unified School District to address the shortage of bilingual and special education teachers

Target Population: Paraprofessional employees of the Fresno Unified School District.

Description: The Paraprofessional Teacher Training Program was developed to increase the number of bilingual and special education teachers needed to meet critical shortages in the Fresno Unified School District in grades K-12. Participants for the program are drawn from paraprofessionals employed by the district. The curriculum of the program shortens the time to employment and certification and there is an emphasis on internship placements.

During the 1995-96 school year, thirty paraprofessionals participated in the program.

Evidence of Effectiveness: The program was evaluated in 1996. Objectives to produce a specified number of credentialed bilingual or special education teachers from the District's pool of paraprofessionals within a specific time frame were assessed. All benchmarks were met at the first evaluation.

Implementation Issues: Keys to effective implementation include university/district collaboration and commitment at the management level, careful selection of participants, and support services for participants such as academic counseling and advising, tutoring, and stipends for books and tuition. Costs and the ability to deliver needed services and support need to be considered for effective implementation.

Resources Used: The program requires CBEST instructors and academic tutors. A consultant from the California Commission on Teacher Credentialing advises the program.

Funding Sources: The Paraprofessional Teacher Training Program is supported by funds from the Fresno Unified School District (\$189,000).

Contact: Dr. Steve Price, Director, Center for Educational Research & Services, California State University, Fresno, (209) 278-0259 or Mr. Jerry Marquez, Implementation Specialist Bilingual Advisor, Fresno Unified School District, (209) 441-3114.



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What Works in Urban Education:
Professional Development



Beginning Teacher Support and Assessment Project

A collaborative program between San Diego State University and San Diego Unified School District to support first and second year teachers in inner-city classrooms

Target Population: First and second year teachers in ethnically and linguistically diverse schools. This cohort includes regular education, bilingual and special education K-8 teachers.

Description: The San Diego Beginning Teacher Support and Assessment Project (BTSA) was designed to provide support for beginning teachers working in inner-city schools and to establish a program of formative assessment to guide professional growth as well as to promote collegiality and group problem-solving among beginning teachers to inform teacher preparation programs.

Faculty members from San Diego State University serve as support providers to the BTSA participants. The Far West Laboratory Expanded Teacher Portfolio Model guides the process of assessment to inform support to beginning teachers. Following a series of initial observations, conferences and reflections, an Individualized Growth Plan (IGP) is developed by each beginning teacher. The IGP identifies a research question which flows from assessment, addresses a relevant area for professional growth and supports the collection and analysis of evidence to document that growth.

Each beginning teacher is assigned a cluster leader who observes and confers individually with group members on a regular basis. Monthly cluster group meetings promote the development of collegial support networks, encourage reflection and analysis, build understanding of the Expectations for Beginning Teachers in California and provides a safe environment in which to explore issues of concern. Beginning teachers earn salary credits for their participation in the project.

Each beginning teacher is also assigned to a mentor coach from the San Diego Unified School District. Mentors work in partnership with the cluster leaders to provide demonstration lessons, observation opportunities, assistance with planning, and access to District resources. Mentor coaches are released from their classroom assignments for one day a week to provide support to 4-5 beginning teachers.

The California Department of Education and the California Commission for Teaching Credentialing collaborated on the BTSA project. During the 1995-96 school year, 70 teachers in grades K-8 from 15 schools participated in the project.

Survey says = great value
Evidence of Effectiveness: The BTSA project was evaluated for the 1994-95 program year and an evaluation of the 1995-96 program year is in progress. Surveys of beginning teachers, mentor coaches, and university faculty support providers were conducted during the 1994-95 evaluation. Additionally, some program participants were interviewed. The data suggested that the BTSA project is of great value to all those that participate. Beginning teachers saw their cluster leaders and mentor coaches as valuable support providers. Participating teachers also were positive about their Beginning Teacher Academy Classes. Although portfolio development was viewed as challenging, most new teachers found it to be a positive, useful undertaking. Many beginning teachers thought that the ratio of new teachers to cluster leaders and mentor coaches should be reduced.

Implementation Issues: It is important that BTSA project involvement is completely voluntary and that clear expectations for all participants are provided in written and oral form. One-on-one and small group support informed by assessments, the development of a classroom research question about teaching practices, and focused portfolio documentation are some of the keys to effective implementation. It is also helpful if beginning teachers are assigned to schools where support is easily accessible.

Financing support services without external funding can be problematic as can gaining access to support services of mentors who are not located at schools where beginning teachers are located. Careful integration of resources across departments and projects is sometimes difficult.

Resources Used: Training for support providers and mentor coaches is needed as well as ongoing professional development opportunities for participating beginning teachers.

Funding Sources: BTSA is funded by the San Diego State University, San Diego Unified School District, and by state categorical funding. Estimated cost for the program year is \$200,000.

Contact: Dr. Ann Nagel, Co-Director, San Diego BTSA Project, San Diego State University. (619) 594-5899 or Mr. Michael Forester, Co-Director, San Diego BTSA Project, San Diego Unified School District, (619) 225-3475.



The Future Teacher Institute

A collaborative program between California State University, Dominguez Hills and the Los Angeles Unified School District to encourage high school students to pursue careers as teachers

Target Population: Minority high school students in grades 9-12.

Description: The Future Teacher Institute (FTI) is a minority teacher recruitment model which was initiated and field-tested at the California State University, Dominguez Hills (CSUDH) over a five-year period. The major goal of the FTI is to involve promising minority high school students in a direct teaching/learning experience in order to increase the likelihood that they will eventually choose a career in education. A secondary goal of the program is to familiarize fourth through sixth grade minority students and their parents with a college environment so that they will view higher education as possible and desirable.

The program recruits students from local high schools through future teacher clubs and classes and through the career and college counseling offices at the schools. Program students receive three weeks of "teaching training" from both Los Angeles Unified School District (LAUSD) teachers and coordinators and from CSUDH education faculty. FTI participants are then formed into teams of five and teach classes of 15 fourth graders from neighborhood schools on Saturdays for seven weeks, designing their own lessons in the areas of mathematics and science. For ten Saturdays, FTI participants live the life of teachers, planning lessons, dealing with classroom management issues, analyzing their success and failures, consulting with parents, and assessing academic growth in the children.

Thirty high school students participate in the FTI each year and since 1986 over 250 high school students have participated in the program. Ninety-five fourth graders were taught by the FTI participants during the 1995-96 school year.

Evidence of Effectiveness: The program is evaluated yearly. Changes in participant attitudes toward interest in teaching careers as well as changes in self-efficacy with regard to perceived effectiveness are evaluated with a retrospective attitude survey. Statistically significant changes were noted in the retrospective attitude survey measuring perceptions of greater self-efficacy and more positive attitudes toward careers in teaching. In pre-post FTI questionnaires, the number of participants who indicated they were "very interested" in teaching as a career rose from 41% to 68%.

A longitudinal study of former participants was started during the 1995-96 academic year. Of 200 former FTI participants, 138 were located and will be contacted annually, along with new alumni. Preliminary results show nearly all former participants who graduated from high school are currently enrolled in colleges and universities, and nearly 70% are still considering careers in teaching.

Implementation Issues: Keys to effective implementation include: (1) choosing program staff (teachers and university faculty) who can work well with high school students; (2) selecting FTI participants with a high probability of college attendance and some initial interest in teaching; and (3) having groups of 4th graders brought to the program by their parents helps assure a group of students to teach and provides a higher probability of success for the Saturday teaching sessions.

Instability of funding is problematic in implementing the program. The program "falls between the cracks" of the primary missions of both the University and LAUSD and consequently the FTI has experienced gaps in operation due to the lack of external funding. It is also difficult to maintain contact and support program participants during the years between high school and entrance into college and the teaching profession.

Resources Used: Materials and equipment depend on the curriculum; science supplies, mathematics manipulatives, drawing and writing materials are purchased to support the lessons designed by the FTI participants. Computer software is used where appropriate. Regular space on the college campus for Saturday teachings sessions is needed.

Recognition: The Future Teacher Institute has been recognized in *Teaching's Next Generation*, a report by Recruiting New Teachers, Inc., and by the California Commission on Teacher Credentialing in a *Report on Teacher Recruitment Partnerships*.

Funding Sources: Funding for the FTI has varied over the years of operation. Most recently, it has been supported by University funds and a grant from the U.S. Department of Education. Matching funds in the form of in-kind services come from both CSUDH and LAUSD. Total estimated cost is \$55,000 per year.

Contact: Dr. Joseph Braun, Professor of Teacher Education, California State University, Dominguez Hills, (310) 516-4100 or Ms. Charlotte Sampson, Teacher, Los Angeles Unified School District, (310) 327-5900.



Teachers for Chicago

A collaborative effort of the Chicago Public Schools, Loyola University, Chicago and eight other institutions of higher education, the Chicago Teachers Union, the Council of Chicago Area Deans of Education, and the Golden Apple Foundation to recruit, prepare, and retain quality teachers

Target Population: A diverse cadre of adults to become teachers for urban classrooms.

Description: Started in 1992. Teachers for Chicago (TFC) is in its fourth year of operation in the Chicago Public Schools. TFC adheres to fundamentally different premises than traditional university teacher education programs: the program is built around selection, apprenticeship and collaboration. TFC candidates are not typically recent college graduates, but career-changing adults who bring business and professional backgrounds into schools. Candidates must have a baccalaureate degree with a 2.5 GPA and been accepted into one of the nine consortium institutions of higher education. TFC candidates are selected by CPS teachers using Haberman's *Urban Teacher Selection Interview*.

Teacher education for the selected candidates incorporates on-the-job training under the tutelage of a highly experienced mentor teacher plus over two years of university instruction leading to a master's degree. Candidates entering the TFC project are assigned in groups of four to a Chicago Public Schools elementary or secondary classroom. The mentor teacher is a successful, experienced teacher who is relieved of all teaching responsibilities, and whose sole responsibility is to oversee TFC apprentices, providing a role model and personal and professional support. TFC apprentices remain in the same school for two years. Upon completion of the program, TFC graduates are committed to teaching for an additional two years in the Chicago Public Schools.

Since the inception of the program, TFC has recruited, placed and developed over 500 teachers in the Chicago Public Schools. During the 1995-96 school year, 65 schools and approximately 250 classrooms were sites for TFC candidates.

Evidence of Effectiveness: TFC has been evaluated monthly and yearly since the 1992-93 school year. Evaluations have centered on qualitative and survey evaluations of candidates, qualitative and survey evaluations of mentors and the mentoring process, the university/mentor linkage, retention of TFC graduates, and examination of student scores in TFC classrooms.

Results of the evaluations indicate that the retention rate among TFC participants is relatively strong. Of those who have finished their first three years, 87% plan to remain in the CPS past their four year obligation. The total drop out rate for the group has been 25% over three years. Attendance and test scores of students in TFC classrooms were evaluated for the 1995-96 school year. While not statistically significant, attendance rates and patterns of test scores seem promising in TFC classrooms. Generally, the Iowa Test of Basic Skills reading and math scores for classrooms in the sample, indicated that children in TFC classrooms often test better than students in classrooms of traditionally trained novices and better than the grade level averages for their schools.

Implementation Issues: Key features that make TFC effective are choosing novices from a population of career-changing adults, use of the *Haberman Urban Teacher Selection Interview*, plus the mentor/apprenticeship component of the program. Additional features of successful implementation are the joining of area universities in the training of TFC candidates, the backing of the Chicago Teachers Union, and the identification of excellent mentors and committed principals.

Problematic can be fitting this complex program within the even more complex structure of the Chicago Public Schools. It has sometimes been difficult to identify vacancies in schools in a timely enough manner to allow a TFC candidate to begin with the school year and difficult to protect those positions from other teachers in the system looking for a job. Additionally, mentors have sometimes been used for tasks other than TFC.

Resources Used: An outside evaluator is need for monthly and yearly evaluation reports.

Funding Sources: Start-up funds for TFC were contributed by the Chicago Community Trust and funds for recruitment were provided from the Searle Family Foundation. Grants have also been received from the Golden Apple Foundation. TFC apprentices are paid at the substitute teacher level and tuition for the university course work associated with the program is paid for by the school system. Estimated costs to CPS is \$150,000 per year.

Contact: Mr. Fred Chesek, Coordinator, Teachers for Chicago, Chicago Public Schools, (312) 535-4774 or Sr. Mary Wojnicki, Loyola University, Chicago, (847) 853-3355.

Publications: Kamin, C. (1996) *Teachers for Chicago: Fourth Year Evaluation Report*. Chicago, ILL: Teacher for Chicago.

Kamin, C., Koerner, M. & Olson, G. (1996). *Mentoring partnerships. Theory/Practice: What guides the work of mentor teachers?* Submitted for publication.



Long Beach Partnership for B/CLAD Internship

A collaborative program between the Long Beach Unified School District and the California State University, Dominguez Hills to provide an alternative certification program

Target Population: Emergency permit teachers who mainly teach in K-8 bilingual classrooms.

Description: B/CLAD Internship program is a school-based certification program. The regular university credentialing program is offered in an intensive format at a site in the Long Beach Unified School District. Courses are taught by University faculty and qualified district personnel. Advisement, supervision, and mentoring are provided by the University and District cooperatively. Financial assistance in the form of grants and loans are provided by the District to qualified interns.

During the 1995-96 school year, 26 teachers from 9 schools participated.

Evidence of Effectiveness: The program is currently under evaluation. Survey questionnaires about the effectiveness of the program, logistics of implementation, and recommendations for change were distributed to program interns.

Implementation Issues: Keys to effective implementation include focus on bilingual strategies, strong advisement and mentoring of interns, and adequate staffing. A lack of resources to coordinate a larger program, both at the University and school district level can be problematic.

Resources Used: No special materials or consultants are required.

Funding Sources: The B/CLAD program is supported by funds from the California State University, Dominguez Hills (\$3,000) and the Long Beach Unified School District (\$8,500). The University also contributes in-kind release time for faculty teaching in the program. Estimated cost per year is \$11,500.

Contact: Dr. Leni Cook, Associate Professor, California State University, Dominguez Hills, (310) 516-3905 or Ms. Patricia Kishi, Specialist, Human Resource Management, Long Beach Unified School District, (310) 436-9931.



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What Works in Urban Education:
Professional Development



Minority Teacher Recruitment Project

A collaboration between the University of Louisville, School of Education and the Jefferson County Public Schools to encourage minorities to pursue a career in teaching

Target Population: Programs are designed for all ages, from middle school students to mature persons considering a mid-life career change.

Description: Through a variety of programs the Minority Teacher Recruitment Project (MTRP) encourages minorities to pursue a career in teaching. The *Middle School Teaching Awareness Program* was begun in 1988. Teachers in participating schools design activities to sustain interest in teaching among seventh and eighth grade students who have expressed a desire to learn more about the field. These activities include campus tours, career days, and providing opportunities for students to tutor and act as teacher assistants.

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The *High School Teacher/Mentor Program* has identified over 600 minority students in local schools who are interested in preparing to be teachers. School system and university personnel provide training for teacher/mentors selected from 21 Jefferson County Public Schools (JCPS) high schools. Mentors encourage students to build plans for attending college and provide information about the pre-college curriculum. Students are brought to the University to attend workshops and presentations designed specifically for them. In addition, the project sponsors a district-wide parent night to present information on the minority teacher shortage, job availability, teacher certification requirements, and MTRP programs.

The *Post High School Participant Program* includes many whose previous work or study experience has included paraprofessional status in the school system, non-professional work at the university, or enrollment in two-year education programs at Jefferson Community College. For these participants, project staff provide extensive counseling and advising, workshops to develop personal attitudes and skills, and seminars on professional development. Over 100 students, assisted by MTRP, have earned teacher certification at the University of Louisville since the program began in 1985.

Evidence of Effectiveness: Evaluation data was not available.

Funding Sources: The MTRP receives support for its programs from the U.S. Department of Education, the Kentucky Department of Education, and other outside sources.

Contact: Dr. Bill Husk, Professor of Education, University of Louisville, School of Education, (502) 852-7697 or Ms. Montest Eaves, Assistant Superintendent for Human Resources or Dr. Rita Greer, Personnel Specialist-Certified, VanHoose Education Center, Jefferson County Public Schools, (502) 485-3229.



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What Works in Urban Education:
Professional Development



Portland Teachers Program

A collaborative effort between Portland State University and the Portland Public Schools to increase the number of minority teachers

Target Population: Middle and high school minority students.

Description: Begun in 1990, the Portland Teachers Program is a "pipe-line" program which encourages middle and high school minority students to consider careers in teaching. The program provides postsecondary support to these students. Portland Community College collaborates in the program.

During the 1995-96 school year, six schools and 140 students participated in the program.

Evidence of Effectiveness: The program has undergone internal evaluation. Participating students are surveyed and the number of graduates completing the program and subsequently being employed by the Portland schools are tracked.

Implementation Issues: Keys to successful implementation are attention to and mentoring of students through the "pipeline" as well as persons who continuously advocate for the program. It is important to have one person at each partner institution who is committed to solving problems. Attrition rates need to be monitored, particularly at the lower-division level.

Resources Used: Staff development focused on multicultural awareness and education.

Funding Sources: Estimated annual costs for the program are \$350,000. Portland State contributes \$250,000 and the school system contributes \$100,000.

Contact: Dean Robert Everhart, Portland State University. (503)725-4697 or Deborah Coghrove, Director, Portland Teachers Program, Portland Community College. (503) 978-5444.



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What Works in Urban Education:
Professional Development

LEVEL 1 - 1 OF 3 STORIES

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March 28, 1997, Friday, FINAL EDITION

SECTION: FLORIDA/METRO, Pg. 1

LENGTH: 906 words

HEADLINE: State cracks down on scholastics

BYLINE: ROB CHEPAK; of The Tampa Tribune

BODY:

SUMMARY: Get ready, students. Under measures passed Thursday, the state will ask a whole lot more of you in the classroom next fall.

TALLAHASSEE - With nearly 40 percent of the state's high school students scoring below a C average last year, state leaders on Thursday took their biggest step yet to raise expectations in the classroom.

The Florida Legislature passed its final version of a plan that raises the grade point average for high school graduation, requires students to take Algebra I, lifts the bar for passing classes and mandates extra reading instruction for some elementary school students.

And that's only the beginning of measures designed to demand more of 2.3 million public school students. Others parts of the bill touch every segment of classroom life, making it one of the most sweeping education reform plans passed in years.

"Awesome," House Speaker Daniel Webster, R-Orlando, remarked Thursday upon begin handed the finished proposal by Senate President Toni Jennings, also an Orlando Republican.

Jennings and Webster presented Gov. Lawton Chiles the bill in his Capitol office. Chiles said he would sign the plan, even though it contained the controversial measure to let teachers display the writings of historical figures, such as the Founding Fathers, in their classrooms.

A virtually identical bill died last year from a Chiles veto because it allowed public school prayer. This year, school prayer was gone, but some South Florida lawmakers objected to the historical documents provision. They consider it a back door to teaching Christianity since many of the nation's founders wrote about their Christian beliefs.

Chiles hasn't objected, however, and lawmakers have added a rule that says teachers must refrain from posting documents that advance a particular religious belief.

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Supporters of the bill, who come from both parties, are most excited about its impact on standards and grading.

The minimum grade point average for high school graduation and participation in extracurricular activities moves from 1.5 (D+) to 2.0 (C). All students will need to pass Algebra I. Hillsborough and 48 other counties currently require a 2.0 for graduation, but lawmakers wanted the 2.0 standard to affect every student.

Beginning next fall, students will face tougher numerical grades, too. The plan raises the minimum score for a C grade from 75 out of 100 to 77 out of 100. The D grade moves from 65-74 to 70-76.

Meanwhile, elementary schools could retain students whose reading skills aren't up to par by fifth grade. At the same time, they're supposed to offer extra help in the previous grades to make sure that doesn't happen.

For many state officials, the philosophy behind the move is simple: If Florida wants more of students, it should demand more. Everyone from Chiles to Republican Education Commissioner Frank Brogan has espoused some form of that philosophy in the last two years.

The Florida Department of Education reported 252,000 out of 647,000 students in grades 9 to 12 did not have a GPA of at least 2.0 (C) in 1995-96, a statistic Jennings and Webster have cited repeatedly in making their case for higher standards.

In the past, "We've crushed fairness all the way down to the point that every person could meet the standards. Well, if that happens, there's no standard at all," Webster said. "What we've done is raise the bar. I think that's the key. We've added personal responsibility back to education." Or, as Jennings rhymed, "Less than C sounds poor to me."

But as Jennings and Webster acknowledged Thursday, higher academic standards won't solve all of the problems.

The state still needs more schools, as new buildings haven't kept pace with growing enrollment, particularly in large counties such as Hillsborough.

Because the bill requires high school students to achieve a 2.0 GPA in their remaining courses beginning next fall, it could send waves of students into extra help or remedial courses at an unknown cost to the state.

Then there are ever-present budget issues to contend with as school districts in the next month plunge into the annual fight for a share of the \$ 11 billion education budget.

Chiles accepted the standards bill Thursday realizing there's still work to be done.

(CHART) Higher standards

Florida lawmakers and Gov. Lawton Chiles have worked for two years to raise and reform academic standards in public schools. Thursday, they agreed on a final product that will:



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- Increase the minimum grade-point average for high school graduation and participation in extracurricular activities from 1.5 (D+) to 2.0 (C).
- Require all high school students to complete Algebra I.
- Limit access to lower-level classes.
- Allow students who are below ninth grade to take courses for high school credit.
- Mandate the study of Florida government in high school.
- Revise the high school grading system by raising the numerical score for letter grades of C, D and F.
- Require additional instruction for elementary school students who are deficient in reading. Schools can retain those students in fifth grade if the deficiencies aren't corrected.
- Create a merit pay program for teachers and schools.
- Permit the posting of historical documents and writings of historical figures in public schools, but only in a nonsectarian manner.

Source: Florida House of Representatives

GRAPHIC: PHOTO (C); CHART,

(C) Gov. Lawton Chiles, left, greets House Speaker Daniel Webster and Senate President Toni Jennings as they deliver the academic standards bill to his office Thursday. COLIN HACKLEY, Tribune photo

LOAD-DATE: March 29, 1997



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March 09, 1997

Idea on Reading

Green Eggs and Hamlet

For Literacy To Bloom: Plant Early and Water Often

Bob Chase
President, NEA



Something very interesting is happening in Philadelphia. Two public elementary school kindergartens have been transformed into little literacy immersion centers. And the results, as reported by Richard Jones of the *Philadelphia Inquirer*, have been spectacular.

These kindergartners come from the city's most impoverished neighborhood, and they are now scoring well above the national average -- many even in the top 10 percent -- on tests measuring early childhood vocabulary, reading, and writing skills.

One of their teachers, May Berger, reports: "The difference in the kids has been amazing. All of the children are making progress. At first they were all interested in reading about the Power Rangers. Now, they say we only read good books."

Designed by a nonprofit called the Children's Literacy Initiative, the Philadelphia program features two vital ingredients: a generous supply of good books that fill every spare space in the kindergarten classrooms, and teachers who have completed a special seven-week training session.

The cost of the books and teacher training? Just \$250 per kid. Considering the terrible social and economic costs of functional illiteracy, that's a pittance.

Innovative literacy programs are springing up across the country. Education Secretary Richard Riley recently praised a reading initiative in Atlanta by the city's churches and synagogues. President Clinton has called for one million volunteer tutors in our schools. And the private "Everybody Wins" program is sending hundreds of downtown office workers into schools to read to city kids.

Such efforts are, of course, enormously encouraging.

Forty-one percent of American fourth-graders are reading below grade level. Far too many children still begin school never having had an adult read a book to them. Too many fourth and fifth graders fall behind and never catch up, because they are still learning how to read when they should be reading to learn. Forget *Medea* or *Macbeth*. For true tragedy, contemplate the living, breathing child who cannot read or write well enough to partake in the world's richest economy or in the world's oldest democracy.

Is the new literacy crusade merely the latest educational fad *du jour*? That worries me. For any educational crusade to really make a difference in America, it must take root in our local public school systems.

We must demand more from our local and state politicians. They love the photo opportunities with cute children. But we must help them remember those very same children after the campaigns.

Every child in America should have access to a full-day kindergarten in a public school. We should identify the children in kindergarten and first grade who are having trouble reading and intervene immediately. We now know that one in five children will have substantial

difficulty learning to read. Fortunately, long-term studies show about 96 percent of reading-impaired children improve after intensive help.

We should demand classes of twenty children or less, especially in the early grades, as teachers and citizens in California have done. And there should be a fully qualified teacher in every classroom.

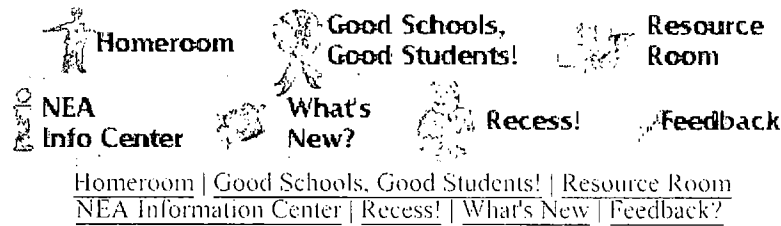
Like the late Al Shanker, we must set our expectations high. There is no reason on earth why a child reading *Green Eggs and Ham* in kindergarten shouldn't be reading *Aesop's Fables* by the fourth grade, Frederick Douglass by the eighth grade, and Shakespeare's *Henry V* and *Hamlet* by the 10th grade.

If your politicians plead lack of resources, tell them to take it out of the prison budget. Tell them to take it out of school administration overhead. Tell them to put more money where it really counts -- into the classroom.

Bob Chase

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Articles from former NEA President, Keith Geiger





Peer-Assisted Learning Strategies (PALS) in Reading

A program developed by Peabody College at Vanderbilt University in cooperation with the Nashville-Davidson Metropolitan School District to increase reading achievement

Target Population: Title I students, students with learning disabilities, and students performing at varying grade levels within the same classroom in grades 1-6.

Description: Peer-Assisted Learning Strategies (PALS), began in 1991, PALS in Reading was designed to: (1) monitor student progress in grade level reading objectives; (2) provide feedback to teachers regarding students' reading performance; (3) accommodate student diversity in mainstream classes by providing opportunities for students to work with partners at a wide variety of skill levels; and (4) include students with learning disabilities in regular classroom reading activities. Students in PALS take a weekly computerized reading test. Computer-based measurement software generates reports from these assessments for teachers.

The reports are used by teachers to both inform their reading instruction and to pair students for tutoring. Using training scripts, students are taught to work cooperatively on reading fluency, reading comprehension, and in the case of first graders, on phonemic awareness and decoding activities. After training, partners work together three times a week for 35 minutes per session for at least 15 weeks using text appropriate to the weaker reader.

PALS Reading is scheduled during normal reading time when all students in the class are present. Students are paired in the following manner: Teachers rank order their students from strongest to weakest readers, then split the group in half. The top-ranked student in the higher-performing half is paired with the top performer in the lower-performing half. Within each pair, the roles of tutor and reader are reciprocal; that is, each student in each pair will serve as a reader for part of the time and as tutor for an equal portion of time. The stronger reader reads first for each activity and serves as a model for the weaker reader. Any reading material can be used. Not all pairs in the class must read from the same book, and teachers may individualize reading assignments.

During the 1995-96 school year, 100 teachers, 30 staff members and approximately 3,000 students participated in the PALS Reading program.

Evidence of Effectiveness: PALS Reading has been evaluated over several years. Experimental and quasi-experimental designs have been used to evaluate student progress in reading across 15-20 weeks of intervention. Measures have included the *Comprehensive Assessment Program* and *Comprehensive Reading Assessment Battery*. Effect sizes have ranged between .30 and .70. Evidence indicates that PALS Reading is effective for average-achievers and low-achievers as well as students with learning disabilities. It appears that PALS Reading teachers allocate considerably more classroom time to peer-mediated instruction and to one-to-one instruction and less time to independent seatwork. Teachers also felt that participation in the PALS program was worthwhile and contributed to their own professional development.

Implementation Issues: Keys to effective implementation are: (a) training for university and school district personnel; (b) funding for on-going technical assistance; (c) manuals with explicit directions on how to organize the classroom for PALS and how to teach students to implement all activities; and (d) structured procedures for student interactions, including how to make corrections and provide help.

Insufficient computers for the computer-based management, the lack of a variety of books at different reading levels, and insufficient funding can have a negative effect on successful implementation.

Resources Used: Professional development training for university and school district personnel is required to implement the PALS Reading program. A one-day inservice is recommended as well as a part-time (20 hours per week) consultant for every 6-7 classrooms for the first year of implementation. MacIntosh computers and *Monitoring Basic Skills Progress* software and accompanying manuals are used in the program. The *Peabody Peer-Assisted Learning Strategies (PALS) Reading Methods* tutoring manual is needed.

Recognition: The U. S. Department of Education's Program Effectiveness Panel designated PALS Reading an "effective instructional program" in 1995. Articles about PALS Reading have appeared in *The Tennessean*, the *Vanderbilt Register*, and the *Kennedy Center News* newspapers.

Funding Sources: PALS Reading is supported by University, school district and federal funds (U.S. Department of Education). Annual costs are estimated at between \$5,000 and \$20,000 per school.

Contact: Dr. Douglas Fuchs, Professor, Peabody College, Vanderbilt University, (615) 343-4782 or Ms. Shirley Holt, Title I Director, Nashville-Davidson Metropolitan School District, (615) 259-8684.

Publications: Fuchs, D., Fuchs, L., Mathes, P. G., & Simmons, D. C. (in press). Peer-Assisted learning strategies: Making



Success For All

A national reading program for increasing the reading achievement of disadvantaged students in the Houston Independent School District

Target Population: Students in grades Pre-K- 6.

Description: A national reading program developed by the Johns Hopkins University. Success For All (SFA) was initiated in the Houston Independent School District in 1994. The goals of the program are to reduce retention, improve student reading achievement and support school restructuring. The program began as a summer pilot program and has grown into a year-round reading and restructuring program. The SFA program emphasizes prevention, intensive early intervention and the expectation of success for all students.

The major components of the SFA program include: (1) *Reading Roots*, which includes oral language development, structured *Story Telling and Retelling (STAR)*/ *Extended STAR*, and beginning reading with specially developed shared stories; (2) *Beyond the Basics*, which uses regular basal readers or children's books, focuses on comprehension skills that are taught through a set of structured activities; (3) one-on-one tutoring; and (4) family support which involves parents in their child's education.

Evidence of Effectiveness: In 1995, the SFA program was evaluated. Results indicated that students in the SFA program had significantly higher composite post-test achievement scores than the students in comparison schools and that 9 (38%) of SFA schools were rated as having average or above average implementation of facilitator support, regrouping, and *Reading Roots*.

Implementation Issues: Keys to effective implementation include comprehensive ongoing assessment, immediate intervention, and individualized instruction when needed. Challenges to effective implementation include the complicated and costly nature of the program and that different approaches to teaching are required.

Resources Used: The program uses *Reading Roots*, *Beyond the Basics*, and *STAR* techniques and materials. The services of consultants from Johns Hopkins University and in-house consultants for training are used for professional development of teachers and staff.

Funding Sources: The SFA program is supported by general funds, state categorical, federal Title I, bilingual education and vocational education. The estimated cost of the program is \$2.5 to 5 million.

Contact(s): Joe Stubbs, Manager, School Planning, Houston Independent School District. Telephone: (713) 892-6024. Fax: (713) 892-6554.



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What Works in Urban Education:
Achievement



Success For All

A national reading program for increasing the reading achievement of disadvantaged students in the Columbus Public Schools

Target Population: Title I students in grades K-5.

Description: A national reading program developed by the Johns Hopkins University. Success For All (SFA) was initiated in the Columbus Public Schools in January 1994. The goal of the program is to ensure that all disadvantaged students will succeed in reading and to increase the reading achievement for all students. SFA focuses its resources on prevention and early intervention strategies. The key elements of the SFA program are: (1) one-on-one tutoring in reading by certified teachers; (2) regrouping into homogeneous, cross-ability groups during the language arts period; (3) reduced class sizes in language arts; (4) a systematic reading program integrating *Story Telling and Re-telling* (STAR), phonics in beginning reading, vocabulary building, comprehension skills, and cooperative learning; (5) reading assessments every eight weeks in which students are tested to determine progress and needs for tutoring or group changes; (6) Family Support Team to provide parenting education and assistance for children experiencing personal or health problems; (7) an on-site program facilitator who coordinates the program; and (8) in grades K-1, the program emphasizes development of language skills and the use of phonetically written storybooks; in grades 2-5 the program focuses on opportunities to read, discuss and write.

During the 1995-96 school year, the SFA program was implemented in one school. 410 students, 23 teachers, 5 staff members and 180 parents were involved in the program.

Implementation Issues: Keys to effective implementation include: (a) the reading and writing program (i.e., 90 minutes of comprehensive direct reading instruction to one group); (b) the use of tutors as reading teachers; (c) the K-1 emphasis on development of language skills and the use of phonetically written storybooks; (d) cooperative learning; (e) family support; (f) eight-week assessments; (g) an on-site facilitator; and (h) professional development for teachers and staff. A potential challenge to effective implementation is inadequate funds for materials and tutors.

Resources Used: Special reading instructional materials for the *Reading Roots* component and the libraries are needed for the SFA program. In addition, the program requires three days of professional development for all teachers prior to the beginning of the program. A consultant is used to train the teachers, conduct several follow-up visits, and to provide additional in-service workshops.

Funding Sources: The SFA program is supported by general funds, state categorical funds, and Federal Title I monies. In addition, the program has received support from the Adopt-A-School Partner program and Star Bank. The estimated annual cost of the program during the 1995-96 school year was \$65,000.

Contacts: Carolyn Rogers, Principal, North Linden Elementary School, Columbus Public Schools. Kathy Kessler, Facilitator, North Linden Elementary School, Columbus Public Schools. Telephone: (614) 365-6055. Fax: (614) 365-6054.



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What Works in Urban Education:
Achievement



Reading Recovery

An early intervention program of the St. Louis Public Schools designed to reduce reading failure

Target Population: Grade 1 students that are exhibiting difficulty or inconsistency in achievement.

Description: Begun in 1995, the Reading Recovery is an intensive intervention program for first graders who have difficulty achieving or are inconsistent in their learning, particularly in reading. The program is based on the work of Marie Clay (1975), an Australian educator. The objective of the program is to make instruction consistent for children experiencing academic difficulties. In addition to regular classroom activities, Reading Recovery students are provided one-on-one lessons for 30 minutes every morning by a teacher specially trained to help the student develop effective reading strategies. Each teacher has four students assigned to him or her for 20 weeks.

Instruction is intensive and individualized. The teacher sets up a different instructional program for each child. The student engages in holistic reading and writing tasks during these sessions. Through writing, the student develops strategies for hearing sounds in words and for monitoring and checking his/her own reading. Generally, students complete one book a week. Each lesson includes five components: (1) reading many known stories; (2) reading a story that was read once the day before; (3) writing a story; (4) working with a cut-up sentence; (5) including a new book that is read independently the next day.

During the 1995-96 school year, 18 schools participated in the Reading Recovery program. Sixteen specially trained teachers worked with 170 first grade children. A long-range objective of the school district is to have two Reading Recovery teachers assigned to each elementary school. To date, two training sites have been established in the district.

Evidence of Effectiveness: The first full year of implementation was during the 1995-96 school year. Results of evaluation data is not yet available.

Implementation Issues: Keys to effective implementation of the Reading Recovery program are individualized, intensive instruction for students, use of specialized reading and writing materials, well-trained teachers, and a financial commitment to the program. A barrier to effective implementation can be the expense of the program in terms of providing training to teachers and the cost of materials.

Resources Used: Special reading and writing materials such as "little books" are used by the program. Professional development in the method is needed for teachers. Each teacher identified as a Reading Recovery teacher receives one year of training at the same time as they are implementing the program. Teachers work with students in the morning and receive training after the close of the school day.

Funding Sources: The Reading Recovery program is supported by federal Title I funding. Annual cost has not yet been determined for the 1995-96 school year.

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What Works in Urban Education:
Achievement



Reading Recovery

A reading and writing program for children at-risk of failure in the Boston Public Schools

Target Population: First grade Title I students, limited English proficient students, and children in the bottom 20% of their first grade classroom.

Description: The Reading Recovery program was initiated in the Boston Public Schools in August 1990. The goal of the program is to help first graders at-risk of reading and writing failure to learn strategies to become good readers and writers. The Reading Recovery Program has four key components: (1) a program of accelerated learning for children in the lowest 20% of their first grade classrooms; (2) a program for educators that includes a full year of university-based training, followed by continuous coaching; (3) ongoing research and evaluation which includes collection and analysis of data for every child served in the Reading Recovery program; and (4) the development of an early literacy network by Reading Recovery educators, administrators, and institutions, which is dedicated to making it possible for all children to become literate.

During the 1995-96 school year, 24 schools participated in the Reading Recovery program. Approximately 260 first graders were served by this program. 32 Reading Recovery teachers and 260 parents participated in the program.

Evidence of Effectiveness: The Reading Recovery program in Boston Public Schools is evaluated annually. The major findings of the 1994-95 evaluation indicated that:

A total of 155 children received the full Reading Recovery program in 1994-95. Of this total, 89% of the program children were successfully discontinued (i.e., those who received 60 or more lessons) and were reading at or above the average of the first grade and functioning as independent learners in their classrooms.

Of the 155 program participants, 17 did not discontinue; however, the children who tested at the end of the school year did make progress in writing, vocabulary, dictation, and text reading.

All Reading Recovery program participants made significant gains from fall to spring testing on writing, vocabulary, dictation, and text reading.

The 67 children who were successfully discontinued from the program prior to April continued to make progress. In May and June of 1995, 65 of these children made gains in their writing vocabulary, phonemes, dictation and in text reading.

Implementation Issues: Professional development of teachers and staff are key to effective implementation of the Reading Recovery program. The professional development program allows teachers to develop keen observation skills. These skills enhance the teacher's ability to utilize individual children's strengths in instructional decision making. As a result, the children's reading and writing skills accelerate because the teachers tailor their instruction to the specific strengths and needs of the child.

Several factors may impede effective implementation of the Reading Recovery program: a lack of understanding of the effectiveness and educational value of Reading Recovery by some within the school system; the fluctuating Title I status of individual schools; the policies of seniority and excessing of teachers; and the lack of internal institutionalized funding for training and salaries.

Recognition: Nationally, the Reading Recovery model has been selected as a demonstrator project in 1987 and since 1988 has been cited as an exemplary program by the U.S. Department of Education's National Diffusion Network.

Funding Sources: The Reading Recovery program is supported by general funds, Title I and Bilingual Education monies. In addition, the program received funding from the Noyce Foundation in 1994-95. The district estimates that there is no actual annual cost added to the school's budget, rather it is a reconfiguration of existing resources. The annual cost for training a teacher for one year is \$5,000.

Contacts: Martha Gillis, Reading Recovery Site Coordinator, Senior Program Coordinator for Reading/Language Arts Curriculum, Boston Public Schools. Telephone: (617) 635-9704. Fax: (617) 635-9704.



Teaching All Children To Read

A partnership program between Georgia State University and the Atlanta Public Schools to enhance reading performance

Target Population: Students in grades 1 through 8. In some schools, only those students scoring below the 50th percentile in reading on a standardized achievement test are included.

Description: Begun in 1993, Teaching All Children to Read uses the Direct Instruction reading materials published by SRA. Teachers are trained in the implementation of the method. The method provides phonemic awareness, letter-sound relationship, blending skills, and comprehension skills which are all taught to mastery and fluency. Regular checks for mastery are done so that a student does not fall behind in reading performance.

Twelve teachers and 170 students in grades 1 through 8 in nine schools participated during the 1995-96 school year.

Evidence of Effectiveness: Teaching All Children to Read was evaluated in 1995 and 1996. Rate of academic gain was calculated prior to the program and during the program using the results of pre- and post-test administrations of the Woodcock Reading Mastery Test (Revised Edition).

Implementation Issues: Effective implementation requires teachers that want to participate and principals who will support the program. Time needs to be given to reading instruction on a daily basis.

Initially, it may be difficult for teachers to implement the method and some teachers may be resistant to teaching reading on a daily basis. However, as teachers begin to see results in student performance and become more familiar with teaching reading with this method these obstacles are overcome.

Resources Used: Special materials are needed for this program: *Reading Mastery* and *Corrective Reading* from SRA, teacher presentation materials, student storybooks and workbooks. Faculty from Georgia State University provide training in the method at the start of the school year and provide follow-up training at four months and seven months.

Funding Sources: Teaching All Children to Read is supported by university and school system funds as well as funds from HUD.

Contact: Dr. Laura Fredrick, Georgia State University, (404) 651-0112 or Ms. Pam Patterson, Atlanta Public Schools, (404) 792-5900.



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What Works in Urban Education:
Achievement



Reading Recovery

An early intervention reading program for at-risk students in the Jefferson County Public Schools

Target Population: Title I and other first grade students at-risk for reading failure.

Description: A national model, the Reading Recovery program was initiated in Jefferson County Public Schools in September 1988. The Reading Recovery program is an early intervention program designed to reduce reading failure. The Reading Recovery program is based on the assumption that high-quality help during the early years of schooling is the most productive investment of resources. The program targets the poorest readers in the first grade.

In addition to regular classroom activities, the student is provided one-on-one lessons for 30 minutes each day by a teacher specially trained to help the student develop effective reading strategies. The students are consistently engaged in holistic reading and writing tasks and each day the student is introduced to a new "little book" and writing a story. Through writing the student develops strategies for hearing sounds in words and for monitoring and checking his/her own reading. The program continues until the student has developed effective strategies for independent literacy learning and can function satisfactorily in regular classroom reading activities without any extra help.

The program uses two delivery models: the shared classroom model and the collaborative model. In the shared classroom model, first-grade teachers are paired with Chapter I Reading teachers in an arrangement that allows teachers to spend one half-day working with individual students on Reading Recovery lessons and one half-day teaching in the first grade classroom. The collaborative model allows each teacher to spend one half-day working with individuals students on Reading Recovery and one-half day teaching individuals or small groups.

During the 1995-96 school year, the Reading Recovery program was implemented in 41 schools. Approximately 340 students, 54 teachers, and 4 staff members participated in the program.

Evidence of Effectiveness: The Reading Recovery Program has been evaluated annually since 1989-90. The most recent evaluation indicated that: (1) in 1994-95, of the 268 Reading Recovery program students, 209 were successfully discontinued, representing 78% of the program's population; (2) the proportion of successfully discontinued students who achieve end of the year scores equal to or exceeding the average band of Louisville students was 95% on writing vocabulary, 99% on hearing and recording sounds in words, and 99.5% on text reading level.

Teachers were surveyed to obtain insights and opinions regarding the Reading Recovery program. Among the teachers who responded to the survey, 95% indicated that Reading Recovery affected the students in their classrooms positively and ranked the program as having a "large" to a "very large" impact on the students' classroom performance.

Implementation Issues: Key to effective implementation is the ongoing training and professional development received by teachers. Further, teachers' classroom practices are monitored on an on-going basis by the Reading Recovery Teacher Leaders. Inadequate funding can have a negative impact on implementation.

Resources Used: The Reading Recovery program uses approximately 400 "little" book titles. Other materials used in the program include pencils, slim markers and paper bound into a blank writing book, magnetic alphabet letters and an upright magnetic chalkboard. To implement the Reading Recovery program, teachers receive special training over a period of one year. Through clinical experiences and peer-critiquing guided by a skilled teacher leader, teachers learn to use observation techniques and teaching procedures for conducting Reading Recovery lessons.

Funding Sources: Jefferson County Public Schools funds the Reading Recovery program using general and Title I monies. The estimate annual cost of the program is \$2,182,000.

Contact: Carol E. Hall, Reading Specialist, Curriculum and Assessment, Jefferson County Public Schools. Telephone: (502) 485-3052. Fax: (502) 485-8976.



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What Works in Urban Education:
Achievement

MASTER WOODLAND MANAGER
Ames, Iowa; 515-294-4465

Teaches landowners how to protect forests.

'I HAVE A DREAM' FOUNDATION

New York City; 212-293-5480

College-tuition help promised for poor kids who manage to graduate from high school.

COURT APPOINTED SPECIAL ADVOCATES

Seattle; 206-328-8588

Volunteers investigate child-abuse cases to relieve burden on overworked bureaucrats.

ROBIN HOOD FOUNDATION

New York City; 212-227-6601

Provides seed money for street-level charitable entrepreneurs.

LOCAL INITIATIVES SUPPORT CORP.

New York City; 212-455-9800

Cuts through red tape that blocks affordable housing developments.

ALLIANCE FOR NATIONAL RENEWAL

Denver; 308-571-4343

Links grass-roots activists to share ideas and approaches.

SUCCESS BY 6

Minneapolis; 612-340-7628 or, to volunteer: 612-340-7596

Focuses on early-childhood issues and education.

CENTER FOR COLLABORATIVE EDUCATION

New York City; 212-348-7821

Advocates small schools, choice.

BUILDING CHARACTER SCHOOL-WIDE

Dayton, Ohio; 513-224-7364

Classroom 'character education.'

GOOD SHEPHERD HOUSE

Philadelphia; 215-843-5413

Educates kids about how to resolve conflicts without violence.

TEACH FOR AMERICA

New York City; 212-425-9039

Recruits recent college grads to spend two years teaching in understaffed public schools.

STAR PROGRAM

Pasadena, Calif.; 818-792-8130

'Stop, Think, Act, Review': a school primer on personal responsibility.



CARING COMMUNITIES

St. Louis; 814-231-3720

Helps schools function as round-the-clock community centers.

THE CHOICE PROGRAM

Baltimore; 410-455-2494

Offers juvenile offenders daily supervision and home drop-by visits.

PARENTS AS TEACHERS

St. Louis; 314-432-4330

Visits homes to promote parental involvement with kids' education. ✓

CHATTANOOGA VENTURE

Chattanooga, Tenn.; 615-267-8687

Organizes festivals and rallies the community behind major renewal projects.

DALLAS AREA INTERFAITH

Dallas; 214-351-6595

Brings together churches to set up things ranging from job training to after-school programs.

NEW COMMUNITY CORP.

Newark, N.J.; 201-623-2800

Offers job training, housing. Encourages business development.

CALIFORNIA HUMAN DEVELOPMENT CORP.

Woodland, Calif.; 916-668-5160

Operates local Head Start, family-literacy and bilingual child-abuse-prevention programs.

NATIONAL RETIREE VOLUNTEER COALITION

Minneapolis; 612-341-2689

Helps corporations establish programs to channel retirees into useful charitable work.

WHO CARES MAGAZINE

Washington, D.C.; 202-628-1691, info@whocares.org

Provides info on community activist groups rounded by young people.

PLUGGED IN

East Palo Alto, Calif.; 800-225-7584, info@pluggedin.org

Introduces disadvantaged kids to computers.

LEAP

New Haven, Conn.; 203-773-0770

College students operate a summer camp for inner-city kids--in the inner city.

CITY YEAR

Boston; 617-350-0700

One-year intensive community service for ages 17 to 23.

PHOTO (COLOR): 'Alternatives for Girls': At a weekend retreat outside Detroit

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By DANTE CHINNI

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