Partnering to Lead Educational Renewal

High-Quality Teachers, High-Quality Schools

EDITED BY

Jean Wilson Houck, Kathleen C. Cohn, and Carl A. Cohn Foreword by Kati Haycock

Partnering to Lead Educational Renewal

Partnering to Lead Educational Renewal

HIGH-QUALITY TEACHERS, HIGH-QUALITY SCHOOLS

EDITED BY
Jean Wilson Houck
Kathleen C. Cohn
Carl A. Cohn

FOREWORD BY KATI HAYCOCK

TEACHERS COLLEGE PRESS
Teachers College, Columbia University
New York and London

Published by Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027

Library of Congress Cataloging-in-Publication Data

Partnering to lead educational renewal : high-quality teachers, high-quality schools / edited by Jean Wilson Houck, Kathleen C. Cohn, and Carl A. Cohn ; foreword by Kati Haycock.
p. cm.
Includes bibliographical references and index.
ISBN 0-8077-4422-0 (cloth : alk. paper) — ISBN 0-8077-4421-2 (pbk. : alk. paper)
1. College-school cooperation—California—Long Beach—Case studies. 2. Long Beach Educational Partnership (Program). 3. Teachers—Training of—California—Long Beach—Case studies. 4. School improvement programs—California—Long Beach—Case studies. I. Houck, Jean Wilson. II. Cohn, Kathleen C. III. Cohn, Carl A.

LB2331.53.P39 2004
378.1'04—dc22 2003063408

ISBN 0-8077-4421-2 (paper)
ISBN 0-8077-4422-0 (cloth)

Printed on acid-free paper
Manufactured in the United States of America

11 10 09 08 07 06 05 04 8 7 6 5 4 3 2 1

This book is dedicated to the fond memory of

Glenn Nagel

Dean of the College of Natural Sciences and
Mathematics, California State University, Long Beach

Our dear friend, colleague, and master of
collaboration

April 16, 1944–May 21, 2003

Contents

Foreword

EACH YEAR, thousands of high school graduates fall into the chasm that separates high school from college. They followed all the rules. Did everything their schools told them to do. But when they show up at the college door to begin their next step in education, these young people end up not in the freshman-level courses they expected to take, but in remedial ones—or high school–level courses, once again. Indeed, many are so ill-prepared that they never make it into credit-bearing coursework, much less to their sophomore year.

In much the same way, many newly minted teachers fall into a similar chasm between the theories espoused in their higher education-based preparation programs and the realities of public schools. They, too, followed all the rules. Learned everything their professors told them to learn. But when they show up for their first teaching assignments, they find themselves woefully underprepared for the challenges that await them there. Much like the underprepared college freshmen, many of these new teachers don't make it through the academic year.

Most leaders in both K–12 and higher education are aware of these gaps. At some level, they even know how painful the consequences are both for students and for teachers. Yet few have made it their business to figure out a way to close them.

You are about to read the story of one American city where the leadership—in business, government, and, especially, education—decided to take on the challenge of creating a high-quality, "seamless" education system, prekindergarten through university. Their goals? To graduate students prepared for college and teachers prepared for kids.

Bringing about serious, substantive reform in a large urban school district is by itself a daunting task. As difficult as that task is, though, the task of bringing about big change in higher education is widely acknowledged to be even more difficult. Yet these Long Beach folks set out to do both simultaneously! Either they were just plain nuts, or they knew something that the rest of education has yet to learn.

Their secrets, revealed so well in this book, were twofold. First, they figured out early on that there was no way to achieve big changes in one of the educational institutions in the city without also changing the way the

others did business. So if the City of Long Beach needed improved outcomes at any level, education leaders needed to make a linked set of changes at every level.

Second, it turns out that when smart, highly focused people from multiple systems gather around a table not to point the finger of blame but, rather, to work on a problem that they consider their joint responsibility, it releases a kind of energy that can actually sweep others along. It isn't, in other words, necessarily three times as hard to bring about simultaneous change in three large institutions but perhaps much easier.

These truths, of course, apply to virtually any community. Yet I can count on the fingers of one hand the number of communities that even come close to this kind of cross-system planning and action.

It helped a lot that Long Beach had the leaders it did—not just at the top levels, but throughout senior academic leadership ranks in the School District, the Community College, and the University. These are not only unusually capable folks—they are also truly nice people who've actually come to like one another. Through relentless effort they've managed to reduce the normal intersystem walls to the point that, on my occasional visits to their meetings, it's been truly impossible to remember who goes with which institution.

Even smart, highly focused leaders who like working together, however, don't always get everything right. Thus I expect that other readers will join me in appreciating the candor of this volume's authors in sharing both their victories and their defeats. For while other education leaders must be persuaded to head down this same path, we do them no service by painting over the many obstacles.

Kati Haycock
Director, The Education Trust

Acknowledgments

The Long Beach Education Partnership has involved many people in the community, and we are pleased that some of the key participants contributed to these chapters. Others, like Christopher Steinhauser, superintendent of Long Beach Unified, provided valuable material through interviews. Among the people who assisted by describing their recollections of the community and the partnership beginnings were former Long Beach mayor Ernie Kell and former California State University, Long Beach provost Karl W. E. Anatol. Retired California State University, Long Beach faculty who reminisced about the university were James Day and Irving Alquist. Craig Hendricks from Long Beach City College provided another perspective.

Douglas Wood's donation to the Fund for Excellence and Equity in the College of Education helped fund some of the expenses associated with the collection of information and organizing of the material. We are appreciative of the funding we received from the James S. and John L. Knight Foundation and the National Science Foundation (NSF Award Number 9852165); the support moved us forward in our reform efforts. Hilda Srameck, director of the SERVE program, assisted us tirelessly in a variety of tasks, traveling all over the community over a period of months. George Murchison, a Long Beach businessman, had the initial vision to call the educational leaders together to collaborate for the betterment of the K–16 education in the community.

Kati Haycock and the professional staff of the Education Trust merit special mention. Since 1995 they have provided technical assistance to us in Long Beach. Their national advocacy for children and vision for equal education for all serve as beacons for those of us fighting to save urban schools.

Kathy Johnson helped tremendously as our production assistant and Marvel Preece, the assistant to the dean of Education, has burned more than her share of midnight oil seeing that the book is completed. We'll never manage to name them all—such as Judy Seal, Deborah Hamm, Cathy DuCharme, Diane Brown—but we are appreciative of all the contributions over almost a decade of collaboration. The journey continues.

PART I

The Social and Political Context for Partnering for Educational Renewal: High-Quality Teachers, High-Quality Schools

In the 1980s and early 1990s California State University, Long Beach (CSULB) and Long Beach Unified School District (LBUSD) were urban neighbors who nodded politely in passing but rarely interacted in any meaningful way. Interactions between the neighbors, if they occurred at all, tended to be of an unfriendly nature. Today, a decade later, there is an extensive partnership between the public schools, area community colleges, and CSULB that is incredibly successful and receives accolades for its accomplishments in improving student achievement at all levels.

How did it happen? How did the public schools and institutions of higher education in Long Beach collaborate to achieve success *in one of the most challenging urban environments in the nation?* This book tells the story of the Long Beach Education Partnership, the outcomes achieved, and the lessons learned. Our hope is that it will provide useful insights to other educators, especially those interested in establishing partnerships. More importantly, we believe that state and local policymakers may find the outcomes and lessons learned informative about means by which to support effective K–16 partnering for improving student achievement. Before we get into the particulars of the story, however, we'd like to engage in a little reflection on K–16 collaboration. What does it take? What are the challenges? Why do it?

WHAT DO WE KNOW ABOUT K–16 PARTNERSHIPS?

In recent years, educational partnerships have become ubiquitous. Every college in the United States that has a teacher preparation program is prepared to discuss its partnerships with public schools. And yet James Hunt, Arthur Levine, and James Renier state in the foreword to *The Learning Connection*, "The chasm between schools and colleges is an indication of dysfunction, a phenomenon that is increasingly recognized as a major

impediment to the successful education of students. High standards and improved schools and colleges will, we strongly suggest, ultimately depend on the extent to which this gap can be narrowed" (Maeroff, Callan, & Usdan, 2001, p. vii). Everyone talks about partnerships, but true, lasting partnerships that make a difference and result in systemic change? They're rare.

WHY IS THERE A CHASM BETWEEN THE PUBLIC SCHOOLS AND COLLEGES?

Roland Barth of the Graduate School of Education at Harvard University terms the divide between the public schools and higher education "dual citizenship." While both higher education and K–12 need renewal and have interrelated issues of low performance, few bridges exist to allow people to connect with the "other sides" (Maeroff et al., 2001).

The First Date: Why Should We Do It?

The differences are as pronounced as Mars versus Venus. There seems to be general eagerness, even anxiety, that higher education and the public schools should get together (Darling-Hammond, 1994; Goodlad, 1994; Sirotnik et al., 2001). Conventional wisdom says that if children can't read and do math, and if good teachers have been shown to be the answer, the perfect solution, mutually beneficial, would be for the two segments to work together. Yet it's rare to hear of long-term relationships developing between higher education and K–12. One significant obstacle to such relationships is the difference between higher education and the public schools (Clift, Veal, Holland, Johnson, & McCarthy, 1995). Miller (1995) has aptly described the differences that exist between the two segments of education, saying university and public school people represent polar opposites in theoretical versus practical viewpoints and the higher ed culture versus the public school culture. Well-meaning, competent people set out to solve problems together, and the university faculty's constructivist views of teaching often contrast with the didactic views proposed by public school practitioners. Collaboration often calls for a conformity in practice that may crowd out the academic freedom that higher education faculty have come to expect (Winitsky, Stoddart, & O'Keefe, 1992). Participants in the Long Beach Education Partnership often joke about a cultural difference pointed out by Knight, Wiseman, and Smith (1992), who described the "reflectivity–activity" dilemma. Our everyday description of the problem is that the university acts "with glacial speed." The Long Beach Education Partnership participants have experienced all the differences in the culture of the university and the public schools summa-

rized in Figure I.1. The contrast between cultures across the levels is acknowledged in different ways throughout this book. Within the university setting, the differences across departments and colleges are often dramatic as well. The differences between the Arts and Sciences and Education, for example, are an obstacle for many collaborative efforts (Sirotnik et al., 2001). It shouldn't be assumed, however, that the differences are insurmountable. John Goodlad has suggested that instead of viewing differences as divisive, institutional differences could be utilized in mutually beneficial ways to achieve diverse goals (1988).

Is There Hope for a Long-Term Relationship?

This book is about a successful, long-term higher education/public schools partnership that has recognized the differences among the cultures of the partners yet continued their effective collaboration. What skills or characteristics does that require? In the Long Beach Education Partnership, our experience supports the importance of many of the characteristics of successful collaboration described in the literature (Darling-Hammond, 1994; Goodlad, 1988; Lieberman, 2000; Sinclair & Harrison, 1988). Being in the same city gave the partners in Long Beach interrelatedness and supported our developing common goals to support high levels of learning for students. Chapters 1 and 2 relate how external threats initially pushed the educational institutions toward cooperation. The top leadership of the institutions were committed to the formation of the Long Beach Educational Partnership and, from the beginning, dedicated fiscal support to it. The longevity of the

HIGHER EDUCATION	K–12
Theoretical	Practical
Constructivist	Didactic
Academic freedom	Collaboration
Reflectivity	Activity
Slow to change	Rapid change
Flexible schedules	Schedules are regulated
Research	Practice

Figure I.1. Contrasts between the cultures of higher education and K–12. *Sources*: Clift et al., 1992; Goodlad, 1988; Johnston, 1997; Knight et al., 1992; Miller, 1995; Sirotnik et al., 2001; Winitsky et al., 1992.

partnership, begun in 1994, reflects the long-term commitment of higher education and the public schools and could not have occurred without mutual trust and regard among key participants from all institutions.

WHO ARE THE PARTNERS IN LONG BEACH? WHAT DO THEY DO?

Long Beach is located at the south end of Los Angeles County in southern California. The Long Beach Education Partnership members are the LBUSD, CSULB, Long Beach City College, and other community colleges in the greater Long Beach area, such as Cerritos College and the Coast Community College District. The Long Beach Unified School District has made a name for itself implementing standards-based instruction with its diverse, urban student population. CSULB grew rapidly in enrollment as it entered the new millennium (35,000 students), maintaining the diversity in the student body yet improving indicators of student quality and readiness for college work. The diverse, urban community colleges in the partnership have expanded their traditional roles in recent years, developing high-quality 2-year teacher education programs.

In Chapter 1, O'Connor and Cohn describe the rough and tumble of California politics and how it plays out at the local level in Long Beach. In Chapter 2, David Dowell and his colleagues recount the events of the 1992–1994 period when the partnership was forming and discuss who the leaders were and how the partnership came to engage hundreds of people from all three educational levels. First, it takes a panoramic view of the political environment in California, then zooms in for a close-up look at the educational politics in Long Beach. After Part I, three additional sections present the school district's perspective, the university perspective on the participation of Arts and Sciences and Education in teacher preparation (and addressing remedial education), and the impact of partnerships and the future of the Long Beach Education Partnership.

Jean Wilson Houck and Karen Nakai

CHAPTER 1

Political, Social, and Economic Influences on K–16 Education in California

Daniel J. O'Connor and Carl A. Cohn

EDUCATORS, BY NATURE, are uncomfortable with politics. We often see ourselves as noble souls morally superior in our dedication to advocacy for children. The seedy world of politics is often viewed by us as dirty, corrupt, and capable of damaging our high ideals. In 1960, John Kennedy changed that view for some educators when he gave sacred status "to all those who through the art of politics seek a new and better world." While the notion that understanding politics may actually reap benefits for schoolchildren is still a troublesome one for many educators four decades later, it remains an important beginning in understanding how the critical forces that shape school policies in some states and communities come together to make a difference in the lives of children.

This chapter tells the story of a state (California) and a community (Long Beach) and how the politics of both came together to support urban schoolchildren in ways that hadn't been realized before. It's not always a pretty story. Riots, loss of major industries, gang warfare on a horrific scale, and racially divisive ballot propositions are all pieces of this extraordinary portrait of isolated educational institutions coming together to form the Long Beach Education Partnership. This is not another discussion of a well-known reform movement but a realistic look inside an urban community to explain what circumstances led to the founding of the partnership and what lessons might be learned by other communities interested in establishing partnerships of their own.

STATE POLITICS IN CALIFORNIA

It is difficult to find descriptive accounts of the transformations that have taken place in California over the last 20 years that do not rely on clichés and hyperbole. California is variously described as the final frontier, the end of the American dream, America's postmodern state, and so on. There are very good reasons for this. The transformations taking place are indeed awesome and pose many challenges to the citizens of California and their public officials. Some troubling tendencies in the social and political life of California have emerged as threats to the way public educational institutions, from kindergarten through the university, operate.

THE DEMOGRAPHIC CONTEXT

California has become the most populous state in the United States. With 35 million residents, the state's population has tripled in the last 50 years (Baldassare, 2000). This rapid population growth is fueled largely by immigration and births to immigrant women, both contributing to make California the most diverse state in the United States. As of 2000, California has no majority racial or ethnic group. California's White (non-Hispanic) population is just below 50% and has declined as a percentage of the population since the 1980s. The African American population has held steady at approximately 7%. The most significant increases have been in the Asian community, currently at 12% and rising steadily. Latinos make up over 30% of the population, and, as the fastest-growing group, they are expected to surpass the White population by 2020 (Baldassare, 2000).

These demographic changes have turned California into a social experiment in race relations (Schrag, 1998), and it is no surprise to educators that schools become the laboratories for these experiments in democracy and racial harmony. California's public schools serve over 6 million students, 45% of whom are either immigrants or the children of immigrants. It is reported that "the State's Hispanic student population has surpassed the number of whites as the largest group and accounts for a significant portion of the growth in enrollment" ("Who Are California's Students?", 2002). With sizable populations of African American and Asian students, the schools of California are even more diverse than the state's general population.

California's schools are also linguistically diverse, with "many school districts report[ing] that they are servicing students from between 50 and 100 different linguistic backgrounds" ("Who Are California's Students?", 2002). More than 25% of California's school-age students are English learners. In

addition, over 11% of California's students qualify for state-supported special education services. Lastly, California's schoolchildren come from a variety of family economic backgrounds. Twenty percent of California's schoolchildren live in poverty and 47% qualify for school meal programs.

While these demographic changes provide California a unique opportunity to experience a wealth of cultures, they also provide schools with significant educational challenges and financial strains.

POLITICAL FORCES

Education reform in California has been complicated by the intertwining of political and economic factors. Political decisions made by both citizens at the polls and by their legislators have had dramatic consequences for the funding of schools and other state services that directly impact those whose mission it is to educate California's students. Two specific trends have had the greatest impact on the ability of public schools to receive the resources they need.

California, like the rest of the nation, has seen a steady increase of public distrust of political institutions and their ability to solve public problems. The passage of various antitaxation measures is the most obvious backlash across the nation, especially in California. Coming out in favor of taxes is tantamount to sounding the death knell for California politicians. In this atmosphere, citizens won't vote for the taxes to adequately fund schools and legislators are reluctant to propose tax increases.

The second important trend is the emergence of the initiative process as a means for citizens to bypass the legislative process to pass state laws or amend the constitution. While the initiative process has existed in California since the early part of the 20th century, its use has become more prevalent in the recent era of political mistrust (Baldassare, 2000). Although the initiative process in California can be seen as a means of realizing direct democracy, the reality is that it can result in profoundly undemocratic outcomes.

As California's population has become increasingly diverse, there has been a growing disparity between the pool of potential voters and the pool of actual voters. Those who actually vote in California are older, whiter, more educated, and wealthier than the general voting-age population. This factor, combined with the initiative process, has led to passage of a series of propositions that have in some ways favored the voting demographic and in many ways had devastating effects for the younger, poorer, non-White populations, especially school-age children.

LANDMARK INITIATIVES

Proposition 13 (1978)

This proposition, heard around the nation, signaled the commencement of California's tax revolt, providing tax relief to homeowners and dramatically reducing the funds available for public schools and other social services. Proposition 13 placed a cap on property tax assessments and limited the discretion of local jurisdictions to raise revenues by requiring that any tax increase must be approved by two-thirds of the members of each house of the legislature. This provision reflected the existing locally initiated measures, such as school bonds, that already required approval by two-thirds of the voters (California Budget Project, 1997).

Proposition 98 (1988)

This constitutional initiative created a complex system of measures to guarantee a minimum level of state funding for schools. Its supporters saw it as a means of protecting the levels of state investment in education during difficult economic times, while allowing the schools to receive a guaranteed percentage of additional state revenues resulting from economic prosperity. It was with additional revenues resulting from Proposition 98 guarantees that the state of California embarked on its class size reduction reforms of the late 1990s, which have been among the most popular education reforms in the last two decades. Some educators lament that while Proposition 98 was intended to legislate a minimum for school funding, the result has been that the minimum has become the maximum and that legislators are not likely to exceed the amount of revenues devoted to education by law, even in areas that could use additional funds. Proposition 98 has also resulted in reduced funding for other social services for which there are no constitutional minimums, thus placing additional burdens on California's poor families and their school-age children.

Proposition 187 (1994)

Though many of the statutes based on it were later declared unconstitutional, Proposition 187 was symbolic of a growing backlash against immigrants in California, both legal and illegal, and the perceived strain they were placing on the state economy during difficult economic times. Labeled by its supporters as a "Save Our State" initiative, it was designed to deny illegal aliens, both adults and children, access to public services (Schrag, 1998).

Although its institutional impact proved to be minimal and short lived, perhaps the greatest social consequence of Proposition 187 was to add fuel to the fires of racial animosity in a state still reeling from the Rodney King verdicts and social unrest of 1992.

Proposition 209 (1996)

Following on the heels of Proposition 187, Proposition 209, labeled the "California Civil Rights Initiative," sought to end affirmative action with respect to "all race- and gender-based preferences for, or discrimination against, individuals or groups in California public education, contracting, and employment" (Schrag, 1998). Apart from the legal issues surrounding Proposition 209, many of which will keep attorneys in the state employed for years to come, it is important as a further manifestation of the divisive race-based politics that continues to influence public education.

Proposition 227 (1998)

Extending much of the divisive politics of race found in Propositions 187 and 209, Proposition 227 sought to limit bilingual education in California's classrooms. It essentially mandated that all classes in California's public schools be taught in English unless a parent specifically requested a bilingual setting. These initiatives have provided much of the political and economic backdrop for education reform in California since the early 1980s.

EDUCATION REFORM

In this demographic, political, and economic climate, California weathered the myriad reform movements sweeping across the nation and the state. While every state and district is affected in some way by education reform movements, they all respond differently according to their circumstances. Institutions change at different rates and in various directions.

Most education reform movements aim to improve student achievement. The "Excellence Movement," following on the heels of the *A Nation at Risk* (1983) report, argued for holding teachers and educational institutions accountable (Bacharach, 1990). Reforms ranged from establishing state subject-matter standards to testing teachers, testing students, reforming teacher preparation programs, setting goals, and implementing school uniform programs. There has clearly been an ethic of "Let's try it!" at work, and California has been no exception. This can often lead to great

frustration for teachers and the institutions that prepare them. Typically, teachers' unions claim that they lack the resources to perform their jobs well, while their critics argue that they are not performing well enough with the resources they are given. Others argue that the problem with public education is that it is public and that the goal should be to move to privatization of education in America. Yet rarely do private schools address the issues and conditions confronted by public schools.

ALL (EDUCATION) POLITICS IS LOCAL

Former Speaker of the House Tip O'Neill liked to emphasize that all politics is local. This is especially the case in education, where so many of the critical decisions are left up to local school boards. It's in the local communities where many of the conceptual issues and disputes are resolved.

The Long Beach Education Partnership emerged as a collaboration of education, political, business, and community leaders who were attempting to solve local problems. These local problems were influenced, and often exacerbated, by the antics at national and state levels. At the end of the day, what happens at the local level is determined in large part by community leaders from all walks of life who are willing to attend meetings, lend their services, seek help and input, and collaborate with their fellow citizens, all driven by a passion to improve their communities. The Long Beach Education Partnership is the result of exactly that kind of collaboration, having emerged under some extraordinarily difficult circumstances to boldly launch a series of successful reform initiatives.

OUT OF CONFLICT EMERGES COLLABORATION

In the fall of 1992, Mayor Ernie Kell was getting desperate. His beloved city's economic engines were collapsing around him, and the Rodney King riots earlier that spring had confirmed what most knowledgeable observers had known for more than a decade—that Long Beach's image as "Iowa by the sea" was gone forever.

The Navy had announced that it was leaving, McDonnell-Douglas was on the verge of collapse, tourism was in decline, real estate values were dropping, new car dealerships were leaving, public safety was threatened by the emergence of seemingly permanent gang warfare, and test scores and the image of the public schools were both going down. Add the budget shortfalls from the recession at both the state and national levels and you had, according to the feisty mayor, all the elements of a potential "perfect po-

litical storm" as he and other elected officials planned to face the voters in 1994.

The idea of bringing community influentials together to talk about the tough problems facing the city had been percolating for months in conversations in university, newspaper, and corporate circles, but no one was willing to convene a group without some sort of a signal from the political leadership.

Seeing few other options, Mayor Kell took the plunge, announcing early in 1993 that he was establishing a Mayor's Task Force to address the many difficult challenges confronting the city. The group was charged with examining the issues and coming up with recommendations or a plan of action that might place the city on a new strategic course as it charted the future. Ultimately, Mayor Kell wanted the city back on track, and he wanted the task force members to approach their work in "a spirit of cooperation with no territorial infighting."

In order to get this done, he needed savvy leaders with political clout and influence in the community. He turned to Curt McCray, president of CSULB, Peter Ridder, publisher of the Long Beach *Press Telegram*, and Bill Rusnak, chief executive officer at ARCO. To lead the venture, he tapped longtime community leader and successful businessman George Murchison, who had established over the years a strong reputation for fairness, integrity, and dedication to improving his hometown.

The task force, which consisted of a diverse group of stakeholders from both the public and private sectors, met for several months to examine the obvious difficulties facing California's fifth-largest city. They concluded that the following three critical areas needed to be addressed with a "clarion call for action": economic development, education, and public safety.

For task force members and the general public, the selection of these three areas offered no big surprise. The challenge for George Murchison and his executive committee was the issue of how to move the business community, the education establishment, and the law enforcement community to a new level of action and implementation based on the work of the task force. All of them had seen past initiatives flounder based on no real guiding principles of action following the completion of the report. Because the stakes were so high, they were determined to not let history repeat itself on this one.

Sitting around discussing their dilemma one day, Peter Ridder of the *Press Telegram* suggested that they bring in a Maryland consultant, Ed Primozic, who had successfully used a device called a "holding company" to sustain both interest and action in new community ventures in other parts of the country. If Long Beach really was going to improve in education, public safety, and economic development, they reasoned that a unique vehicle for sustaining action would have to be created to move it along.

Task force leader George Murchison was asked to meet with the leaders of the three critical areas to begin discussing this bold new concept for action and sustainability. Thus, in October of 1993, Carl Cohn, superintendent of the Long Beach Unified School District, Karl Anatol, interim president of CSULB, and Barbara Adams, president of Long Beach City College (LBCC), met for breakfast at a local restaurant with George Murchison to discuss the very beginnings of what would become the Long Beach Education Partnership.

All three education leaders had been appointed to their posts within the past year, and Cohn and Murchison had worked together in the late 1970s on the school district's politically sensitive desegregation committee. Both had ties to St Anthony's, the downtown parochial school and parish. Karl Anatol, the longtime provost at the university, was a candidate for the permanent job as president, while Barbara Adams was an outsider who had been selected to lead the community college following a controversial search.

FROM "IOWA BY THE SEA" IN DECLINE TO WEST COAST IMMIGRATION CENTRAL WITH NEW DEMANDS FOR DIVERSE LEADERSHIP

In beginning, all the parties knew that the focus was really on the K–12 schools and what kind of progress they would make in this new era of collaboration. Through the mid-1960s, the Long Beach Unified School District had enjoyed a stellar reputation as a high-status, low-conflict system known for innovation and strong support at the local level. During the 1970s, however, with declining enrollment and the passage of Proposition 13, the school system's ability to maintain its strong financial position was severely compromised. At the same time, the desire of civil rights activists to elect school board members representative of the community's emerging diversity was frustrated by at-large voting patterns that consistently rejected even the most capable and accomplished minority candidates. Two of those passed-over candidates, community leader Mary Butler and Superior Court Judge Huey Shepard, became icons in community and judicial circles in their later years, with a school being named after the late Mary Butler in 1993.

Suddenly, in 1980, after 16 straight years of declining enrollment, the school district started to grow again as record numbers of immigrant children from Mexico, Central and Latin America, and Southeast Asia arrived at the K–12 schools. This pattern continued throughout the decade

as city land-use planners and developers allowed single-family residences in the downtown area to be converted to multiple dwellings that were attractive to large immigrant families. Because the downtown schools were severely overcrowded, thousands of these new youngsters had to be bused across town to the more suburban parts of the school district where the schools had room because of "empty nest" homeowners in those neighborhoods.

As the school system's diversity grew, the demand for appropriate representation on the school board continued. Teacher union activists who were seeking to alter school board control by electing representatives more favorable to collective bargaining joined that demand in 1986. This coalition came together in the form of a city charter proposal that changed school elections from at-large to district representation. The old school district establishment, led by then-superintendent Tom Giugni, vehemently opposed the measure, while a progressive new coalition, financed largely by teacher union resources, came together to assure passage with a timeline for starting district elections in the spring of 1988.

Superintendent Tom Giugni, a veteran leader who had come to Long Beach following a stint as superintendent in Sacramento, seized upon the passage of the new measure and the opportunity to work with a new board of education as a challenge that he could use to make changes in the stodgy bureaucracy he was heading. Giugni had been the first outsider selected as superintendent in more than 50 years, and he recognized that the organization needed to change in order to respond to the dramatic demographic developments that had begun in 1980.

In July of 1988, following the first board elections by district, newcomers Jenny Oropeza, Karin Polacheck, Jerry Schultz, and Bobbie Smith were sworn into office to join veteran Harriet Williams as the newly constituted Long Beach Board of Education. Oropeza and Smith, with strong financial backing and resources provided by the Teachers Association of Long Beach and some minority interest groups, were the first Hispanic and African American representatives to serve, fulfilling the dream of local civil rights activists that had begun more than two decades earlier in the mid-1960s. Oropeza had been a student government leader during her student days at CSULB, and Smith had been head librarian and a faculty leader at LBCC. Polacheck was a Lakewood homemaker and former special education teacher in the district who was concerned about a lack of public discussion and participation in the district's proposed plan for year-round schools, and Schultz was a Los Angeles County deputy sheriff from North Long Beach who was concerned about gangs, school crime, and the absence of a school district police force.

SUPERINTENDENT GIUGNI TOPPLES THE OLD GUARD

Superintendent Giugni's approach, even though he had opposed the changes that produced the new board, was to stay and work with them in addressing the long-standing changes that needed to be made. Toward that end, he crafted a new vision for the district in the form of a white paper called "Organizing for Success," in which he unveiled a new organizational structure that was designed to topple the hierarchy that had been in place for more than four decades. His proposal abolished the all-powerful elementary and secondary division offices in favor of a five-region structure of K–12 schools headed by a new group of administrators who were seen as much more diverse and representative of the changing community. Guigni's plan took great pains to make sure that the five new geographic areas were not contiguous with the boundaries of the five school board electoral areas, fearing that such an arrangement would send the wrong signal to the organization about issues of turf and board involvement in managing and supervising the schools.

One of the new area administrators selected by Giugni in 1990 was Carl Cohn, a Long Beach native and former district administrator who had returned to the district in 1988 as director of attendance following a 4-year stint in higher education. Giugni and Cohn had actually disagreed on the fundamental issue of at-large versus district elections when they first met at a social function at board member Williams's house a year earlier, with Cohn arguing that district elections were the only way to get minority representation on the school board.

In looking at conditions in the school district that needed change, one of Giugni's main concerns centered on the issue of gangs and the extent to which the school system had a realistic strategy in place to address them along with some alternative approaches to the traditional solution of high rates of suspension and expulsion, especially when it came to male students of color. These challenges along with the need for a school district Gang Task Force were all on Cohn's plate when he was appointed area administrator for the cluster of K–12 schools that geographically fed Long Beach Polytechnic High School, the system's flagship high school.

As the 1990s began for Giugni and his new board of education, little was going on in the area of partnerships with higher education. Giugni, Curt McCray, president of CSULB, and Beverly O'Neill, president of LBCC, did get together for breakfast twice a year, but there was no discussion of breaking down any of the traditional institutional barriers to partnering on major challenges. In fact all three were surprised when Mayor Ernie Kell in 1989 appointed a young woman named Barbara Azeka his city hall liaison for education. They wondered what she would do all day, since all three institu-

tions had clearly defined missions that they were executing independent of each other.

Mayor Kell, who had lived with teachers most of his life, since his mother and his wife had both been teachers, was convinced that more needed to be done to link local educational improvement to whatever economic resurgence he could foster for the city at large. So young Barbara Azeka was given the frustrating charge of trying to get something going by corralling three confident education executives into thinking differently about partnering and collaborating in new ways. She didn't make a lot of progress.

Meanwhile, Superintendent Giugni's major reorganization of the school district went forward, helped by a retirement incentive program that successfully created a safe landing for the longtime leaders of elementary and secondary education, Don Ashley and Ed Eveland. But the feisty Eveland, feeling that the school district was headed in the wrong direction under Giugni's leadership, vowed to not walk quietly away. His opportunity came in the fall of 1991 when veteran board member Harriet Williams announced that she was leaving the board at the end of her current term after serving 13 years. Giugni had announced his retirement at about the same time, and the new school board began the process of considering a new leader for the school system during the 1990s.

GANGS GO UP; TOURISM GOES DOWN; AND SUPERINTENDENT GIUGNI ANNOUNCES HIS RETIREMENT

Outside of the school system, significant increases in gang crime and economic collapse continued. A front page *New York Times* story by award-winning journalist Seth Mydans told the entire nation about the vicious gang warfare on the streets of Long Beach, California, where newly arrived immigrants from Cambodia were shooting it out on a daily basis with older Latino gangs that had been around for decades. Schoolchildren and other innocent bystanders were fair game in this new version of entrenched street warfare. At a tense community meeting at MacArthur Park in 1991, a group of Cambodian businessmen actually suggested to then–police chief Larry Binkley that assassination squads be financed by "their organization" to kill the young Cambodian gangsters who were causing the escalation in gang warfare in the community. The shocked police chief was quick to remind his audience that such measures were totally out of bounds for a democratic society.

At the same time, in 1991, Mayor Kell and elements of the city leadership had come up with a desperate strategy designed to rescue the collapsing

tourism industry by inviting the Walt Disney Corporation to build a new 360-acre water park called Port Disney that planners believed would attract 13 million visitors a year to Long Beach. Disney projected revenue of $55 million per year for the Long Beach treasury if the proposal became a reality. The problem was that the city of Anaheim, current home to Disneyland, was also vigorously competing for whatever expansion Disney may have been interested in at that time. And they won.

Meanwhile, inside the school system, Area B Superintendent Carl Cohn retained supervision of the gang task force while heading up his cluster of K–12 schools, including Long Beach Polytechnic High School. Two years earlier, Cohn had surprised and upset school district insiders by selecting Oklahoman H. J. Green as Poly principal following a stellar career in school administration, athletics, and human relations in his home state. Green, a White man who had successfully desegregated all-Black Booker T. Washington High School in Tulsa, Oklahoma, in the 1970s, turned out to be the perfect choice for Poly. Cohn, in making that highly visible personnel move, signaled that, while he was an insider himself, he had an outsider's perspective when it came to changes needed in the school system and would not be a prisoner of past school district practices in the area of promotion.

Early in 1992, the Long Beach Unified Board of Education announced that it would conduct a national search to replace retiring Superintendent Tom Giugni. At the same time, the board indicated that, because of tight budget constraints, it would not retain an expensive search firm to conduct the search but would instead ask retiring Deputy Superintendent Charles Carpenter to coordinate their work and to perform the usual tasks associated with searches, such as advertising in publications, conducting community input forums, and paper screening. Because Superintendent Guigni had agreed to stay on through the calendar year 1992, the board hoped to have identified a new superintendent by late summer.

RIOTS DEVASTATE THE CITY AND A NEW SUPERINTENDENT IS SELECTED

For school people in Long Beach, April 29, 1992, was an ordinary Wednesday. Kids and teachers went about their business in the usual way. But late that afternoon after school was out, the announcement came from Simi Valley that a jury had acquitted four Los Angeles police officers in the beating of African American motorist Rodney King a year earlier. By 5:30 that afternoon, television station KTLA's helicopter had captured live the beating of trucker Reginald Denny at the intersection of Florence and Normandie in

South Central Los Angeles, and the worst urban rioting in the nation's history was underway.

Area B Superintendent Cohn, his school district Gang Task Force, and all administrators were on alert as the schoolday began on Thursday morning, April 30, 1992. Superintendent Giugni had taken a few days of bereavement leave to return to his boyhood home in the Napa Valley to bury his father, who had passed away earlier in the week. While everyone was expecting tension at schools following the verdict, Cohn and his team were hoping that the violence might be confined to Los Angeles, much like the Watts riots of 1965 had been. By mid-morning the calls from H. J. Green and the staff at Poly High School indicated that the tension was growing, that the school district needed to deploy all available adult staffers to the campus, and that the Long Beach Police Department staff needed to stand by in case violence erupted. Cohn, a veteran of riots at Poly going back to his first year in the district as a young counselor in 1971, went to the campus at lunchtime, saw the roving bands of marauders, conferred with H. J. Green, and made the call to Deputy Superintendent Carpenter, recommending that the school needed to be closed because of growing uncertainty about the district and school staff's ability to protect students and property. Similar calls were coming in from other schools, and after discussions with Transportation Services and the Long Beach Police Department, Thursday afternoon Deputy Superintendent Carpenter closed all Long Beach schools for Friday, May 1, 1992.

At that time, none of the school and district administrators gathered at Poly knew that a few blocks away at Martin Luther King Park one of the most heinous crimes of the entire riot was taking place. A young White motorcyclist was pulled from his motorcycle, shot and killed by a roving band of gangsters who had targeted him solely because of his race. The incident never received the type of coverage that the Reginald Denny matter generated because it wasn't caught on videotape.

Friday, May 1, 1992, was not a day at the beach for Carl Cohn and the rest of the leaders of the Long Beach Unified School District. He and school board members Karin Polacheck, Bobbie Smith, and Harriet Williams joined other city and community leaders at Gospel Memorial Church two blocks from Poly to discuss the crisis and to assess whether or not school should open the following Monday. On their way to the meeting, Cohn and the school board members had driven together, seeing firsthand the devastation along the Atlantic corridor and the spot on Pacific Avenue where the state of California's Department of Motor Vehicles building had been burned to the ground by angry rioters.

With a curfew in place and several thousand Marines and National Guardsmen backing up local law enforcement, the schools reopened on

Monday. Poly High School had a special contingent of deacons from Christ's Second Baptist Church helping to keep the peace as an outgrowth of the weekend meetings at Gospel Memorial. The school district and Carl Cohn's Gang Task Force remained on alert for the rest of the year.

Meanwhile, Deputy Superintendent Carpenter, in his role as superintendent search coordinator, presented the board with a potential list of candidates from both inside and outside of the school system to consider for the superintendent's job. The board, in a gesture of cooperation, had decided to wait until new board member Ed Eveland was seated in mid-July to begin the interview phase, hoping to reach unanimous agreement on a selection.

The process came down to two finalists—Long Beach Unified Area B Superintendent Carl Cohn and the popular Santa Ana Superintendent Rudy Castruita. A final round of interviews was held before the full board at the home of board member Polacheck, and on August 31, 1992, Long Beach native Carl Cohn was selected as the eleventh superintendent of schools in the 110-year history of the Long Beach school system.

In the fall of 1992, newly appointed Superintendent Cohn got one of his first indicators that a new era of cooperation and partnership might be underway when veteran Long Beach City Manager Jim Hankla called and invited him to join a city delegation that was traveling to Washington, D.C., in early October to lobby the Pentagon for Navy land following the proposed closure of the Long Beach Naval Base. Since before World War II, Navy families had lived on about 70 acres of housing property called "Savannah-Cabrillo" in the Westside area of Long Beach. If the Navy was really going to leave, this land could be made available at no cost to a governmental entity like a school district under public benefit provisions of federal law. And Superintendent Cohn knew that finding land available for a new high school would be no easy task given the school district's shaky finances during a state and national recession. In addition to a new high school, the Base Closure Planning Committee had identified part of the Westside acreage for a Job Corp Center that Long Beach City College might plan and a university research park that California State University, Long Beach, would develop. In his testimony before the Pentagon brass describing changes and challenges in the local school community, Superintendent Cohn noted nodding heads of approval when he mentioned that the Long Beach Unified School District had a couple of schools that were interested in piloting a school uniform policy beginning in the next schoolyear.

Two days after arriving back in California from the Washington trip, Superintendent Cohn read a *Los Angeles Times* story about a group of choice advocates, fed up with the public school monopoly, who were circulating a petition trying to get a voucher initiative on the ballot in a special election sometime in 1993. The proposed plan would offer California parents a tax-

funded voucher worth $2,500 per child that they could redeem at any school, public or private. It became clear to Cohn that it couldn't be business as usual during his tenure in the Long Beach Unified School District and that he and the school board would have to usher in a new era of bold initiatives and partnering with other sectors. Otherwise, he and the rest of the educational leaders would end up getting desperate, just like Mayor Kell.

CHAPTER 2

Successful Partnerships Bridge Organizational Cultures and Unite Members Around Common Goals

David Dowell, Dorothy Abrahamse, Jean Wilson Houck, Judy Seal, H. J. Green, Kathleen C. Cohn, Elizabeth L. Ambos, Lisa Isbell, Kristi Kahl, and Karen DeVries

THE INSTINCT FOR self-preservation is a powerful motivator. In 1993, the quality of life in Long Beach was threatened. The December 5, 1993, Long Beach *Press Telegram* headline read "MD to Cut 800 Jobs This Month," continuing to say "McDonnell-Douglas Corporation will lay off 800 workers this month, bringing the number of Southern California jobs eliminated this year to 8,550" (p. 1). Long Beach was hit hard by recession, with the aerospace industry, the city's largest employer, in a downward spiral. Job loss in Los Angeles County exceeded 5% (*Mobilizing for Competitiveness*, 1994). People were being pushed out of professional positions and high-paying jobs with no comparable jobs available. Long Beach was losing its middle class.

The economic situation was complicated by changing demographics. In the 1950s and 1960s a White, middle-class retirement population earned Long Beach the moniker "Iowa by the Sea." In the 1980s, immigration from Latin America and Asia literally altered the faces of the city. The fall of Cambodia had special impact, as Long Beach became the refuge for over 40,000 Cambodians fleeing Pol Pot's murderous regime. By the 2000 Census, Long Beach was identified as one of the most diverse cities in the United States.

Businesspeople and community leaders were the first to understand the economic threat. The Long Beach Economic Development Task Force, made up of more than 80 community leaders, analyzed Long Beach's economic climate and produced an influential 1992 report, "A Call to Action," that

Partnering to Lead Educational Renewal: High-Quality Teachers, High-Quality Schools. ISBN 0-8077-4421-2 (pbk), ISBN 0-8077-4422-0 (cloth).

recommended a "world-class educational system," as a strategy to attract business.

The economic crisis affected education severely. Proposition 13 and the California "tax revolt" had already dismantled many state educational programs. The state budget crisis hit the university hard. Associate Vice President Keith Polakoff recalls:

> We were ravaged by cuts of 10% in 1991–1992 and 1992–1993, followed by about 5% in 1993–1994. Cuts were cumulative, so they totaled about 25% by the end of that third year, resulting in the need for closing some departments entirely and laying off [tenured] faculty. Enrollment declined 19%.

George Murchison, a prominent business leader, invited local educational leaders to take action. He planned and funded a 1994 retreat attended by 27 superintendents, presidents, vice presidents, and deans from the three major educational institutions in Long Beach. The corporate involvement made a difference, recalls Dr. Karl Anatol, then acting university president:

> We were fortunate to have the handy leadership of George Murchison. He unwittingly convinced us that there was a corporate interest in the city of Long Beach. It would not have worked for it to be one of the educators; it had to be the corporate interest. The [Long Beach Education] Partnership began with drums and colors, ruffles and flourishes. When you were called, you just wanted to be there. We'd go to a meeting at one site, say the Long Beach Unified board building, you'd look around, and everybody would be there. We'd change sites, and everybody would be there. I recall Edison Company hosted a summit at Big Pine in spring 1994. I wasn't going to be able to make the meeting, as I was arriving back in Long Beach that day. The Edison people said they wanted me to be there. A helicopter picked me up at the Long Beach Airport. I recall skimming the treetops making our way to the High Sierras. The helicopter is the metaphor for the urgency of the endeavor. Yes, the Partnership began with the high clang of symbols.

All three educational institutions were in transition. The school district's relatively new superintendent, Carl Cohn, was beginning to do imaginative things such as being the first large urban district in the United States to require uniforms. Long Beach City College (LBCC) had a newly minted superintendent-president and California State University, Long Beach (CSULB), in the middle of a presidential search, had an acting president.

THE RETREAT

The retreat began with finger pointing. Higher education leaders complained about high school graduates who needed remedial English and math classes. School district leaders responded with assertions of inadequate preparation of new teachers. Although these concerns were not new, the leadership of the institutions had never met to address them in common.

A high-powered consulting firm, Strategic Choices, had been engaged to facilitate the retreat. A rumor that the firm was to receive $50,000 for the 2-day event created some irritation. As the retreat progressed, a barrage of business jargon alienated many. Participants began to find a common cause in resisting the facilitators, and camaraderie began to emerge. In later years, this occasion was often wryly recollected as the event with the "world's worst facilitators."

In less troubled times momentary camaraderie might have waned quickly, but the desperate situation and the interest of influential business leaders—including *Press Telegram* executives Rick Sadowski, Larry Allison, and Jim Crutchfield—kept educators at the table. All three institutions recognized opportunities. Few cities in California include a single school district the size of the Long Beach Unified School District, a large public comprehensive university with a historic mission of preparing teachers, and a single large community college. Many Long Beach residents, teachers and civic leaders—including more than a few retreat participants—had attended all three local institutions. In retrospect, it seems incredible that never before had top educational leaders seen the opportunity to come together collaboratively.

Initial discussion identified many possibilities for collaboration, but the most urgent initiatives centered on the need to raise student achievement. The retreat left the group with a vision "creating a world-class seamless education system." By the end of spring 1994, the leadership of the three institutions had begun to know each other, to share visions, and to identify issues for development. To give impetus to the emerging vision, the educational CEOs created a position for a full-time Partnership coordinator, hiring Judy Seal as vice president for the Education Priority with her salary shared among the institutions.

ORIGINAL LAUNCH INITIATIVES

Jean Houck, then associate dean of education at CSULB, took the lead in organizing emerging ideas into six coherent "launch initiatives." Recognizing the critical importance of early reading, the school district, which had already focused federal resources on elementary achievement, proposed an

initiative *K3 Literacy—Every Child Reading by Third Grade*. In one of the most multilingual districts in the country, this was a bold initiative. The *Middle School Reform Initiative*, supported by a multimillion dollar grant from the Edna McConnell Clark Foundation, focused on the challenges of lagging academic performance in middle school. The *School to Work Initiative* sought to increase the students' workplace preparation. The *Seamless Education Initiative* focused on facilitating the transitions between educational segments. The *Integrating Technology Initiative* sought to link libraries. And the *Westside Development Launch Initiative* sought to develop property newly acquired from the U.S. Navy. These early initiatives matured at different rates. The technology and Westside initiatives really did not succeed as collaborative activities, although some of their goals were achieved through the efforts of specific individuals. Other initiatives mushroomed into an enormous range of activities, and Seamless Education eventually became the umbrella for all Partnership activities.

In succeeding years, what began as conversations among a few turned into an exciting series of reforms that attracted national attention. Attorney General Janet Reno and President Bill Clinton both came to Long Beach—in 1995 and 1996, respectively—to recognize it for becoming the first public school district in the country to require school uniforms. In 1998 Vermont Senator Jim Jeffords came to visit, looking for model school systems, accompanied by the deputy superintendent of the Washington, D.C., schools. Bob Chase, president of the National Education Association and Richard Riley, U.S. secretary of education, gave important addresses to the nation from Long Beach. The remainder of this chapter will outline some of the projects that generated so much activity in Long Beach from 1996 to 2002 and attracted this national attention. The school district provided leadership for some projects and the university led others; all were richly informed by their ever-growing collaboration.

FACULTY COLLABORATION

Getting Folks Together

In the year after the retreat, leadership for each initiative met intermittently; Jean Houck remembers it as being like "learning to drive with a stick shift—sometimes we moved quickly and smoothly, and sometimes we choked, sputtered, and jerked along. But we had a desire and enthusiasm, so we kept at it." Many of the existing Partnership activities had been limited to only two of the institutions. Such activities as the Articulation Council, which had been a K–12 and community college initiative, were expanded

to add representatives from the third institution. But by the end of 1995, the budding Partnership had not reached out effectively to the mass of teachers at the three institutions, and most teachers knew little of its existence. In 1995, the Seamless Education committee took as its priority to bring faculty and teachers at each level together with their counterparts from all three institutions to talk directly about learning in their subject areas. Curriculum leaders and task force members in five major subject areas (language arts, mathematics, history/social science, science, and foreign languages) met for a year to identify common issues and plan an event.

The First Gathering

Initially, only middle and high school teachers were to be invited, but when elementary school teachers learned of the idea, many wanted to be included. In spring 1996, 450 K–16 educators gathered at a local church hall to have dinner, meet their colleagues, and discuss what they could do together to promote student progress. This was a critical moment. Recognition of each other as colleagues was an important goal of the evening, but groups also made important agreements on further collaboration and identified barriers to student progress between institutions.

The Calculator Wars

Notable that evening was the lively discussion in the mathematics group over the use of graphing calculators. Mathematics faculty discovered that tests used to place students in the university were not well aligned with tests taken by high school and community college students. They also learned that, while most national tests were built on the use of the graphing calculator, the state university entry-level mathematics test did not allow calculators. Mathematics faculty disagreed passionately over the use of the calculator, but they could agree that low student math scores were in part due to differences in the tests used to measure them.

Each discipline group planned further activities. The history/social science faculty decided to meet monthly and discuss a topic taught at all three levels. Emphasizing the "social" in social sciences, this group opted for food and informal conversation. Their group agreed on a set of common history/social science skills offered in jointly taught summer courses for middle school teachers, and it received funding for a series of collaborative projects.

The Science of Collaboration

The natural science group formed the Long Beach Science Educators' Network (LBSEN) in 1997, providing informal professional development along

cross-disciplinary strands such as writing, reading, software evaluation, and action research. Fueled by dinner and excellent guest speakers, LBSEN themes were cross-fertilized by faculty from other areas; for example, English faculty presented reading strategies.

In these faculty–teacher gatherings, the specific projects undertaken have been impressive, but the most important outcome has been the trust and collegiality that has developed among fellow professionals in their disciplines.

THE K–3 LITERACY INITIATIVE

At about the time the Partnership was coalescing, the new superintendent Carl Cohn reviewed data showing that two-thirds of elementary students were reading below grade level. It seemed obvious that without fundamental reading skills, other educational achievements were doomed to failure. The district launched an initiative with the goal of having *all* children reading at grade level by the end of third grade. Collaborative planning for this initiative included teachers, community members, district administrators, the dean and associate dean of the University College of Education, and university faculty members.

Relatively few schoolteachers already had expertise at working with reading problems. An Early Literacy Institute was developed for new teachers, and the first session was co-taught by a university faculty member and district literacy specialists (see Chapter 3). School sites had little support for individual student literacy needs. The university developed a service-learning program to fill this need, SERVE (see below). District categorical monies were redirected, and the Boeing Corporation and the Knight Foundation provided grants. Yet the most important resources were the commitment and attention of district and university teachers and leaders.

Data on the literacy initiative indicate that it has been one of the most successful Partnership initiatives. In 2002, two-thirds of K–3 children were reading at or above grade level, districtwide.

SERVICE EXPERIENCES FOR REVITALIZING EDUCATION (SERVE)

How to Be Wasteful in Teacher Training

In the past, students would often proceed through their undergraduate and teaching credential education, and then, as a student teacher faced for the first time the reality of a classroom, many would discover that teaching was

not for them. Others would continue but with only suburban field experience. "Why," asked Dr. Randolph Ward, Long Beach assistant superintendent, "should the district have to retrain new teachers to understand the urban classroom?" These were wasteful results of the then-existing isolation of pre-service teacher education from K–12 schools.

How to Make an Informed Choice

Service learning for pre-service teachers was identified as a means of achieving three goals: (1) to help college students make an informed, early commitment to teaching, (2) to develop college students' understanding of the diversity of urban classrooms, and (3) to support schools' literacy goals. SERVE began as a small pilot program with about 12 students and 5 years later had grown to a large program placing over 800 college students each semester in K–8 classrooms. This scale would not have been possible with a traditional university dual-supervision approach; instead, with orientation and training, K–12 teachers serve as the sole supervisors. SERVE became wildly popular among teachers.

REFORM OF THE ELEMENTARY TEACHER PREPARATION PROGRAM

Where Are the Qualified Teachers?

The need for qualified teachers reached critical proportions following the abrupt 1996 legislative mandate to reduce class size to 20 in grades 1–3. Shortages led to the hiring of many who were not fully certified and not well prepared. Assistant Superintendent Ward and other school leaders raised concerns about the quality of even the fully prepared teachers, citing the lack of deep content knowledge and the ability to effectively teach *all* students.

In October 1996, the state university system held a summit on teacher preparation. The attending CSULB team included the president; the provost; college deans of education, liberal arts, natural sciences, and mathematics; the teacher education chair; and the director of liberal studies (the elementary teacher preparation program). The provost launched the university effort by holding a convocation at which school district partners made presentations on standards-based education. The education dean formed a steering committee to examine the existing program, which was largely comprised of general education courses with 14 concentrations from which the students could choose. To its dismay, the committee discovered that less than 10%

of students concentrated in the core subjects of language studies, history/social sciences, math, or science. No wonder K–12 partners were concerned about the lack of depth in the core subject areas! The committee decided to create a blended program that combined subject matter, field experience, and pedagogical training, limited to the four core subjects. A second decision was not only to incorporate subject-matter content and professional standards but also to transform it with standards-based instructional delivery provided by university faculty in the arts and sciences as well as in teacher education.

Challenges

With over 1,500 majors taught by faculty from five different colleges, standardizing liberal studies courses was difficult. In order to offer standards-based instruction, faculty members needed to acquire understanding of standards-based instruction. To secure program approval, skeptical faculty across the university had to be convinced that the new program could be rigorous. Finally, because 60% of liberal studies graduates were transfer students, it was important to create a means for the first 2 years of the undergraduate experience to be replicated by community colleges.

Committing Resources and Leveraging More

The Colleges of Education, Liberal Arts, and Natural Sciences and Mathematics collaborated to secure a $450,000 grant from the John S. and James L. Knight Foundation. The College of Education also secured a $50,000 grant from the California Commission on Teacher Credentialing, and the College of Natural Sciences and Mathematics was successful in securing a large ($2.4 million) National Science Foundation (NSF) grant to support the improvement of math and science teaching. These resources accelerated the pace of change and created a ripple effect for reform in other areas of the Partnership, such as transitions from high school to college and community college engagement and leadership in teacher preparation. For example, the engagement of faculty and staff advisers in the Knight and NSF funding resulted in a concentrated push to increase the number of K–8 future teachers concentrating in math and/or science. Despite conventional wisdom, circa 1998, that "it couldn't be done," the numbers of students with math and science concentrations increased from 10 to 200 within 3 years. The SERVE initiative (described earlier) benefited from the NSF funding, which allowed the creation of a math component. Math and science summer camp programs on the university campus exploded in 2001 and 2002, with funding from NSF and the Department of Education's GEAR-UP initiatives. Area youngsters

certainly have benefited from the summer camp activities (as have their parents), but the real winners may be the pre-service teacher camp "counselors" and district teacher mentors, as the summer camp experiences provide ideal early teaching and mentoring in a safe, informal environment.

The Impacts on Faculty

The impacts on arts, sciences, and education faculty have been extensive. A biology faculty member demonstrated her understanding of standards-based pedagogy in one memorable meeting. She suggested that in the (non-standards-based) past, a student might get As on three unit tests, fail a fourth test, and still pass the course because of grade averaging. However, in a standards-based course, the goal is for all students to fully meet the standard and the student would need to retake and pass the fourth test in order to pass the course. "Do we want a teacher who only mastered three-fourths of the content in science that they will be expected to teach in a K–8 classroom?" she asked.

At this writing, the program is in its fourth year, has achieved full university approval, and involves over 600 students. The first cohort has done well, and the school district has promised jobs to those who complete the program successfully. Faculty members across the arts and sciences have a vastly increased understanding of elementary teacher preparation, and arts, sciences, and education faculties have developed new and better understandings of one another's work.

MIDDLE SCHOOL REFORM

A Critical Transition Time

Middle school youth are truly caught in the middle of a critically important transition. In the past in Long Beach, few teachers were specially trained to work with middle school students and there were few interventions for failing students. There was an established system of social promotion to high school that made imagining reform difficult. In a huge district, there was no clear leader for middle school reform and some teachers did not desire change.

Despite these barriers and with support from the Edna McConnell Clark Foundation in 1993, Long Beach district leaders created the Middle School Advisory Committee, comprised of administrators, teachers, parents, and university representatives. In 1996, the district boldly pledged that by the year 2001, 75% of eighth-grade students would meet or exceed the newly developed, rigorous standards in English, history, mathematics, and science.

With just a little over one-fourth of the students meeting that target and 24 schools containing grades 6–8, this was a lofty goal.

Teaching to Standards

Some teachers did not have the content knowledge to effectively teach to the new standards. The school district formed a collaborative professional development project with the National Faculty, an organization that facilitated the use of university faculty content experts to provide training for K–12 teachers. Funded by the Knight Foundation, the project successfully brought middle school teachers together for summer institutes with history professors from the university. Other projects, such as a Partnership grant for training future science teachers, fell apart almost immediately because needs for teachers were so great that the district ended up immediately hiring all the potential candidates for the program.

While professional development was clearly a need and focus, creating programs that met the needs of at-risk middle school students also took center stage. In 1995, 740 eighth-grade students received two or more Fs on their final report card but nonetheless went on to high school. By 1996, the Long Beach Preparatory Academy had opened, and students who received two or more Fs on their final report card were sent to this special school for 1 year. No one will ever know if students decided to work harder or teachers monitored grades more closely, but during the first year of operation, the number went from 740 eligible students the previous year to 439 students sent to Prep Academy for its first year. In subsequent years, the number hovered around 300 until the Academy closed its doors in 2001 when each high school established transition programs for failing students.

Reading Is Fundamental

While working to keep students from failing middle school, teachers and district leaders realized that for some students, low reading levels were a key problem. Reading development classes began in all middle schools in 1999, with students below the 25th reading percentile giving up an elective to take a class in reading. Math development followed shortly thereafter in several schools. In 1998, the Middle School Advisory Committee voted to disband and to use grant funds to create standards coaches, who worked (and continue to work) with the lowest-achieving schools. The superintendent reorganized the district structure and placed all 24 middle and K–8 schools under the direction of one assistant superintendent. Under this structure, monthly principal meetings effectively took the place of the Middle School Advisory Committee, creating a new forum for discussing reform.

The University Gets On Board—Finally

In the past, teachers in training often steered clear of middle school, especially if it required additional coursework. Throughout this process of almost 10 years, university and district leaders met to discuss the need for a middle school credential program, which was a important need expressed by the school district. Changes in university leadership and campus politics stalled the project for a time, but in 2001, the program got off the ground. The first three courses were offered at a middle school near the university and taught by Kristi Kahl, the district's first middle school director, and two teachers. Looking out at the faces of 13 eager students, Kristi reflected that what once was just a dream was now a reality, with future teachers making a conscious decision to work with young adolescents.

So What? The Impacts of Middle School Reform

By 2001, 91% of middle schools met or exceeded state growth targets on the state testing (SAT-9) program, and 68% became eligible for state cash awards. Eighth-grade math scores on the SAT-9 increased from the 37th to the 46th percentile; reading scores increased from the 39th to the 41st percentile; and on a random sample National Assessment of Educational Progress (NAEP) assessment, reading scores increased from 53% at or above basic in 1998 to 67% in 2001 (see Figure 2.1). The number of students taking algebra has increased 33% from 1998 to 2001. Teachers who once struggled with understanding the word *standards* now easily converse about benchmarks, performance assessments, rubrics, essential questions, curriculum maps, and student proficiency. It has taken years, but the middle schools are finally on their way.

DISTRICT PROFESSIONAL DEVELOPMENT PROJECTS

What's the Plan?

Teachers, administrators, and university faculty often expressed frustration over the lack of alignment among pre-service training, professional development, student needs, and teacher needs. Professional development strategies for school reform have often taken the form of short-term, isolated opportunities for teacher learning. As the district began to focus on standards, it became clear that successful reform must include a strategic plan for developing and maintaining a well-qualified instructional staff. In 1995, as part of an Annenberg Challenge Grant, the Partnership became part of an exten-

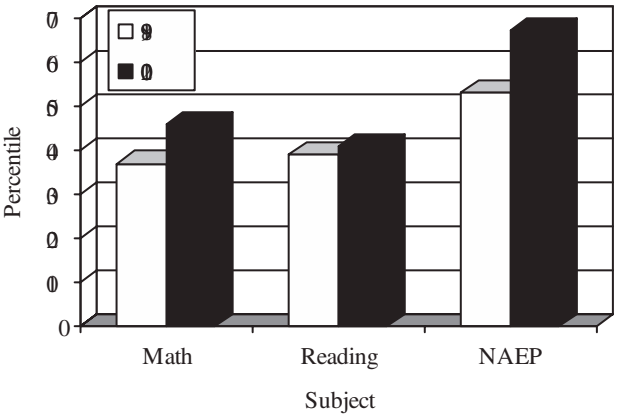


Figure 2.1. Middle school gains, 1998–2001.

sive professional development effort—Design for Excellence: Linking Teaching and Achievement (DELTA)—funded by the Weingart Foundation for about $2 million over 5 years. DELTA focused on four fundamental goals:

1. Integrate teacher preparation and staff development into field-based programs.
2. Provide teachers with the preparation and training to meet diverse student needs.
3. Provide ongoing support and professional development, including coaching, mentoring, and demonstration teaching.
4. Demonstrate that public schools and higher education can collaborate successfully to design and deliver teacher preparation and professional development on a systemwide basis.

Practitioner team leaders, a full-time teacher from the school district and two university faculty members working half-time in the project, designed and implemented the DELTA plan. A steering committee, made up of teachers, administrators, staff, and university faculty, guided the project. Based on focus groups at school sites and with university faculty, a plan for extensive redesign of teacher pre-service, induction, and professional development programs was created.

Reform Cuts Both Ways

School–university partnerships are often unidirectional, assuming that university faculty members have expertise to share that can improve K–12

instruction. DELTA was unique in that one of the primary targets was the improvement of pre-service and professional development programs at the university level. Many teachers were critical of the university's teacher preparation and professional development, leading to uncomfortable moments for university faculty. University faculty members were equally critical of the district's professional development. The steering committee's examination revealed that many of the district offerings were not grounded in the needs of students or teachers and were offered in formats not conducive to teacher learning.

These challenging conversations resulted in an extensive collaborative redesign of teacher pre-service, induction, and professional development programs led by Lisa Isbell, assistant director for professional development and the district's DELTA practitioner team leader. These efforts contributed to an increased teacher retention rate, higher teacher morale, and increased student achievement. These efforts also influenced the university's elementary teacher preparation program and a teacher support plan.

UNIVERSITY-BASED PROFESSIONAL DEVELOPMENT PROJECTS

Know Your Stuff

Nationally, several studies have identified subject-matter knowledge as a key component of school reform. Kati Haycock of the Education Trust has forcefully argued that teachers don't always know their subjects deeply enough to be effective and that the least-qualified teachers are usually found in the most needy classrooms. In Long Beach the university has come to play a key role in subject-matter professional development.

Since 1982, the South Basin Writing Project at CSULB has been providing professional development for teachers with funding from the California Subject Matter Projects Program. Hundreds of teachers have participated in summer workshops that have prepared them to help students understand that writing is a *process* involving brainstorming, rough drafts, feedback, editing, and rewriting. A long-standing feature of the program has been its use of excellent teachers drawn from surrounding schools to conduct the professional development.

In the late 1990s, the university received funding for a second subject-matter project in history/social science and entered into a partnership with the school district to borrow Francine Curtis, a K–12 history curriculum coach, to direct the project. With her leadership, the university has delivered workshops praised by teachers as relevant and immediately useful. In 2001, the university obtained funding for a third subject-matter project, this one in mathematics. In addition, a math curriculum coach joined the CSULB math

education program as a distinguished teacher in residence, providing professional development for math faculty. This project has begun to develop summer institutes for teachers and summer camps for schoolchildren in close cooperation with the school district's mathematics curriculum leader.

The Remedial Problem

From the university point of view, the need for K–12 professional development is driven by the high percentages of students entering higher education with inadequate college preparation. The statewide CSU Collaborative Academic Preparation Initiative (CAPI) is aimed at reducing the number of incoming students who need additional preparation for college. When the funding for CAPI became available in 1999, university leaders had about 3 weeks to write a $1 million proposal. At this point, an existing Partnership relationship was worth a great deal as principals embraced the project on short notice. The CAPI project has led to a great deal of involvement between math and English faculty members and eight local high schools. The project appears to have had favorable impacts, reducing the percentages of students from these high schools arriving at the university in need of additional college preparation (see Chapter 4).

Professional Development 101

These projects have made the university a major source of teacher professional development originating not only in the College of Education but also in arts and sciences departments of English, history, and mathematics. University leaders have learned that university-delivered professional development must have several features to be successful. Offerings must be closely aligned with the specific standards-based curricula of the target classrooms. Discipline content must be accompanied by well-developed pedagogy that is immediately applicable. Delivery must include extensive modeling, practice, feedback, and more practice—not just lectures and discussion. Finally, and most importantly, university faculty must always exhibit regard and respect for teachers as full professional colleagues.

HIGH SCHOOL REFORM

High School: A Final Frontier

By 2001, the Long Beach school district, in partnership with the university and the community college, had undertaken a K–3 literacy effort, required

school uniforms, instituted districtwide standards, developed and offered extensive professional development, and completed a middle school reform project. However, these reforms had little influence on high schools. There were plenty of reasons to be concerned about high schools. Long Beach mirrored the state and the nation in three key high school benchmarks:

- Standardized test scores and NAEP scores for high schools showed less progress than those for elementary and middle schools.
- Reading levels of high school students, when we bothered to measure them, appeared alarmingly low—ranging down to second- and third-grade levels.
- The percentages of students arriving on college campuses with remedial needs were alarmingly high—over 50%.

Under the leadership of H. J. Green, the high school assistant superintendent, it was time for an attempt at high school reform.

Reading Is Fundamental—Yet Again

The high school reform efforts in the Long Beach Unified School District during the 2001–2002 schoolyear centered on creating small learning communities for all ninth-grade students in the form of families of 140 to 180 students and a core of four teachers. Within each of these families, a reading intervention program was provided for all ninth-grade students who read below the 35th percentile on the SAT 9 standardized test. A third effort was directed toward an increased emphasis on and training for the principal's role in the area of instructional supervision. These efforts expanded to include ninth- and tenth-grade students in 2002–2003. Selected eleventh graders will be served in 2003–2004. The high school reading program will take on a more comprehensive approach in the future years by providing students with different options that are designed to address the students' individual reading deficiencies. The school district has also made a concerted effort to create end-of-course exams in a variety of curriculum areas. The results of these exams provide teachers with valuable diagnostic information. At the same time, the district has also been expanding the means for students to participate in college preparation courses, in particular the College Board's Advanced Placement (AP) programs, by using grant funds to train teachers in the AP content areas and by using the College Board's Pacesetter programs in English, math, and Spanish.

The challenge at the high school level is in many ways much greater than at K–8 levels. By high school, student achievement differences are established by years of experience. High school youth are less amenable to guidance than

younger children. Social issues loom large, such as peer groups, gangs, crime, sex, depression, and suicide, as well as the more common positive distractions such as sports and other extracurricular activities. Time will tell whether this newest initiative of the Long Beach Education Partnership will bear fruit.

COLLABORATING ACROSS ORGANIZATIONAL CULTURES

Necessity Is Mother

The Long Beach Education Partnership had its origins in a time of crisis. It is legitimate to ask whether the Partnership would have begun without the outside forces of a serious budget crisis and external leadership from the business community. At this writing, the public educational institutions in Long Beach have been collaborating for nearly a decade. Differences in the cultures of public schools and universities have created challenges but have also been valuable resources. Like being married to someone with a different personality, collaborating across organizations is revealing of oneself and one's partner.

The View from the Ivory Tower

Universities, especially large universities, can be worlds unto themselves, disconnected from their communities. University faculty members are autonomous and individualistic; collaboration does not come naturally. Faculty members are often more oriented toward disciplinary events half a world away than to what is happening in the local high school. Pressures to publish can make faculty members wary of investing time in meetings with public schools. Top-level students capture faculty attention, and issues of college preparation for mid-level and struggling students are often marginalized. School personnel can perceive these aspects of university culture as unresponsiveness, as ignorance of the local community and schools, and as a lack of concern about the vast majority of students who are not the top performers.

In Long Beach, the disciplinary focus of university faculty became a cornerstone for Partnership efforts by creating discipline-based collaborative groups of faculty and teachers. College preparation issues had to be learned by key English and mathematics faculty and their department chairs and college deans. Once learned, opportunities for collaborating with high schools on college preparation were identified and connections between university remedial programs and high school preparation became a valuable resource.

The View from the Trenches

In public schools, teachers and administrators face enormous demands to deal with endless individual student needs. Teachers' concerns revolve around figuring out how to motivate, discipline, and educate the diverse students in their classrooms. Administrator concerns revolve around managing a fast-paced, complex enterprise full of energetic and sometimes-hormonal young people. There is little time to contemplate abstract ideas of the sort that excite university faculty. Schools grow cynical about the outside pressures from legislation and from waves of reform that come and go, seemingly unaccompanied by any practical rationale. In this environment, school personnel are action-oriented and reactive but skeptical. University personnel often perceive these aspects of school culture as a lack of interest in intellectual ideas and a lack of understanding of the larger issues of education.

Working Together 101

These differences in organizational culture can create pitfalls. For example, in the history of universities working with public schools, the most common approach assumes that university faculty members have expertise to offer through short-term workshops aimed at teachers and typically delivered in the summer, after school, or on a weekend. This model for universities and public schools working together seems to contain several assumptions that the Long Beach experience has proven false.

Most important is the assumption that universities have much to offer the schools but that the schools have little to bring to the relationship except passive reception of delivered wisdom. A collaborative relationship in which this assumption goes unexamined is likely to fail. In collaboration, each partner brings key strengths. University faculty members bring fresh disciplinary ideas and information. Public school teachers bring vital understanding of the characteristics of their students and their classroom context.

Faculty and teachers are not the only important participants. University administrators bring important knowledge of admission requirements. School administrators bring essential information about how schools operate. All of these elements are essential to effective collaboration, particularly to sustained, systemic reform.

In order for teachers, or any learners, to make important gains in knowledge and skill, multiple opportunities for trial and feedback are usually necessary. Short-term workshops rarely provide adequate learning opportunities. In Long Beach, after experience with a professional development model that brought in university faculty with national reputations from all over the

country, the school district opted instead to focus on building relationships with the local university faculty.

It is easy for collaborations to run afoul of the cultural differences between schools and universities. University participants may propose ideas that are impractical, given the realities of how schools operate, and then get frustrated that ideas are not immediately acted on. For example, early in the CAPI project, the university proposed to use funds to identify an outstanding English teacher from each site and purchase half of his or her time to serve as a literacy coach for the project. Funds were available to do this, but principals objected that they could not spare a teacher from the classrooms. This was a good idea, but impractical in context. This unworkable proposal from the university did not derail the larger project, but only because conversations continued in an effort to find a workable strategy. A certain amount of "hanging in there" is necessary to make a partnership work.

Ultimately, the success of the Long Beach Education Partnership has been based on a considerable measure of trust that has grown out of stable relationships between human beings. These relationships are not entirely dependent on individual personalities; at times new key players have become intensively engaged. For example, the Partnership has survived three deans of natural science and mathematics. After being socialized into the Partnership, each became an enthusiastic supporter and participant. University and school district leaders have played a critical role in forging these relationships, organizing settings in which relationships can develop, sustaining them over time, and encouraging faculty and teachers to participate. For the leaders, commitment to the Partnership has been developed and sustained by warm and cordial human relationships, by an understanding of the importance of the work, and by a shared vision of success for all children.

THE RESULTS OF THE LONG BEACH PARTNERSHIP

After a decade, what can be said about the results of the Long Beach Education Partnership? On February 11, 2000, the leadership of the Partnership gathered to listen to a day-long presentation developed by the three chief information officers of the school district, the community college, and the university covering student progress data over the past several years. These data revealed bright spots and areas of concern. Among the bright spots were evidence for literacy gains and standardized test gains among elementary children, attainment of target results for middle schools, and increased enrollment of high school students in college preparation courses. Among the areas of concern were the high failure rates in key high school college prepa-

ration courses, low rates of transfer from the community college to the 4-year university, and high remedial placement rates of students entering the university. In a district of nearly 100,000 students, it should surprise no one that the challenges are great and take time to address. The following chapters will provide details about many of the Long Beach efforts to address these challenges and their results.

PART II

Partnering for Improving Student Achievement

THE 1999 ANNUAL REPORT of the Long Beach Education Partnership may have been the first time the partnership vision was clearly articulated as "one of systemic change to promote student achievement at all levels." There were many activities and projects that supported student learning in the launch initiatives in the earlier years of the Partnership, but the partners' approach tended to focus on identifying barriers and solving problems. For example, from the earliest Partnership meetings, people expressed concern about the effectiveness of the articulation among the institutions. It took years for us to realize that the issues around the articulation of the courses were only the tip of the iceberg.

The misalignment between the university and the public schools' curricula and assessments was extensive. That misalignment could be extremely detrimental to students who attended public schools in Long Beach, then applied to California State University, Long Beach (CSULB) for their university work. What we knew early on, and what kept us looking deeper, was that like many other of the area school districts, entering freshmen coming from Long Beach Unified School District (LBUSD) usually needed to take remedial courses in English composition and/or mathematics. The Seamless Education Committee was the forum where faculty from the university, community college, and school district discussed worries about students leaving high school seemingly unprepared for college work. The Seamless Committees that met by discipline (e.g., English) began to discuss what they taught and how they assessed student learning. Lo and behold, there seemed little resemblance among the institutions. Our work lay before us.

A problem even better known in the Long Beach community was that the reading scores of public school students had been in freefall for some years. The school district mounted the large-scale K–3 Reading Initiative in 1994 to halt the declining scores and improve children's reading achievement in kindergarten through third grade. Major school district funding was diverted to reading, and the best minds in the school district designed a powerful multipronged intervention system. Chapter 3 describes the K–3 Reading Initiative from the school district perspective. Chapter 4 talks about the

problem-solving approach the Seamless Education Committee members took regarding remediation of students' lack of basic skills. They designed and implemented a large system of interventions to improve high school students' readiness to enter college. While Chapters 3 and 4 differ in their topics, their authors' perspectives, and the aegis of the initiatives, there are common aspects, too. Both initiatives illustrate the uniquely collaborative approach taken by the partners from the school district, the university, and the community college, and both initiatives lead to a common destination—improved achievement for students, kindergarten through college. But first, a vignette about a Long Beach student who has become an inspiration to others.

LEA'S STORY: A SEAMLESS EDUCATION

Lea Goy arrived in the United States in the fall of 1979. Her mother and father had decided to leave their war-torn native Cambodia out of fear for their lives. The Goys came to Long Beach because they had heard of the growing Cambodian expatriate community there. None of them spoke any English. Within days, Lea started kindergarten at Whittier Elementary School, located in central Long Beach. Lea remembers that although it was a bit scary being in a strange land and unable to speak the language of her classmates, she nonetheless felt very much at home in school. In fact, she felt so much at home that she never left.

Lea continued her education in the Long Beach Unified School District at Hoover Junior High School and Lakewood High School, where she was an outstanding student. Upon graduation, Lea enrolled at CSULB as a liberal studies major with plans of one day becoming an elementary school teacher. While a student at CSULB, Lea worked for 3 years as a college aide in the school district. When Lea completed her teacher credential program at CSULB in 1998, she returned to her home district to begin her career as a kindergarten teacher.

As a new LBUSD teacher, Lea participated in the Beginning Teacher Support and Assessment (BTSA) program. As she advanced in her career she became a BTSA coach while pursuing her master's degree in educational administration at CSULB. She hopes to become a school administrator. As Lea Goy likes to say, "I have great faith in the public schools of Long Beach. I would recommend LBUSD to any parents who are in search of a school for their children. If students have a desire to learn, the Long Beach public school system will provide them the resources they will need to help them succeed in life."

Jean Wilson Houck and Daniel J. O'Connor

CHAPTER 3

Working Together to Improve Reading in the Early Grades

Karen DeVries, Judy Seal, Tracy Bellmar, Teresa Suzuki, Christine Dominguez, and Christopher Steinhauser

WITHIN THE LAST DECADE and under the leadership of Superintendent Carl A. Cohn, the Long Beach Unified School District (LBUSD) has become nationally recognized as a progressive urban school district. National, state, and local headlines include:

> AMERICA IS IN YOUR DEBT
> Clinton: President praises LBUSD for uniform effort to reduce violence in schools. (*Press-Telegram*, February 25, 1996)
>
> DRESSING FOR SUCCESS
> California district touts uniforms for putting focus on learning. (*Education Week*, February 14, 1996)
>
> WRESTLING WITH RETENTION
> Long Beach Unified School District takes a new tack to enforce its K–8 promotion standards. (*The School Administrator*, August 1998)
>
> L.B. SCHOOLS NET $125K FROM BROAD PRIZE
> Education: Los Angeles billionaire 1st award for urban education LBUSD is semifinalist. (*Press-Telegram*, October 3, 2002)

The prestigious Harold W. McGraw, Jr. Prize in Education was presented to Cohn at the New York Public Library in January 2002. He also received the Marcus Foster Memorial Award for Administrator Excellence given by the Association of California School Administrators (ACSA) in the fall of

1998. The awards, as well as the recognition they afford the district, are directly related to the remarkable period of positive interrelationships among the superintendent, the board of education, and the Teachers Association of Long Beach (TALB). In 1990, the National Education Association Saturn Award was presented to the board of education and TALB for their outstanding working relationship. Long Beach has also hosted numerous distinguished visitors. President Bill Clinton came to celebrate the district's school uniform successes; Colin Powell, Janet Reno, Secretaries of Education Richard Riley and Rod Paige, and former governor of California Pete Wilson all visited to honor curricular and partnering successes of Long Beach.

These successes have all evolved and flourished in the city of Long Beach, identified in the 2000 Census as one of the country's most diverse cities. The Long Beach Unified School District is a large urban district with more than 97,000 K–12 students. In addition to these students, the district also has a large Head Start preschool program with 683 youngsters. Needless to say, the student population is richly diverse. Forty-five percent of the students are Hispanic, 20% are African American, 18% are White, 12% are Asian, 3% are Filipino, and 2% are Pacific Islander. Long Beach is also home to Long Beach City College (LBCC), a 2-year college, and California State University, Long Beach (CSULB), a comprehensive regional institution.

During a recent visit by the Broad Foundation, one of the reviewers asked Dr. Cohn, "What is it you do that causes the Long Beach Unified School District to be one of the most often nationally recognized, successful, large urban school systems?" Dr. Cohn highlighted higher education partnerships and Seamless Education work in his response. These partnerships have kept the entire Long Beach education community focused on student achievement and ensured momentum through the receipt of substantial competitive grants and foundation support. In 1994 the presidents of LBCC and CSULB and Superintendent Cohn began meeting regularly to discuss the education needs of the community. These meetings set the tone for all three institutions in working together to improve student achievement. The pre-K–16 seamless work had begun, but it was through an early and focused effort on K–3 literacy that the authenticity of the Long Beach Education Partnership took root.

IMPROVING READING AS A GOAL FOR THE EARLY GRADES

There has been a clear, consistent commitment in the Long Beach education community to improving student achievement. Community, business, and educational leaders agreed that the success of all students in our city is everyone's business. The Partnership of LBUSD, LBCC, and CSULB embraced

this sentiment through the commitment of their leaders to talk often and to foster communication throughout their organizations. Each organization then identified administrative members to become part of a steering committee. In early meetings, concerns were raised about the large numbers of students leaving high school who needed remedial instruction in literacy and math. Although the early vision of Seamless Education had been to focus on student transition from high school to higher education, it became apparent that the literacy problem in the early grades was severe—thus the shift of focus to early literacy. LBUSD examined the standardized test data and shared the results both inside the organization and with the steering committee. The fact that two-thirds of third-grade children were reading below grade level stunned these concerned leaders. The K–3 Literacy Initiative was identified as the solution. By 1995, the LBUSD board of education had moved the literacy agenda forward by approving it as a formal board initiative.

Every child in the LBUSD will read *by the time they exit third grade*. It was no surprise that the focus of the K–3 Literacy Initiative was early literacy standards. Christopher Steinhauser, then director of special projects, and Christine Dominguez, then director of curriculum and instruction, masterminded the K–3 Literacy Initiative. Key components of this initiative included (1) the development of content and performance standards and related assessments, (2) the redirection of resources, (3) the implementation of the Early Literacy In-Service Course training model and coaching sites, (4) the review of kindergarten literacy and preschool articulation, (5) the implementation of reading interventions, and (6) the partnership with CSULB to improve the preparation of teachers of reading.

DEVELOPMENT OF CONTENT AND PERFORMANCE STANDARDS

Christine Dominguez chaired the development of the English/Language Arts Content Standards and diligently shared progress on the K–3 Initiative at the Seamless Education steering committee meetings.

> During the development of the K–3 Literacy Standards and Launch Initiative, I devoted substantial time to attending scheduled meetings and took advantage of informal opportunities to discuss our objectives for implementation. It was important to me that Cal State Long Beach and Long Beach City College were true partners. Early literacy was a burning issue in our system and one that had to move fast. So, early on, a great deal of time was spent on discussing and blending our philosophies. That time definitely paid off because those in

> positions of influence came to understand our needs and supported our ongoing efforts. (Christine Dominguez, assistant superintendent)

A committee composed of representatives from the school district, higher education, parents/community, and business developed standards that defined what students should know and be able to do. These standards became a fundamental element of the Partnership. The English/Language Arts Content Standards covered the major categories of communication, reading, writing, and information literacy. The standards addressed the need for appropriate instruction by effective teachers and specified skills and performance areas. By June 1995 the English/Language Arts Content Standards were developed and implemented.

> There were two basic principles or non-negotiable issues which guided the standards-development process. The first was that the standards were to be rigorous and challenging. They were for all students. The second was that consensus among the committee members about what would be included in the standards was essential. . . . The draft content standards were reviewed by teachers, parents, administrators, representatives from Cal State Long Beach and Long Beach City College and business. This broad-based development and review led to wide acceptance and support throughout the education community. (Cohn & Cohn, 1998, pp. 184–185)

Once the English/Language Arts Content Standards were approved by the board of education, a committee was formed to develop performance standards. How good was good enough? The extensive revision process included critical feedback from more than 200 Long Beach teachers and administrators, parents, outside experts in the field, and university faculty. Assessments were developed and thoroughly field-tested. The resulting Benchmark Book Reading Assessments have enabled LBUSD teachers to know how each student is progressing on grade-level reading skills. Increased numbers of students met the standard (see Table 3.1) based on Benchmark Book Reading Assessments that test reading fiction and nonfiction at grade level. Percentages occasionally dropped from year to year due to the internal realignment of the books with standardized test norms.

The Benchmark Book Reading Assessments were also aligned to norm-referenced tests. Data collected show a high correlation between each grade-level Benchmark Book Assessment and the spring 2001 Stanford Achievement Test 9 Reading NCE scores (see Table 3.2).

Student assessment portfolios are provided for every child in kindergarten through grade 5, and report cards were designed to facilitate parents' being able to follow their children's progress. The grading guidelines for the report cards are shown in Table 3.3.

Table 3.1. LBUSD Benchmark Book Assessments Summary

	Percent Meeting Standard				
Grade	*1998*	*1999*	*2000*	*2001*	*Number Tested, 2001*
0	45.7	74.0	75.4	79.1	7,748
1	31.2	47.4	61.8	64.2	8,313
2	38.8	54.3	52.7	59.7	8,179
3	42.5	60.2	48.1	49.1	8,597
4		8.9	38.0	56.4	7,918
5		6.7	33.6	42.8	8,199

REDIRECTION OF RESOURCES

LBUSD began to redesign the use of resources under the "no excuses" mantra of Christopher Steinhauser, director of special projects. Categorical monies were redirected to support the literacy initiative through the purchase of $3.5 million worth of classroom library materials. Later, grants from Boeing and the Knight Foundation were also received. However, the real commitment was in human resources. Millions of dollars were spent to provide systematic training of K–3 teachers and clinical reading programs.

The district wanted to supplement reading texts with "little books" for guided reading. Through the use of Goals 2000 funds, large supplies of books across reading development levels were provided. Even though the "little books" more appropriately addressed the needs of low-performing students, the state was engaged in a "literacy war" and was micromanaging reading materials. Consequently, the district had to seek a waiver from the state board of education to augment the basic adoption materials. Each site also increased

Table 3.2. Correlation Between LBUSD Benchmark Book Assessments and SAT 9 Reading Scores

Grade	*Correlation*
1	.73
2	.70
3	.72
4	.67
5	.67

Table 3.3. LBUSD Report Card Grading Guidelines

	Performance Level and Report Card Grade				
	Advanced Proficient	*Proficient*	*Partially Proficient*		*Not Proficient*
	4	*3*	*3–*	*2*	*1*
First reporting period	Has passed fiction and nonfiction Middle of Grade 3: Benchmarks or beyond	Has passed fiction and nonfiction End of Grade 2: Benchmark Books	Has passed fiction and nonfiction Middle of Grade 2: Benchmark Books	Has passed fiction or nonfiction Middle of Grade 2: Benchmark Books	Has not yet passed fiction and/or nonfiction End of Grade 1: Benchmark Books
Second reporting period	Has passed fiction and nonfiction End of Grade 3: Benchmarks or beyond	Has passed fiction and nonfiction Middle of Grade 3: Benchmark Books	Has passed fiction and nonfiction End of Grade 2: Benchmark Books	Has passed fiction or nonfiction End of Grade 2: Benchmark Books	Has not yet passed fiction and/or nonfiction Middle of Grade 2: Benchmark Books
Third reporting period	Has passed fiction and nonfiction Middle of Grade 4: Benchmarks or beyond	Has passed fiction and nonfiction End of Grade 3: Benchmark Books	Has passed fiction and nonfiction Middle of Grade 3: Benchmark Books	Has passed fiction or nonfiction Middle of Grade 3: Benchmark Books	Has not yet passed fiction and/or nonfiction End of Grade 2: Benchmark Books

the number of teachers participating in the Literacy 2000 facilitator training workshops. These trainers then provided classroom teachers at their sites with immediate technical assistance and coaching on the use of the program. Classroom libraries were required and quality student work products had to be displayed.

IMPLEMENTATION OF THE EARLY LITERACY IN-SERVICE COURSE TRAINING MODEL AND COACHING SITES

Materials and standards documents alone are not enough. K–3 staff development based on the components of early literacy was implemented at the same time that school districts throughout the state were scrambling to com-

ply with the class size reduction (CSR) requirements imposed by Governor Pete Wilson in July 1996. Implementation of the legislation followed two months later throughout the state.

> The Legislature and the Governor created the Class Size Reduction (CSR) program as part of the 1996–97 Budget Act. The program is intended to increase educational achievement by reducing average class size to no more than 20 in up to three grades, from kindergarten through third. Provisions of the CSR program include one-time grants for facilities funds, two implementation options, and a yearly funding application for operational costs. In order to qualify for this funding, districts must document yearly that staff development is provided for all teachers in a CSR classroom and certify adherence to the 20:1 ratio. (From the February 1997, Legislative Analyst's Office, Policy Brief)

The state-mandated training had to include methods for individualization, effective teaching, classroom management, and identification of and response to pupil needs, as well as opportunities to build on individual students' strengths. Because LBUSD was already highly regarded for its standards development and training models, which included all the required components, the state closely aligned its CSR training requirements with those of Long Beach. Our districtwide program plan provided participating teachers with a stipend or salary credit for the completion of a 24-hour course and 12 hours of professional reading. The professional reading/study group sessions were a hit. Therefore, a book on guided reading was purchased for every K–3 teacher in the district to kick off the expansion of the study groups.

Early on, 45 of the 58 elementary schools in the district had an on-site facilitator who provided training and conducted the study group sessions. Staff development addressed language acquisition, established a rationale for focusing first on what students can do, applied phonics skills in meaningful contexts, and assessed student progress through the observation of reading behaviors. CSULB was instrumental in the design of these training components to ensure that the early literacy training program was also developmentally appropriate.

> The data were devastating, revealing serious reading problems for children in the first and second grades. Chris Steinhauser and Chris Dominguez quickly realized business as usual was no longer acceptable. Turning this trend around called for bold and swift action. Teachers needed help—not more aides in the classroom but rather updated skills in the teaching of reading in the early grades. Out of this concern, Chris and Chris envisioned the Early Literacy Institute (ELI) as a "new" intensive reading course for Long Beach veteran

first- and second-grade teachers. They insisted that the professional development series be grounded in research-based best practices in the teaching of reading and that the series be designed to meet the highest standards in professional development practice.

Both active in the partnership, Chris Steinhauser and Chris Dominguez concluded the new reading course could best be developed and taught collaboratively by the district and the university. They turned to us, both teacher-leaders in reading, and Dr. Sylvia Maxson, an early literacy faculty member at CSULB. The three of us learned from each other as we planned the research-based course content. We emphasized applying best practices in the teaching of reading, and Sylvia's knowledge of adult learning theory guided our delivery of the course content. The three of us co-taught the course for the first time in summer 1995, and in September we were released from our site assignments to continue teaching the course with Sylvia. During the schoolyear we provided follow-up classes and individual coaching to teacher participants in their classrooms, critical support for teachers to ensure the effective application of the professional development content in their everyday teaching.

Even after Sylvia moved on to a new assignment, we continued the collaboration on an informal basis. Sylvia often presented to the ELI and in turn we spoke to her university classes. The initial Early Literacy Institute was so effective that it served as a model for other university/school district shared coursework and training. It set the stage for the use of the district's literacy team to supervise the new teachers participating in the university's teacher internship program.

Good teachers know that to teach is to learn. Teaching collaboratively is an even more powerful opportunity to learn. As K–12 teachers, we were not only able to broaden our own leadership of the ELI, but we also learned additional strategies to effectively interact with adult learners. Likewise, Sylvia learned of the practical issues and challenges teachers face each day in the classroom and incorporated that into her university courses. The teacher participants were able to see how we learned from each other as instructors. Years later our profession bond remains strong, so much that just last year as Teresa was preparing for her national boards, she asked Sylvia to assist her. The mutual mentoring goes on. (Teresa Suzuki and Tracy Bellmar, LBUSD literacy specialists)

Three elementary schools in Long Beach became designated coaching sites and were expected to approach literacy instruction and staff development with a spirit of openness. The teachers at these sites worked closely

with a nationally recognized literacy consultant, and teachers and principals from other sites came to observe instruction. The model included a literacy coach/specialist at each site. Since teacher-leaders were enrolled in coursework at CSULB, Chris Dominguez and Chris Steinhauser met with Jean Houck, associate dean of education, to request that fieldwork students from the university be placed at coaching sites. While Jean was enthusiastic about the proposition, a subsequent meeting with university faculty (recalled humorously over the years by Chris, Chris, and Jean as the "meeting from hell") did not go well. Faculty objected philosophically to the focused instructional approach and preferred more "convenient" placements. "We have our fieldwork sites determined already in schools that are convenient, a local school nearby where we can easily stop by." This model was not yet to be.

REVIEW OF KINDERGARTEN LITERACY AND PRESCHOOL ARTICULATION

Kindergarten and preschool literacy also emerged as a priority. In 1994, at the recommendation of CSULB faculty, a team of exemplary kindergarten teachers were sent to an early literacy conference in Columbus, Ohio. The team returned from the conference and presented their recommendation that the district enhance kindergarten programs to include direct instruction in the reading process. Training for kindergarten and Head Start teachers evolved that focuses on the process of interactive writing, concepts about print, the difference between words and letters, and sound–symbol relationships. The Early Literacy Institute model was used again for this training. Over the next 2 years, pre-K content standards were written and the tried and true process for training and acquisition of resources followed. In 1996, Toyota provided a 3-year, $160,000 grant to fund a family literacy project that brought together Head Start and Early Start teachers with parents through the adult school. Parents were now participating and using the LBUSD content standards with their preschoolers.

READING INTERVENTIONS

Long Beach employed many strategies to support struggling early readers—everything from extending the schoolday and schoolyear to implementing a pre-K program. All incoming kindergarten students who did not pass a basic literacy inventory were required to attend a readiness class. Kindergarten teachers provided these students a 2-week "get ready" class prior to the start of the regular schoolyear. This class includes concepts essential for reading

and writing readiness. After-school programs run by teachers on each campus provide students with additional time to acquire literacy skills. Massive summer-school programs operate for students who read below grade level or are at risk of retention.

Reading Recovery, an internationally recognized program designed to assist first-grade children who are having serious difficulties learning to read, is also among the interventions. Participating children receive one-to-one instruction with a specially trained teacher 5 days per week, 30 minutes a day, for an average of 16 to 20 weeks. Two LBUSD teachers have become Reading Recovery–certified instructors and teach intense year-long courses for other district teachers through the district's recognized Reading Recovery training site. The Junior League of Long Beach prepares materials for parents to reinforce learning at home. A yearly annual report and a 10-year longitudinal study show the long-range success of graduating students.

The Service Experience for Revitalizing Education (SERVE) program at CSULB and the Rotary/Rolling Readers are other resources that assist schools by providing adults to model strategies of fluent readers in K-5 classrooms. Through Rolling Readers, community members and LBUSD employees "adopt" a child. Each week the volunteers come on campus to listen to their adoptee read, providing individualized reading support. These volunteers receive on-site training.

K–16 COLLABORATION

Dean Jean Houck and Associate Dean Kathy Cohn of the College of Education touted the importance of the literacy effort of the district during the early literacy efforts, but it was a tough sell. Some faculty balked at what they thought to be the excessive reliance on the state-mandated phonics instruction. Often public school personnel would report, "During committee work it often felt like higher education staff wanted to fix us." It was hard for the university professors to recognize that their K–12 partners had no choice but to comply with these state mandates, but they did want to come to the table as equals to solve problems and work on issues. Alone, neither group had all the answers.

> Our partnership success depended on meeting regularly and having open, honest communication about strengths and challenges. One example of our commitment was to establish a common set of expectations about literacy and then hold everyone accountable for achieving them. One day I got a call from a site principal about what she had heard a CSULB professor say in a methods class held at her

> elementary school. The professor was not 100% supportive of the direction Long Beach Unified was going in balanced literacy. I called Jean Houck, the dean of education, and we agreed that all parties would need to sit down and hash it out. That situation proved that our commitments were shared and that our ability to problem-solve anything was just a phone call away. (Chris Steinhauser, superintendent)

So at the urging of the Seamless Education leaders, they kept at it. Discussions led to honest dialogue about the needs of practitioners, the misalignment of teacher preparation programs, and the district's literacy initiative. It was also apparent that new teachers needed to be better prepared to teach reading, especially to struggling readers. District representatives shared this concern at the Seamless Education steering committee, and CSULB education leaders listened. Thus began the redesign of the university's preparation programs. The initial emphasis was on the redesigning of methods courses with a focus on best practices in the teaching of reading. Supported through a 2-year Goals 2000 grant, the university supported teams of nearly 20 faculty to redesign various aspects of teacher preparation to teach reading and literacy, including a new reading specialist credential and a reading master's program. This joint effort served as a turning point for teacher education faculty. School district/university teams began to present at national conferences. The Education Trust and the Clark and Knight Foundations provided opportunities to network and receive technical support, critical feedback, and validation. The Partnership became stronger as a result of these conference outings.

THE EDUCATION TRUST SUMMER RETREAT

> In November 1995, I represented Seamless Education at the Education Trust conference in Washington, D.C. While there, I had opportunities to speak with Kati Haycock, director of the Education Trust. She had visited Long Beach in 1990 to consider the Long Beach community for a position as one of the Pew Foundation–funded Education Trust Community Compacts. Although we didn't "make the grade" then, due to her impression that there was a lack of coordination among education institutions, she did invite Long Beach to Wye, Maryland, for the Trust's summer session in 1996, the first non–Community Compact to participate in their facilitated systems-reform discussions.
>
> Our team included representation from K–12, higher education, and the teacher/faculty unions. I was a little nervous. It was an expensive trip for our team, and I knew we needed to come home

with plans to coordinate student entry and exit expectations. The team knew each other pretty well, and we were ideologically aligned. Nevertheless, we had a few institutional and union concerns about coordination.

The opening plenary session would come to be a defining moment for our team. The first panel was focused on management and union relationships. The panel began to outline the concerns of management when shouting erupted from the back of the room. Angry comments flew over our heads from the union representatives, and equally angry responses came from the management reps throughout the room. Most of the teams joined the chaos and the Trust facilitators did their best to maintain some level of control.

Only the Long Beach team stayed quiet. Actually, we were stunned. Our union worked well with management, and our board of education supported collaboration. We whispered to each other, grateful that we were from Long Beach. We were determined to be known for our collaborative and progressive spirit.

Throughout that conference, our team stayed together, worked together, and in off-hours played together. Never underestimate the power of play. From 9:00 P.M. to midnight, our team could be found competing aggressively against one another in games of Ping-Pong, pool, and cards. We started telling other teams ghost stories and legends about Wye, frightening them good-naturedly. At 6:00 A.M., cross-institutional games of tennis were being played. By 7:30 each morning, we were enjoying breakfast together and figuring out how to assess high school writing soon enough to mediate any problems students had prior to going on to higher education or the world of work. Other teams enjoyed us. Long Beach had diffused the tension at least for that conference.

The result of that trip was a blueprint for the future of our collaborations in Long Beach. We asked the board of education to pass a policy stating that all eleventh graders had to pass the high school writing exam or face remediation in their senior year; we would collaborate on professional development starting with the National Faculty's model of aligning professional development to K–12 standards; we would always keep our teacher and faculty unions in every meeting and on every committee; we would keep our school board informed; we would explicitly involve special education; we would redesign teacher preparation; we would make sure that all students could read at grade level by the time they exited the third grade; we would redefine school counseling; we would, somehow, end social promotion; we would not address contemporary issues as

> racial issues; we would close the achievement gap; and we would encourage a bottom-up reform model. (Judy Seal, administrator of Seamless Education)

CHALLENGES TO K–16 COLLABORATION

Higher education faculty must meet retention, tenure, and promotion standards. In the past, their work in public schools was not valued highly in this process because publishing and other scholarly work took precedence. Yet Partnership opportunities provided substantive rewards for both K–12 and higher education teachers. CSULB deans have actively supported the increased recognition of such work as not only allowable but indeed valuable in the consideration of awarding tenure and promotion.

As was pointed out earlier, partnering can sometimes be awkward. During the early meetings of the Partnership, the higher education faculty were more like guests at a party thrown by the school district. This was certainly the case for the initial content standards development, Literacy 2000, K–3 staff development, and discussions on extending the schoolday and schoolyear. The guest role is not an undesirable one; in fact, faculty could provide input and see firsthand the issues, concerns, solutions, and struggles that a progressive school district like LBUSD grapples with each day. Sometimes the roles are reversed and the K–12 partners get a glimpse of concerns critical to higher education. But there has been a meeting of the minds, as the following three cases illustrate.

STUDENT TEACHING AND FIELD-BASED CLASSES

Both university and district faculty understood the critical impact a master/cooperating teacher has on the aspiring student teacher, especially in modeling early literacy instruction. A mentor teacher was paired with a university teacher education department liaison to work on the improvement of student teacher placement procedures. Literacy experts from the district and the university met to discuss the realignment of the language arts methods classes with state standards. The College of Education invited LBUSD curriculum leaders to review and provide recommendations for strengthening university courses that lead to a Multiple Subject elementary credential. This review included the English-Language Development and Specially Designed Academic Instruction in English (SDAIE) courses so essential to teachers of English-language learners. School sites were identified to host on-site methods courses, and teachers from those sites frequently served as guest speakers.

With more than 400 elementary student teachers to place each semester, identifying this many appropriate settings is no small challenge. But it is now reality, due to the Partnership effort.

HARTE PROFESSIONAL DEVELOPMENT SCHOOL

Catherine DuCharme, the chair of the Teacher Education Department, set a goal to establish a professional development school. After long, tedious negotiations between LBUSD leaders and the Teacher Education Department, the partners selected Bret Harte Elementary School in North Long Beach. In the spring of 2000, the first class of university students began the Collaborative Off-Campus Optimal Learning (COOL) program at Bret Harte. The streamlined, integrated program holds all classes at the elementary school site. Theory and practice are strongly linked and played out in the real world of today's classroom environment. As was expected, pedagogical struggles surfaced during the design phase. Higher education faculty argued that college students need to have an understanding of various instructional options based on theory. However, practitioners felt that new teachers did not have the sophistication to determine which instructional strategy would yield an effectively managed classroom. The Essential Elements of Instruction were the basis for the school district's teacher evaluation process, and classroom management is a formidable component of that evaluation. Ultimately, the program reflected a balance of both practical and theoretical approaches.

Dr. Felipe Golez, COOL Option director, and Professor Candace Kaye taught the first methods courses offered at Harte. Their students worked daily in classrooms under the supervision of the principal, Diane Brown, and the Harte teachers. The first COOL Option cohort of credentialed teachers graduated in the Spring of 2002. Long Beach principals report that they were quick to hire these graduates because of their intimate knowledge of the day-to-day workings of a classroom in Long Beach Unified. Two of the COOL Option graduates were hired at Harte Elementary, and Diane Brown reports that they are far more accomplished beginning teachers than other new hires.

CSULB faculty have blended into the school atmosphere by collaborating on student work products and "action research," as well as attending in-services and all staff meetings throughout the year. These joint professional development opportunities have been very powerful as a result of the exceptional leadership provided by Diane and Felipe. Harte's teachers are benefiting, too. During the 2001–2002 schoolyear, an on-site master's in education program began for 25 Harte teachers.

THE SERVE PROGRAM

The Service Experiences for Revitalizing Education (SERVE) program was the first striking example of how the school district and the university could work together as a team. We agreed there was a problem, identified a solution, and planned and implemented a great program to address it. The problem was serious in that pre-service teachers had insufficient direct experiences in urban classrooms. As a result, they were "blown away" when they entered real-life classrooms filled with the Los Angeles Basin's neediest youngsters. A planning committee led by David Dowell, acting dean of the College of Liberal Arts, Jean Houck, associate dean of education, and Randy Ward, area superintendent for LBUSD, worked together for a year to shape the SERVE program. By 1996 the university had approved a graduation requirement that all future elementary teachers complete 120 hours of service learning. The school district committed a half-time staff person to coordinate SERVE field placements. To demonstrate its commitment, CSULB's Division of Academic Affairs reallocated $17,000 in internal funds for the start-up pilot.

No one remembers at which partnership meeting the ingenious idea emerged that SERVE students could act as literacy tutors in elementary classrooms, thereby strategically supporting the district's K–3 reading initiative. A review of the number of placements from 1995–1996 through 2000–2001 (see Table 3.4) is evidence of the spectacular growth of the SERVE program. The program is extremely popular with teachers and has been featured in professional journals (e.g., *Education*), as well as at professional conferences such as the Association of Teacher Educators.

The number of participants is also evidence of the growing interest in teacher preparation programs at CSULB. In May 2002 school district administrators quickly and enthusiastically responded to a request to pilot a new version of the SERVE program. Instead of assigning students to differ-

Table 3.4. Placement of Students in the SERVE Program as Tutors in Public Schools

Academic Year	*Long Beach*	*Other Districts*	*Total*
1995–96	7	0	7
1996–97	90	17	107
1997–98	456	80	536
1998–99	591	109	700
1999–00	785	235	1,020
2000–01	1,061	572	1,633

ent schools for each SERVE assignment, CSULB administration proposed that each student be given a year-long school assignment. Together the school site and the student could determine appropriate assignments focusing on the four major subject-matter areas taught in elementary school. This extended, more intimate assignment would provide SERVE students greater awareness of the school's culture and the challenges and rewards of urban school education.

A DECADE OF PARTNERSHIP IN REVIEW

It is hard to imagine how different the Long Beach education community might be if the past decade of Partnership work had not been so successful. In writing this chapter, it became clear that many people had invested a great deal of time and energy in keeping their organizations focused on the work of early literacy. Although the road was scattered with distractions such as federal and state mandates, fluctuations in funding, changes in credentialing and teacher training requirements, and political pressures regarding reading programs, the Partnership was able to stay the course.

The Partnership continues to gain strength, even in the face of major changes and challenges. After a decade of service to the Long Beach Unified School District, Superintendent Cohn has retired. The new superintendent, Christopher Steinhauser, an early participant, is an advocate for continuing the Partnership. Through the work of the Partnership, the board of education continues to keep the educational community focused on student achievement. The teachers' union, TALB, remains steadfast in its participation in the Long Beach Education Parntership as it, too, faces leadership changes. But the systemic nature of the Partnership serves as a steadying force. All eyes remain on the prize.

CHAPTER 4

Collaborative Interventions to Improve High School Students' Achievement and College Readiness: The HSOAP Story

Elizabeth L. Ambos, David Dowell, MaryScarlett Amaris, Jerald Ball, Pia Alexander, and Dixie Dawson

The High School Outreach and Academic Preparation (HSOAP) project, begun in 1999, in Long Beach, is a signal example of the power of faculty to change student achievement outcomes in math and English through concerted curriculum alignment and intervention efforts. The project's goal is to close the gap between high school and college, as measured by entrance tests in math and English. The gap indeed appears to be closing due to three major factors: (1) overwhelming demographic and financial incentives, (2) an openness to changing project strategies based on careful data analysis rather than supposition, and (3) the mutual trust and respect enjoyed by the school district and university faculty, staff, and administration.

THE HSOAP PROJECT: A REGIONAL AND NATIONAL IMPERATIVE

The importance of seamless transitions to college from high school has never seemed more crucial than in the early 21st century. In Long Beach, which terms itself "The International City," the combination of rapid population growth, changing demographics, and a diverse, complex, globally connected economic base contributes to the challenge of providing all students with the opportunity to succeed in a college setting.

In the last 20 years, remediation (i.e., the need to provide entering college students with precollege coursework) has emerged as one of the top

Partnering to Lead Educational Renewal: High-Quality Teachers, High-Quality Schools. ISBN 0-8077-4421-2 (pbk), ISBN 0-8077-4422-0 (cloth).

issues in American education. This is particularly true for public 4-year colleges and universities such as California State University, Long Beach (CSULB) that are mandated by law to accept all students satisfying certain grade point average (GPA) and test score requirements. Under the California Master Plan for Higher Education, the California State University (CSU) system campuses accept the top one-third of high school graduates, based on high school grade point averages and Scholastic Aptitude Test (SAT) or American College Test (ACT) scores; the University of California (UC) campuses accept the top one-tenth. After students are accepted to either the UC or CSU system, however, many are required to take additional placement tests. For the CSU system, these include the English Placement Test (EPT) and the Entry Level Mathematics exam (ELM). The EPT and ELM were instituted by the CSU system through faculty activism in the face of consistent patterns of student discouragement and unsatisfactory progress. Since the origination of these placement tests in the 1980s, on some CSU campuses up to two-thirds of entering first-year students have been diagnosed as "remedial."

Performance on the math and English placement tests has been shown time and again to correlate with first-year success. In contrast, high school GPA is not a particularly robust measure of college readiness: For students entering CSULB in the fall of 2001, the difference in GPA between math/English proficient students and nonproficient students differed by no more than 0.05 (the GPA for all CSULB first-year students was 3.23; that for math-proficient students was 3.31). In other words, evidence exists that the English and math placement tests have been more accurate predictors of student success within the CSU system than many other tests and measures of competence.

Due to a confluence of legislative mandates, public sentiment, and increased funding for education provided by the economic boom of the late 1990s, partnerships between higher education and K–12 districts began to address the remediation issue. A series of programs with various acronyms—PAD (Pre-Collegiate Academic Development), CAPP (California Academic Partnership Program), and CAPI (Collaborative Academic Preparation Initiative)—were created. All have similar purposes: to bring different segments of the educational system into alignment and to maintain academic standards at the university level. To provide "teeth" to these programs, the board of trustees for the CSU system set the following ambitious goal in January 1996: to reduce the need for English and math remediation to no more than 10% of the system's student body by 2007. The CAPI program, inaugurated in 1999, is directly linked to the board of trustees' goal and focuses exclusively on supporting programs tied to reducing the ELM and EPT failure rates. The HSOAP project, which began in October 1999, is the CSULB component of

the systemwide remediation. Information about the system's progress in the area of remediation is available online: http://www.asd.calstate.edu/remediation01/proficiency/2001-ftr008.htm

The reasons for the historical divide between high school vetting of student proficiencies and university rejection of high school judgments are legion and subject to finger pointing, argumentation, and passive resistance strategies by both sides. This chapter is the story of how a sea change occurred in Long Beach regarding the role of the university in college preparation for high school students, and how stakeholders in the high school to university transition now work together in powerful and reinforcing ways to move students to college readiness through the HSOAP and allied projects.

HSOAP IN CONTEXT: PREEXISTING CONDITIONS AND PROGRAMS

Obviously, HSOAP was created within an existing network of relationships and framework of expectations set by the Long Beach Education Partnership. Why were the university and district ready to work together so closely on transitions from high school to college? What were some of the existing models or practices that contributed to the design of HSOAP? What were some of the cultural, political, and demographic trends that positioned the institutions for reform?

Why Care About Remedial Students? A Willingness to Look at the Data, 1992

When a severe budget crisis pushed the California higher education budget into freefall in the early 1990s, causing a cumulative loss of about 30% of state budget resources to the CSULB campus, many programs were placed on the chopping block. In 1992, in the midst of this crisis, a new acting dean of liberal arts, David Dowell, was faced with the decision as to whether to eliminate remedial courses in English serving several hundred students each year. Faculty generally derided the remedial program as a waste of university resources. Only a few faculty members, including the chair of English, Eileen Klink, defended it as a means of providing access to higher education for students from high schools that did not prepare them well.

In this case, David Dowell, who happened to have a background in evaluation research, carefully examined data provided by CSULB's Office of Institutional Research on student placement test scores, student enrollment in remedial classes, and eventual units earned and grade point average. The results of this analysis indicated that remedial students near the

campus cutoff score did in fact benefit from intervention while the weakest students did not benefit much. On the basis of this evidence that remedial intervention was effective for an important subset of students, the inexperienced dean continued to support funding for remedial courses—a difficult position to maintain during very tough financial times.

English Precursor Program: South Basin Writing Project, 1982

The South Basin Writing Project, which celebrated its 20th anniversary on the CSULB campus in 2002, was a charter member of the California Writing Project (CWP). It is one of 18 CWP sites and one of more than 160 project sites internationally. The Writing Project philosophy is quite simple: When you get exemplary teachers together to talk about writing and what happens in the classroom, principled practice is both developed and deepened. Teachers participate in research groups, learn about authentic and ongoing assessment, and realize how both of these important elements can drive instructional practices in a standards-based curriculum. This teachers-teaching-teachers model is one reason for the South Basin Writing Project's success—each summer it provides professional development for upwards of 200 teachers as well as a summer writing home for 1,500 K–12 students.

When the CSULB's HSOAP grant was in development, two of the grant-writing team on the "English side" were Writing Project fellows and at the time were the director and associate director of South Basin. When the English coordinator, MaryScarlett Amaris, was brought on board, she was (no surprise) a Writing Project fellow as well—she was then South Basin's co-director. It is safe to say that the influence of the California Writing Project, and South Basin in particular, was at the heart of the English faculty's original vision:

> All faculty working side by side, in planning, discovering, and in the classrooms.

Math Precursor Projects: Math/Science High School Academies, 1992

Since the early 1990s, the College of Natural Sciences and Mathematics at CSULB has been involved in partnerships with several Long Beach high school academies of math and science. These academies include entering ninth-grade students who indicate that they are college-bound but who finish eighth grade with a GPA between 2.5 and 2.9. Most of these students are Latino, African American, or Asian.

Entering ninth-grade students in the below-B grade range need enhanced support and raised expectations if they are to finish high school strongly and

be competitive for college. As a group, these students are often not challenged to succeed at a college preparation curriculum. The high school academies partner with CSULB to take charge of these students and aim to support them throughout their high school years. Tutoring, field trips to the university, college preparation workshops, shared counseling of students and their parents, and other activities are provided through a variety of funding avenues.

The earliest partnership formed was Millikan High School's Key Interactive University Preparatory (KIUP) program, begun in 1993 by Millikan math teachers Nancy Upham, Judith Killian, and Sandra Nelson as well as counselor Rubie McClure, working with Roger Bauer and James Jensen, dean and associate dean, respectively, of the College of Natural Sciences and Mathematics. The results of this cohort program have been impressive: An average of 300 students are enrolled in the program in any given year and all seniors have plans for college by the time they graduate (and they do graduate), with about one-third attending CSULB. The KIUP program, enrolling less than 10% of the Millikan students, is responsible for approximately 20% of the Millikan students enrolling in CSULB each year.

The success of KIUP led to the start-up of programs at Wilson High School (1997—49er Prep Program) and Lakewood High School (1998—Odyssey Program). The keys to success of these programs are: an emphasis on teacher/counselor co-ownership, administrative support, and extensive tutoring by CSULB students in math, science, and engineering.

CAPP: California Academic Partnership Project, 1996

In 1996, university deans in the Colleges of Liberal Arts and Natural Science and Mathematics had become interested in the issue of aligning high school expectations with the emerging standards developed by the Long Beach Unified School District (LBUSD). The university and school district partnered to write a proposal for CAPP that focused on districtwide alignment of math and English standards with university expectations. However, CAPP leadership was focused on small curriculum or pedagogy projects that linked a single classroom or a few classrooms with a university. The concept of districtwide standards alignment was not yet on the CAPP program radar screen (although it later became a central focus). As a result, CAPP did not support the original Long Beach proposal, despite vigorous support for the project from district and university top leadership. Indeed, there seemed to be a bias against the involvement of educational leaders in CAPP projects. It had not yet been understood that school improvement required systemic reform that was both top-down and bottom-up.

University and school district leaders remained convinced that an effort to align district and university assessments and pedagogy was important. With

support from the then-new university president Robert Maxson, a proposal to the statewide university chancellor was successful. CSULB English faculty worked with district English teachers and administrators to develop a districtwide high school graduation writing examination that was aligned with the expectations of the university. This initial alignment effort was later to have far-reaching implications for the HSOAP English component, as it revealed differences in the attention paid to comprehension of factual text and expository writing. In addition, by 1999 a second submittal of a CAPP English curriculum alignment project coupled with the creation of an academy for ninth through twelfth graders in math and English was funded, and a specific partnership between CSULB and Lakewood High School was formed.

Summer Remediation Interventions, 1996

David Dowell, associate dean in Liberal Arts, and Henry Fung, associate dean in Natural Science and Mathematics, initiated summer workshops to bring students to college competence immediately before their first year. Although these workshops were well publicized, relatively few students enrolled—approximately 20 to 30 motivated students each summer. The lack of student interest appeared to stem from the lack of consequences for students from delaying their college remedial coursework. Nonetheless, the process of creating such avenues was an important step toward demonstrating that short workshops, rather than semester-long courses, could be effective for highly motivated students.

A New General Education Program: Raising the Stakes, 1997

In the mid 1990s, the CSULB faculty engaged in an intensive overhaul of the general education (breadth of knowledge) requirements of its undergraduate program. One of the major attributes of the new program was that students had to demonstrate core competence in math, English, critical thinking, and speech communications by the end of the first semester of the sophomore year in order to continue at CSULB. This new policy obviously had tremendous implications for students classified as remedial. Not only would these students be restricted upon entry to remedial math and English courses that do not count toward the degree, they would have to work doubly hard in comparison to baccalaureate-ready students to complete all their coursework by the middle of their sophomore year. The importance of the ELM and EPT as determinants of students' success in the early years of college loomed larger, as these tests became very high stakes indeed.

A Confluence of Strong Leadership Trends, 1999

By 1998, the Partnership had been in existence for 4 years. Strong and continued leadership at the district by the superintendent, Carl Cohn, and the assistant superintendent for curriculum, instruction, and professional development, Chris Dominguez, made long-term planning for joint university–district curriculum reform possible. CSULB's collaboration with LBUSD on revitalizing K–8 teacher preparation was already beginning to yield results that would later lead to the ITEP program (see Chapter 5). With the heady successes of such elementary grade reform efforts as the third-grade reading initiative (see Chapter 3), district attention was now turning to high school reform.

Leadership within the Colleges of Liberal Arts, Education, and Natural Sciences and Mathematics was strong, and the deans and associate deans had developed excellent collegial working relationships. The chair of the Department of English, Eileen Klink, was a longtime advocate for remedial education, and in 1999 the new chair of mathematics, Art Wayman, energetically moved forward to raise the achievements and outreach efforts of the department. His openness to new ideas, positive approach, and staunch support for excellence in all things mathematical led to a reconsideration of the role of the CSULB Mathematics Department and its more intensive engagement in remedial math issues.

Within the Division of Student Services at CSULB—responsible for a wide range of activities including outreach and school relations; entrance testing; and student access, orientation, and retention—growing concerns about both student readiness for college and relatively low college retention rates, particularly among Latino and African American students, were fueling new collaborations among the colleges and Academic Affairs and Student Services. The deans and associate deans from the colleges found Associate Vice President Alan Nishio to be a vocal advocate for equity and access, as well as a collegial partner in K–16 collaboration.

The Stage Is Set: Writing the HSOAP Proposal, Fall 1999

By mid-1999, the landscape for university–district partnerships in Long Beach had dramatically changed when compared to the attitudes and practices of the late 1980s. For perhaps the first time in the Partnership's history, many levels of leadership were engaged and strongly aligned to address the goal of readying all students to succeed at a college level.

In September 1999, the CSU chancellor's office announced a new competition for funds, provided by the California legislature, for the creation of partnership activities between school districts and system campuses, specifi-

cally targeting reducing remediation rates. The proposal writing team included three of this chapter's co-authors—David Dowell, Elizabeth Ambos, and MaryScarlett Amaris—another English specialist, Kathleen DiVito, and the associate vice president for student affairs, Alan Nishio. The conscious link to Student Services was to prove a key step in the success of both the proposal preparation and subsequent activities.

Through an intensive series of meetings with district teachers, curriculum supervisors, advising staff, and high school principals, the proposal rapidly took shape. A key decision was to structure the proposed activities around an experiment. If high school seniors and juniors were tested for math and English competencies, then provided with focused instruction (interventions) over a relatively short period of time, and then tested again, would any differences in competence be measured? Through close coordination with the CSULB outreach and testing and evaluation departments of Student Services, the pre- and post-testing construct would be doable. The major question remained: Would the school leaders/principals believe in this approach?

With the proposal deadline a week away, another meeting was arranged by Anne Fortson of the LBUSD office with all the school principals, David Dowell, and Elizabeth Ambos. The response of the principals was very positive. The proposal was submitted in October 1999, and notice of funding and immediate implementation was received two weeks later.

HSOAP'S FIRST YEAR: A COMMUNITY IS BORN THROUGH "CREATIVE STUMBLING": 1999–2000

The Secret Tests: Unlocking the Mystery

As described earlier in this chapter, California educational policies admit students to the university system using *one* set of criteria and then determine whether students are ready for college under a *different* set of criteria. From the points of view of students, parents, and high schools, this seems irrational. Students are predictably upset and angry when they are told that their placement scores will force them to take remedial courses that do not carry college credit and that they cannot enroll in many university courses until they have satisfied these remedial requirements. With the advent of the new CSULB general education program, the pressures on first-year students to demonstrate competence or leave the college drastically increased. Advising staff and faculty at the university knew that students testing at remedial levels upon entry were now already at risk of dropping out of the university before they even walked in the door.

It became clear by November 1999 that the first major challenge for the HSOAP leadership was to educate all project stakeholders concerning the university system's entrance math and English tests. For all intents and purposes, the EPT and ELM were well-kept secrets. Yes, school leaders had read in newspapers at various times that there was a remediation problem at the universities. In addition, high school counselors knew a great deal about state university admission requirements. However, there was almost no understanding of what the English and math placement tests contained, how they were used in the university, or how devastating to students it was to fail these tests.

In late 1999 and early 2000, a mutual education process thus was initiated through a variety of strategies. A team including a university math representative, English representative, and outreach specialist visited groups of faculty, staff, and administration at each high school to discuss the content and implications of the ELM and EPT. The script for the meetings was jocularly entitled "The $10,000 factor," as rough calculations showed that minimum tuition and living expenses for a typical CSULB student each year were approximately $10,000. Therefore, a student entering CSULB and needing remediation stood to lose approximately a year toward his or her degree. When lost wages through delays to graduation were factored in, the costs to students tripled. These briefings were very effective communication bridges. Counselors, in particular, liked the down-to-earth information about the costs of remediation and felt they could better help students and parents understand how important the math and English college readiness issues were in the CSU system. The process of test "unveiling" would continue through the course of the project's first year, with distinctively different outcomes for math and English.

The English Story: "It's the Writing, Stupid"

When the English "brain trust"—Professors Mark Wiley, Ron Strahl, and Joe Potts, as well as MaryScarlett Amaris, English leader for the university's CAPI grant, and Susan Starbuck, language curriculum supervisor for LBUSD—put their collective heads and expertise (and strong opinions) together, all agreed that what the high school students needed most was writing instruction that focused on essay craft, revision strategies, argumentation, and grammar.

The English faculty talked a bit about close reading, knowing that students in a literature-based curriculum had not yet engaged in analyzing nonfiction in terms of voice, purpose, tone, audience, and the like. In fact, these models, they felt, were critical in order to give the student writer a window into a world where writers and essayists do not use a five-paragraph or other formulaic construct.

Lessons learned about the mystery test—EPT—were particularly instructive for the English faculty. Before they were able to develop a robust plan for professional development and student intervention, MaryScarlett Amaris set about finding out everything she could about the EPT. Getting information at that time was almost impossible. No test samples were available save those found in the university handbook, *Focus on English*. There were a few random prompts floating around, and the writing rubric was readily available. The faculty knew it was important for CSULB's HSOAP team to fully understand the EPT, so a brave group of English faculty took the test, passed it, and gained new insight. As Amaris and others delved into this new territory, one thing was crystal clear: What this assessment was measuring was totally out of alignment with the literature-based curriculum of nearly all of California's high school English classes.

So what did the English faculty do? First, teachers were recruited from each of the six schools to participate in ongoing professional development as well as to work side by side with CSULB faculty in the spring semester 2000. The key to real professional development, the kind that manifests in classrooms as student success, is a sustained relationship, focused reflection, real application, and a focus on student work. Both high school and university faculty now had the opportunity to create this kind of professional development model. The first few sessions were spent analyzing the EPT, developing strategies for timed writings, and comparing the EPT rubric to district rubrics for alignment of instruction. Students were recruited and tested using the *real* EPT (the group later found out that this was strictly forbidden, but sometimes it is necessary to ask for forgiveness rather than permission). While waiting for the test results, a plan was created for 12- to 15-week intervention courses to be team-taught by university and LBUSD faculty and held after school for graduating seniors in the spring of 2000. Then, the EPT results arrived in mid-spring 2000. In retrospect, the faculty agreed that they were inappropriately surprised. The short version is this: both math and English faculty immediately changed their interpretation from "It's the writing, stupid" to "It's all about the reading, stupid!!!" By and large, most students were either passing or within striking distance of passing the writing portion of the EPT. This was good news: Writing was going on in classrooms, albeit often formulaic. The Reading and Composing Skills portions of the EPT, however, were another, sad story. Students who were scoring 8 or even 10 (8 being the minimum passing score and 12 the maximum) on the writing sample were showing a combined score of anywhere from 135 to 147 (CSULB's passing score is 148; CSU-wide, the passing score is 151).

Faculty were thus confronted with the (obvious) fact that the students needed effective, strategic, deep instruction in reading—not in decoding, but

in making meaning, accessing difficult text, building stamina and fluency as readers, and ultimately learning to read like writers (and, conversely, write like readers). The kinds of reading skills needed have to be learned and internalized over a long period of time. The English faculty were faced with the daunting task of training each other to be teachers of reading so that they could, in turn, teach their students to be real readers.

As Flannery O'Connor might say, "Everything that rises must converge." Our HSOAP discovery was only part of the pedagogical zeitgeist that was taking the state of California, if not the whole nation, by storm. All of a sudden, it really *was* all about reading. The California Writing Project was offering special training for its fellows, the California High School Exit Exam was measuring students' ability to negotiate nonfiction text, the governor of California put up millions of dollars to create Reading Institutes for high school teachers, and books about reading strategies in secondary schools were everywhere. The first attempts to bring critical reading techniques into high school English instruction was a bit heavy-handed. Many high school English teachers interpreted the call that they teach critical reading skills as "the university is taking away our literature." And while that would not have particularly bothered some of the university's English composition faculty, this was not the real message. Clearly, if students were taught how to access text, to be strategic readers of text, to monitor their comprehension, and to read with a sense of purpose, they might really *read* those great books in literature.

In summary, the first year of our HSOAP English program focused on raising teacher awareness of the EPT, clarifying what college teachers *really* expected from incoming freshmen, assessing the needs of students and faculty, delivering professional development pertaining to the EPT (timed writing, close reading, and other "intervention" components), co-facilitating intervention courses, creating and maintaining real partnerships and sustainable relationships with each site's teachers, and, finally, deepening our own expertise in reading instruction. Perhaps even more important was what was happening at each of the high schools in Long Beach: Teachers were sharing information with one another, incorporating some of the intervention strategies and activities in their regular teaching day, feeling energized and supported, and enjoying their students. But while faculty believed that they were successful in all of the above, the CSULB HSOAP students were not. When the post-test scores came in, the majority of our students did show an increase in their EPT score (some nearly 10 points), but for most, it was not enough to pass. A 12-week intervention would never be enough to both teach and internalize the necessary skills. And students who scored in the 130-or-below range realistically had little to no shot at getting close to a passing score.

The Math Story: "The Recency Effect"

Just as with the English, the math story began with iron-clad assumptions and earnest will and energy. As described in Chapter 2, open warfare between calculator-friendly math faculty (both high school and college) and noncalculator purists had almost erupted at the 1996 kick-off Seamless Education dinner. The newly adopted California math standards were also the subject of contentious discussion. Conventional wisdom held that either the math curricula in universities were disjoint from those taught at high schools—and that this was the source of the "big divide"—or that the ELM test was an inappropriate and unfair test when compared with high school curricula or that students never "got" the basics of algebra and geometry in high school, due to overdependence on calculators and a lack of attention to "the basics."

Nonetheless, a core group of math faculty in the high schools and at CSULB were willing to work within the pre- and post-test framework and to design a set of 10-week interventions, staffed by a group of high school and university faculty and CSULB tutors. As with most experiments, the pre- and post-test strategy was a curiosity-driven activity, which intrigued the math teachers. What would happen? Would interventions work? No! Surely not! With only a few short weeks to plan the interventions—including designing problem sets, lecture notes, and assessments—a group of about 20 math teachers began to work together. By February 14, 2000, the first set of interventions had been inaugurated.

The first-year approach was brute force. When faculty began efforts to lessen the need for remediation of college freshmen, they first attacked the problem head on. If students could only pass the ELM, they could take college-level courses, and the problem would be solved. The teachers found this solution to be only partially correct. Unlike the English story, the math interventions—often just a 20-hour intensive immersion in algebra, geometry, and statistics—yielded impressive results for those students who participated fully. In fact, score improvements of 20% to 30% were the rule rather than the exception.

Our analysis indicated that by holding workshops the "decay" factor for students who had done reasonably well in math but chose not to take a math course during their senior year in high school could be mitigated. The math faculty began to term this the "recency" phenomenon. Math knowledge could be repaired and rebuilt for a good student with an intensive workshop format.

Therefore, the revelation for the math faculty, from both high school and college, was this: Many students *had* been prepared in math at the high school level. They simply forgot it. In other words, "It's the recency, stupid."

However, a more sober look at these successful math interventions indicated that while they worked very well for a certain group of students, what might be deemed the "ready to learn" group, most students needed more mathematical training of a substantive nature. Several other questions then arose: Would summer interventions on the CSULB campus be effective for those students not passing the ELM but coming to the university in the fall? What would be the best pathways for college and high school faculty to work together to create better courses and better assessments. Finally, the root question arose: How can we get high school seniors to take a math course? What would motivate them to do so?

The first question, that concerning the need to provide summer interventions, was addressed with the construction of the "last chance" workshop model, which was inaugurated in summer 2000 by Jerry Ball and Larry Brownson, one of the other university math HSOAP leaders. These math faculty considered the case of students who took the ELM and scored within a standard deviation below passing. Could the skills of these students be increased in a 3-week intensive period right before the start of the fall semester, so that students would be able to start well prepared by the first day of fall semester? The following guidelines for the 3-week intensive workshop were developed: It would be intensive (4 hours a day), it would include both computer tutorials and "live" tutor support, it would be low cost, and testing would take place every class day.

With the background considerations in mind, students were recruited both from the HSOAP schools and from other entering first-year students. Twenty-three students enrolled in summer 2000, meeting from July 31 through August 17, from 8:30 to 12:30 P.M. During this time, an entire course (10 chapters) in intermediate algebra was presented. Instruction methods alternated lecturing, small-group problem solving, and tutorials. Instructors worked nonstop writing tests, grading tests, grading homework, and writing and grading makeup tests. In the end, 20 of 23 students completed the "last chance" workshop successfully. A follow-up study of their progress in college math revealed that all passed their fall 2000 math course at CSULB with a C or better.

In beginning, to answer the question of how to create the best professional development model, consultations between several members of math faculty and LBUSD curriculum leaders (principally Dawson and Ball) led to consideration of the signal successes enjoyed by math faculty at Lakewood High School in Long Beach. After the first round of HSOAP pre- and post-tests, as well as examination of patterns of SAT-9 math scores, it became apparent that Lakewood High School outscored other high schools not just in Long Beach but throughout California.

Why? Was Lakewood doing something unique? Yes. Jeff Lashower, chair of the Math Department at Lakewood High School, and other members of

the math faculty had developed the habit, in the mid to late 1990s, of meeting every day at lunch and talking about students, curriculum, and achievement. These whole-faculty conversations led to preparing shared assessments—a.k.a. expectations—for their students.

The results were (and are) astonishing. Lakewood math faculty are able to detect problems in a proactive way and to develop plans to resolve them. For example, a student transferring from one math class to another cannot escape an exam by transferring, as all classes have the same assessments, which are given at very nearly the same times during the semester. Students thus know that their accountability for the material cannot be evaded—there are no "easier" teachers. The focus is placed on defining individual student learning issues through strategies such as item analysis of exam questions.

How did the Lakewood "effect" start? It began with a small group and with a concept: "Look, if we all get together and make up some common exams, then we can save some testing prep-work time and use our time more wisely." Through working together, Lakewood math faculty were beginning to have their collective aha! moments, such as "Now that I have the exams, I really know what I want students to know and can teach to that content."

One of us (Dixie Dawson) had the notion that if the district could institutionalize what had come to be called the Lakewood math faculty practices, that district math scores would rise for many different assessments, including the CSU ELM. This perspective led to joint CSULB and LBUSD summer staff development workshops. The first year's workshop focused on creating assessments that were consciously linked to the ELM. The workshop, known as the "Math Standards Workshop," was presented during the third week in August 2000. With almost 50 teachers plus five CSULB math faculty, assessments were prepared for the three main years of high school math—algebra I, geometry, and algebra II—and disseminated by late 2000. The process of working through the high school math curriculum and matching it to the competencies expected by the ELM revealed very forcefully to the math faculty that, unlike the English case, the high school math curriculum considerably overlapped the ELM.

In summary, the first year of the math HSOAP effort revealed that the ELM and high school math curriculum were not too far apart and that some students could achieve impressive scoring gains if they participated in either a high school–based 10-week intervention or a 3-week immersion process in the summer before starting college. The standing question after the first year was: What process could be put in place to bring more students to math readiness [essentially the group requiring more extensive preparation than the "ready to (re)learn" group], and *how* would the case for math for all college-bound seniors be made? The simple parts of the equation had been "solved." It was now time to tackle the harder issues.

HSOAP'S SECOND YEAR: A COMMUNITY IS GROWN THROUGH INTEGRATED CURRICULUM INITIATIVES, 2000–2001

The English Story

The second year of the English HSOAP work could be dubbed, with apologies to Dickens, as the best of times and the worst of times. As with any endeavor, the sophomore slump was a constant specter. The English HSOAP Team knew that the 2001–2002 academic year would be a "make it" year; the pressure was on. They were more committed than ever to enrolling teachers in the integration model of professional development–student achievement and to furthering the emphasis on critical reading across the curriculum.

Much had been learned in the first year. If teachers used strategic reading strategies throughout the academic year, their students would improve as readers and writers. Attacking the high school English curriculum's literature emphasis was counterproductive and off-putting for high school English faculty. A more robust strategy was to point out that the California High School Exit Exam's (CAHSEE) focus on informational materials and nonfiction made it essential to give students opportunities to read and analyze a wide variety of texts. This led to the design of a week-long professional development institute devoted to showing teachers in content areas other than English that student performance would improve through the introduction of critical reading strategies.

The summer institute was attended by more than 75 teachers from across the content areas: Each site had representation from English, science, and social science faculty. Interestingly, the science and social science teachers were more receptive and enthusiastic to the week's enterprise than the English folk. What was gratifying and ultimately important about that week was that teachers across the curriculum from the same school were talking freely with one another about student literacy. One thing discovered in the 2001–2002 academic year was that teachers underutilized the strategies developed and shared during the professional development sessions: There was little evidence of actual, consistent implementation. Faculty appeared to enjoy the professional development experiences, but this did not translate into practical application. Clearly, the greatest challenge faced was moving teachers' mindsets away from text-based/lesson-based curriculum—Ask a teacher what he or she is teaching and the answer will inevitably be, "I am teaching *The Great Gatsby*" or a response mentioning other literary texts or genre. There is little, if any, mention of the standards or skills their students are learning. True, many of the standards are being covered implicitly, but the skills needed to demonstrate mastery or proficiency are ignored. Stu-

dents are not being taught reading strategies that will help them negotiate difficult text, monitor their own comprehension, and develop the fluency and stamina necessary for academic success and critical literacy.

Ironically, teachers often complain that the students "just don't get" the importance of, say, Jay Gatsby as an icon of the self-made man. Inevitably, most teachers will *tell* their students the answer, but students are not permitted to struggle through and create their own reading of the text. And, again, students are still missing the important model of nonfiction and expository essays to further enhance both reading and writing skills.

The Math Story: What Senior Year Math?

The 1999–2000 math HSOAP experience had so strongly demonstrated that targeted interventions, if well designed and implemented, could work well for many students that these efforts continued at most high schools during 2000–2001. The summer workshop format for professional development had been so successful that a second workshop in summer 2001 was conducted, devoted to math teaching strategies. The "last chance" workshop was expanded, and during the summers of 2001 and 2002, close to 200 first-year students received intensive remedial work immediately prior to starting the fall semester.

What changed was the high school–CSULB partnership's determination to get more math—the right math (standards-based and aligned with various assessments, including entrance-level math expectations in the CSU system)—into the senior-level math curriculum. A not-so-quiet revolution was brewing.

The default situation was that only 3 years of math were required for college preparation, although four were recommended. After the algebra II course (usually taken by juniors), the top students (B and above) moved into precalculus, where they generally performed well. Unfortunately, the B and C algebra II students were also placed into precalculus, as there was nowhere else for them to go. Routinely, up to 40% of the students enrolled in the senior-level precalculus course either dropped the course or received Ds or Fs.

The math faculty searched for an alternative high school math course—one that would be more accessible to those seniors who needed more math knowledge and skill building. One answer appeared to be finite math, an applied algebra course developed in the 1950s by John Kemeny of Dartmouth University. It was taught frequently in an adjacent school district, Los Alamitos, which also partnered with CSULB in the HSOAP project. At Los Alamitos between 60 and 90 students a year were taking finite math, with some success.

Given the success of the summer 2000 workshop—at which time a year's assessments for state standards and ELM-compliant algebra I, geometry, and algebra II were prepared—the math faculty decided to approach the (re)construction of the finite math course in the same manner. Under the leadership of Dave Barker, Kim Loggins, Sue Willard, and other math faculty at Los Alamitos High School, a full year's worth of assessments and course materials for finite math, with both algebra and geometry reviews and ELM-style problems infused, was produced. The finite math materials were assembled into a three-ring binder and made available to all members of the math HSOAP faculty group, which by now numbered more than 60 faculty at eight high schools.

The next move was to consolidate and promote the finite math model. Joe Henderson, Chanmony Hee, and Tony Falcone from Wilson High School were the next to indicate they would undertake a similar project to that accomplished at Los Alamitos. Using the Los Alamitos work as a model, the Wilson team produced an expanded curriculum. By the fall of 2001, the Los Alamitos–Wilson finite math curriculum had been adopted at four high schools, enrolling approximately 300 additional high school seniors in nine separate class sections in math appropriate for their interests and abilities.

HSOAP'S THIRD YEAR AND BEYOND: MANY ROADS/ MAJOR CHALLENGES, 2001–2002

As shown in Figures 4.1 and 4.2, both the numbers of students entering CSULB from the high schools in Long Beach and their EPT and ELM test scores have generally risen, often significantly.

The rate of increase is greater for the entrance math scores than for English scores. This can be understood through the prism of the HSOAP discovery process: The issues with math readiness for college appear to link most strongly with the recency of appropriate mathematics undertaken in high school, whereas those for English demonstrate a fundamental disconnect between the critical reading expectations within the CSU system as compared to the high school literature-centric English curriculum. Therefore, it may be that it has been easier to address issues of math preparation, as the English issues arise out of such fundamental, deep-seated curriculum divides that more patience and ingenuity are required to solve them.

The growth in the number of CSULB-bound students from Long Beach high schools is primarily related to the rapid growth of the college-age population in southern California. Susan Mulvaney, director of testing and evalu-

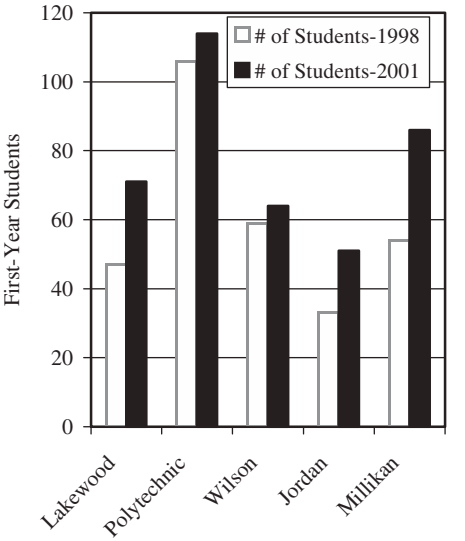


Figure 4.1. Students entering CSULB from Long Beach high schools, 1998 and 2001.

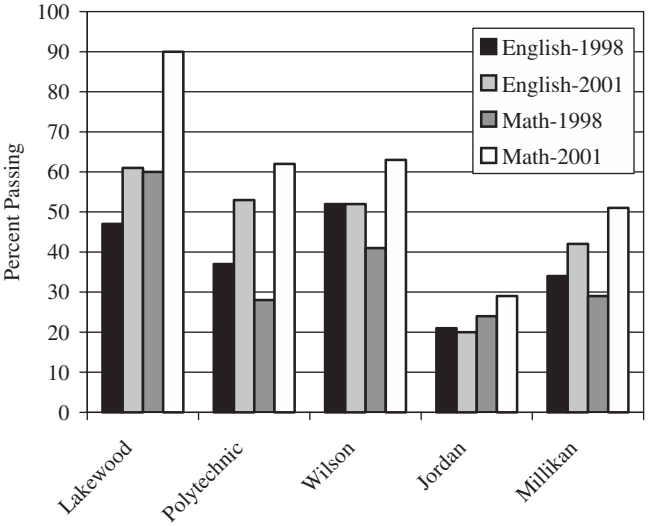


Figure 4.2. EPT and ELM scores: Comparison of 1998 and 2001 data for Long Beach high schools.

ation at CSULB, however, believes that there is a causal link with the HSOAP program: "The HSOAP project has totally been worth it. Statistically we can see the differences. What's exciting is what it does for the students. When they come and test here with us it's the first time they have been on this campus. [They say] I can come here. I can do this. I want to be part of this family."

Nonetheless, any directly causal relationship among college-attendance rates, preparation levels, and the HSOAP program alone should be questioned. Given the extensive context, supporting programs, and experiences present in Long Beach before HSOAP began, the program is only one factor, albeit a major one, connecting LBUSD and CSULB. It may be argued that HSOAP has served a catalytic function, through the provision of a reasonable level of resources (funding levels have been $900,000 per year), at a timely juncture in the Partnership's history.

What are the future challenges for HSOAP? Obviously, funding continuity is a primary concern, particularly given the downturn in state and federal funding. The beauty of HSOAP has been the willingness of project participants to strive to understand the "true" issues and then deal with these issues using a variety of strategies, tailored not just to the specific disciplines of math and English but also to specific high school cultures, classrooms, and teachers.

PART III

Partnering for Improving Teacher Education and Development

THE KEY TO student achievement is a high-quality teacher. Part III describes how the members of the Long Beach Education Partnership share the responsibility for educating and developing high-quality teachers. The university, the community colleges, and the school district developed a continuum of standards-based teacher education and development extending from preservice through new teacher induction into the experienced teacher stage. Part III captures the richness and individuality of perspectives of key participants and different stakeholders in the partnerships.

The conception and development of the Standards-Based Integrated Teacher Education Program is the primary topic of Chapter 5. Deans from CSULB, directors of teacher programs at two community colleges, and a school district administrator talk about their institutions and experiences in the process of redesigning the preparation of elementary teachers. The addition of a second community college in the section reflects an expansion of the Partnership from its original three partners—California State University, Long Beach; Long Beach City College; and the Long Beach Unified School District—to include a new community college partner, Cerritos College. Cerritos College got its foot in the door to the Partnership in 1998 and 1999 as its president, Fred Gaskin, and an energetic math professor, Sue Parsons, speedily developed and implemented a large new academic program. Their 2-year teaching program still sets the gold standard for other Los Angeles Basin community colleges for seamlessly articulating with a university teacher education program. The project director of our campus National Science Foundation (NSF) grant supporting elementary teacher education convinced NSF to allow them to add Cerritos College as a partner in the second year of the grant, and its entry has revitalized the community college component of the grant. Since 1999, CSULB has signed memoranda of agreement with seven major feeder community college partners, further expanding the Partnership to neighboring communities. The partners are Long Beach City College, Cerritos College, El Camino College, Orange Coast College, Coastline College, Goldenwest College, and Cypress College.

Chapter 6, written from the perspective of the Long Beach Unified School District, discusses the process by which the district, with input from its higher education partners, identified standards for the knowledge and skills needed by effective teachers, beginning through advanced. Why standards for professional development? Chapter 5 recounts the development of the new, strengthened subject-matter preparation program for elementary teachers. If a community has an excellent teacher education program in place to ensure teachers are well qualified, isn't that sufficient? Actually, it isn't, for a couple of reasons. First, the early years of teaching are tough. A high percentage of teachers decide to leave the classroom in the first 3 years of teaching. New teachers need assistance to enhance their retention. Second, reforming teacher education, while a valuable solution, is an extremely long-term approach. The first group of CSULB's new teacher graduates prepared in the Integrated Teacher Education Program (ITEP) entered classrooms in August 2003. Even if all 35 of them were hired by the Long Beach Unified School District, they would be lost among the approximately 500 new teachers hired. While the numbers of ITEP graduates will increase dramatically in several years, the vast majority of the nearly 5,000 teachers in Long Beach classrooms will continue to be experienced teachers prepared in a wide variety of universities over a period of more than four decades.

There is a 5-year standards-based strategic plan for professional development picking up where the university's initial teacher preparation concludes. What results is a continuum of teacher development in Long Beach, from pre-service through induction and in-service.

Dorothy Abrahamse, dean of the College of Liberal Arts at CSULB since 1989, is the lead author for Chapter 7. True to her history background, Dr. Abrahamse begins with a historical perspective describing how the arts and sciences faculty over the years have participated in professional development projects with schools. Arts and sciences faculty traditionally have the assignment of delivering the subject-matter knowledge component of teaching. The two-stage pattern of teacher preparation in California for the past three decades has promoted a silo approach to teacher preparation, with a bachelor's degree in the discipline and a post-baccalaureate degree in professional education. When the campus began its redesign of elementary teacher preparation in 1998, the role of arts and sciences faculty began a noticeable shift to a qualitatively different relationship with education and the public schools. The chapter has interesting and valuable information about promoting arts and sciences faculty participation in teacher education; faculty retention, tenure, promotion; and faculty joint appointments as education specialists. Indeed, the chapter's authors may startle some readers with their discussion of the ways in which the collaboration with education and the public schools strengthened the quality of teaching in the arts and sciences!

Part III celebrates successes in teacher education and development, the complete redesign of elementary teacher preparation, the involvement of arts and sciences faculty, and the completion of the continuum with standards for professional development in the Long Beach Unified School District. Yet, since this *is* real life, the stories of the participants include unexpected turns, predictable (and not so predictable) problems, and ongoing challenges.

Kathleen C. Cohn and Jean Wilson Houck

CHAPTER 5

Standards-Based Teacher Education: It Takes a University and More

Sylvia Maxson, Daniel J. O'Connor, Robert C. Maxson, Jean Wilson Houck, Lisa Isbell, Sue Parsons, Wendy Hornsby, Glenn Nagel, and Dorothy Abrahamse

THE INTEGRATED TEACHER EDUCATION PROGRAM is a top-notch elementary education program that is the pride of the California State University, Long Beach (CSULB) campus. The 144 semester unit program, which may be completed in 4 calendar years, features (1) additional rigorous math and science preparation, (2) high-quality urban classroom field experiences, starting in students' freshman year, and (3) concentrations focused on the "Big Four" subjects taught in elementary schools. Perhaps as remarkable as the product was the amazing collaboration among faculty from across the university, community colleges, and school district.

It's a truism that teacher education is an all-university responsibility. In reality, it's more often a matter of "them and us," arts and sciences and education. Ironically, colleges of education frequently have better relationships with the schools in their region than they do with the liberal arts faculty in the next building. On most university campuses, there's a "good fences make good neighbors" attitude that discourages extensive collaboration. Knowing this, many education deans would shudder at the unpleasant pictures the following question evokes: What would happen if the faculty in a college of education threw open the doors and invited the arts and sciences faculty and school district practitioners to help develop a completely new elementary education program, one that blended the subject-matter preparation and the professional education coursework? In spring 1998, the College of Education at CSULB did just that. In the next 2 years, teachers from all levels and a wide range of subject areas accepted the invitation. Close to a hundred faculty and adminis-

Partnering to Lead Educational Renewal: High-Quality Teachers, High-Quality Schools. ISBN 0-8077-4421-2 (pbk), ISBN 0-8077-4422-0 (cloth).

trators at the university and area community colleges, and dozens of public school practitioners, left their fingerprints on the new program that emerged: the Integrated Teacher Education Program (ITEP).

As one might guess, the story of a large-scale project such as this is in truth many stories. This story will be told through the voices of some of the people most involved in developing the ITEP program. From CSULB there are two interviews in which arts and sciences deans talk about their experiences, followed by the recollections of the dean of education. Next are the perspectives of partners from the Long Beach Unified School District (LBUSD), Long Beach City College, and Cerritos College. Finally, there is a section with additional information about the process of the large-scale curriculum redesign.

SOME PERSPECTIVES FROM CALIFORNIA STATE UNIVERSITY, LONG BEACH

Dr. Dorothy Abrahamse, Dean, College of Liberal Arts, 1988 to present

As dean of liberal arts, I saw the ITEP program as an important opportunity to strengthen the academic and pedagogical preparation of teachers and to give teacher preparation students a much-needed community identity. The curricular design of the program certainly offered challenges and opportunities for the liberal arts. Our college had been deeply involved in the design of the two earlier versions of the liberal studies program, and faculty in the college had developed courses for the existing program. Liberal arts faculty in English and history were active in California subject-matter projects in history/social science and writing, as well as statewide programs that gave them a good understanding of the new state content standards and connections with their counterparts in the Long Beach schools. Our involvement with the Seamless Education partnership and our participation in Education Trust meetings and conferences had given us a good exposure to standards-based education. From the beginning, all participants understood the need to model pedagogy and the role of state content standards.

My academic goal for the new program was to see that elementary school teachers receive solid training in the subjects they will teach in the schools. In both language arts and history/social science, those are challenging mandates. For many faculty, any compromises went against beliefs in the "liberal education" concept of a liberal studies degree, and they could have ignited a "turf war" of major proportions on campus. Many areas of the ITEP pro-

gram required programmatic consolidation because the number of units would be reduced in some core areas and enhanced in others. For example, in the old liberal studies program, the language arts core required more than three times as many units as mathematics. Our goal was to achieve greater balance in the core offerings while simultaneously reducing the overall unit requirements. The voices of teachers and curriculum specialists across the Partnership who were ready to say what they needed in the classroom were critical, as were the specifics of the state content standards. The inclusive process designed by Dean Houck, with arts and sciences faculty in leadership roles, helped liberal arts faculty work through the choices and requirements for the new program and become supporters of the decisions once they were agreed upon. Our college also made sure that the director of liberal studies, a well-respected faculty member from the history department, gave regular reports on the issues and progress of the new program to department chairs. In addition, the "culture of civility" our campus prides itself on enhanced the collegiality of the discussions.

The dean's role in major curricular decisions on campus is always problematic. The stakes for a college can be very high, but leadership means trying to bring faculty to look beyond their immediate enrollment and budget interests to the needs of the university as a whole. It is also important that deans respect the faculty oversight of curriculum and program development, and that they try to take an equitable stance among the programs in their own colleges. Along with the deans of education, natural sciences and mathematics, arts, and health and human services, I was on the ITEP steering committee and was a part of the discussions that led to the design of the program. Several years of working together in the Partnership, and the campus focus on teaching, had given us all an understanding that student learning goals could be reached in many ways that went beyond three-unit courses. We all were ready to explain the rationale of the program to our faculty and to cushion the impact of dramatic changes to individual departments if they occurred. But in general, the liberal arts faculty, like myself, found the process a very positive chance to expand our thinking about student learning, to discover synergy with new colleagues and schoolteachers, and to identify ways of integrating learning across a 4- or 5-year college career. For the first time in my experience, we were looking not only at the content that should be included in a curriculum but also at the developmental process by which a student acquired it. As we put together the ITEP "grid" of the 4-year program (see Table 5.1), we examined how students experienced the curriculum each semester: what combination of courses could make a "survivable" load; how service learning could fit into a course schedule; what the impact of deficiencies in English or mathematics would have on a 4-year program;

Table 5.1. Strengthening the Subject-Matter Preparation of Elementary Teachers: Required Core Courses Taught by Faculty in Arts and Sciences

	Freshman Year	*Sophomore Year*	*Junior Year*	*Senior Year*
Math	Statistics	Real numbers	Higher math	Math Capstone
History and social studies	American history Political science	Ethnic studies World history and geography	California history	History Social studies standards K–8
Science	Earth science	Biology	Physical science Chem lab	Science Capstone
Literacy and reading	English comp Public speaking	Children's writing	Children's literature Language acquisition	Literacy Capstone

and how important content and concepts could be delivered in modules rather than three-unit blocks.

I am sure that every dean, like myself, is a strong believer in the importance of subjects that could not be included in the final core. But by working collaboratively through the process and participating personally, we understood the reasons for the choices that were made and were prepared to explain them to our faculty. For us as deans, the ITEP process was one of the most important experiences we have had in collective leadership on a significant issue. For that, we are certainly grateful to the thoughtful and inclusive leadership of the College of Education.

Dr. Glenn Nagel, Dean, College of Natural Sciences and Mathematics, 1996 to present

The process was time-intensive, challenging, and sometimes awkward. Many mornings found the ITEP steering committee at another of its regular meetings in the College of Education conference room. Armed with coffee, bagels, water, and rolls, members representing the university, the community college, and the school district were discussing concentrations. The liberal studies program requires students to elect a 12-unit (four-course) area of disciplinary concentration. Earlier, Elizabeth Ambos and Dan O'Connor had reported that of the 1,300 liberal studies majors, only 5 had chosen mathe-

matics and 6 had chosen science as a concentration. Clearly, students had chosen to pursue other areas from the smorgasbord of 14 concentrations offered by the program.

At this juncture, Christine Dominguez, assistant superintendent of Long Beach Unified School District, did a most remarkable thing. She simply stood up and stated that the school district's greatest need was for teachers with deep content knowledge in four areas: English, history/social science, mathematics, and science.

This was a difficult but not unfamiliar situation in the university decision-making process. Clearly faculty and departments offering popular concentrations would not readily give up hundreds of students in a four-course sequence. It isn't that faculty don't recognize the need for math and English over their own academic areas; they simply are dedicated to their own disciplines. There is also duty; faculty who have devoted their professional lives to a subject area see themselves as local standard bearers and defenders of their discipline. Ego is involved as well. Why should my area take a back seat to yours? Finally, there is the reality of job security. Collectively, love, duty, ego, and survival can constitute formidable forces opposing change.

The remarkable outcome of this meeting, however, was a resolve to limit the ITEP concentrations to four content areas. This change survived the entire approval process, both internal and external. As a partner, an alumna, and a consumer, Ms. Dominguez carried a potent message. The input from the school district made it incumbent upon the university as a whole to respond to a significant societal issue. Not only did the school district become a primary shareholder in the ITEP program, but the university became a part of the efforts to boost student achievement in the schools as well. The Partnership had made a significant impact on university politics.

Limiting the choices for concentrations was only a part of the task. A review of the course requirements for the math and science concentrations revealed that perceptions of difficulty were not the sole reason for students avoiding the math concentrations.

In its original form, the mathematics concentration required calculus. While many shared the belief that future teachers must be educated to a level more advanced than the level they would teach, it did seem overkill for an elementary school teacher to complete a year of engineering calculus. Why was this requirement in place? Why had the department created something almost certain to fail? Tradition is a strong force in academia, and in this case the liberal studies curriculum ran up against one of the most honored traditions of mathematics. Mathematicians universally regard calculus as the prerequisite to all upper-division work in the discipline. Since the liberal studies

guidelines required that upper-division courses be included in concentrations, the calculus requirement was a logical if not a practical necessity.

Was the situation soluble or was this a hopeless deadlock? In the end, the problem was solved by a simple name change. The California Commission on Teacher Credentialing accepts courses offered by the mathematics department. While the mathematics faculty was unwilling to violate a fundamental curricular principle, they were willing to create, under the leadership of their chair, Dr. Art Wayman, a new series of courses with a mathematics education (MTED) heading to be offered specifically for future teachers. This change made possible a redesign of the mathematics concentration that addressed the needs of the students. It includes courses in technology, the history of mathematics, number theory and algebraic structures, as well as functions, models, and concepts of calculus.

How successful have the efforts been to encourage students to elect math or science concentrations? In 1998–1999, when the College of Natural Sciences and Mathematics was awarded a National Science Foundation (NSF)–Collaboratives for Excellence in Teacher Preparation grant, a target was set for the grant period to have 130 total students doing concentrations in math and science, or approximately 10% of liberal studies students. It was felt that this was an ambitious goal in view of the baseline of 11 students noted above. As of spring 2002, 3 years after the grant began and 2 years after the new concentrations were approved, the numbers had risen to 140 science and 80 math concentrators. The total of 220 students far exceeds earlier expectations.

The addition of new courses, however, ran up against a major goal of ITEP, that of decreasing the requirements of the former 5-year program to one that could be completed in 4 to 4½ years. In this spirit, all had taken an unspoken vow to let go of disciplinary parochialism and generation of enrollment in favor of an approach aimed at building the best possible program. Nonetheless, mathematics achievement was viewed as of such fundamental importance that the new course was added. In chemistry, an imaginative solution took the form of the addition of a one-unit lab course that met 3 hours per week rather than the single hour required for lecture–discussion courses. This approach not only created a course specifically for future teachers; it allowed the faculty to build in several laboratory experiences that were relevant to elementary science curricula.

The Long Beach Education Partnership has been a vital force throughout the development of the ITEP program in general and has had a particularly significant impact on the shaping of its mathematics and science components. The Partnership has truly transformed teacher preparation from being the exclusive domain of the university into a shared responsibility in which all members are stakeholders.

Dr. Jean Wilson Houck, Dean, College of Education, 1995 to present

I love to go to the orientation for the community college students entering the 2-year Teacher TRAC program at Cerritos College. I say to them, "The Integrated Teacher Education Program at Cal State Long Beach is the best elementary education program I've ever seen. It's our premier teacher education program." The community college faculty and students smile with pride, as the students are entering the program that articulates 2 + 2 with the program at CSULB. The first 2 years at Cerritos equal the first 2 years at CSULB—no wasted credits, no wasted time. The feeling in my words is genuine—I truly believe the ITEP program is an outstanding program, preparing high-quality teachers for urban schools.

As others have noted, the extensive involvement of the arts and sciences faculty, school district teachers and administrators, and community college faculty in the process of redesigning our elementary teacher preparation program was unprecedented at the university (and, I think, probably extremely rare in teacher education anywhere). I think this is a case where the process was as valuable as the product. The collaborative process "opened up" the preparation of teachers.

In fall of 1997, Kristi Jones, the director of liberal studies, and I discussed how to begin the blending of the two previously *very* separate programs, one a bachelor's in a freestanding academic unit and one a post-baccalaureate program in the College of Education. Kristi explained to me that across the campus many arts and sciences faculty felt ownership for the subject-matter courses; groups of faculty had developed the capstone courses to assess competence in subject areas, for example. She and I were both active in the Long Beach Education Partnership, so it was an easy matter to agree to include K–12 people on all committees. We formed a broadly constituted steering committee and large interdisciplinary task groups, and went to work.

Reflecting on the workgroups, it is clear that we opened up the process of reviewing what we were currently doing to prepare teachers and completely redesigning it to what many education faculty would consider "outsiders." There was some risk in this. As one faculty member from arts and sciences said to me, "I have to tell you, Jean, many of the faculty from our college see this as a chance to fix what's wrong with you." And I must admit, there were some bumps now and then. The education faculty, accustomed to detailed standard course outlines, expressed horror when they saw a skimpy one pager with a short list of topics come in from a faculty member in another college. The science and math faculty impressed everyone by their assiduous collection of data on any change in curriculum content or delivery. Final decisions on any issues of changes in curriculum had to be upheld by results from these

data. Overall, though, we found that once the faculty got interested in debating points about their own passions—their subject areas—the previous gulf between arts and sciences and education began to narrow. The faculty groups are still different in many ways, but they're more accepting of the differences and nine times out of ten find they can live with them.

The funding from the Knight Foundation and later NSF enabled us to give assigned time to faculty from five colleges to serve on curricular teams, discussing teaching and learning as they developed the new program. I was excited to see the growing enthusiasm faculty were demonstrating in the interesting, animated discussions they were having in the task groups.

I think it was probably in the second year into the project when I realized we had reached a critical mass of people who believed so strongly in what we were doing that developing ITEP was like a movement. We were all working toward a better future for the children in our community.

The school district teachers and administrators were so valuable to us in redesigning our program. They kept us honest about strengthening the subject-matter preparation—we learned to speak often and reverently of the "big four" (history/social science, mathematics, science, literacy). The LBUSD teachers knew standards and standards-based instruction backwards and forwards, and they helped the university faculty learn about standards-based instruction. I remember one steering committee meeting when a community college representative said tentatively, "Uh, could someone tell me if having students reach standards is like when we used to have course objectives?" Simultaneously, one person in the room said "yes" and another said "no." Chris Dominguez, assistant Superintendent in Long Beach and the school district "Queen of Standards," and her staff did several workshops for university faculty. There were more than a few startled faces when it dawned on us that buying into standards-based instruction meant giving up our old friend, the normal bell-shaped curve. Through her ongoing participation, she contributed to faculty and administrators' professional development and influenced the curriculum of the program.

In the past few years, Dorothy Abrahamse, dean of liberal arts, and Glenn Nagel, dean of natural sciences and mathematics, and I have made at least a dozen state and national presentations about arts and sciences and education faculty collaboration in the development of the ITEP program. People's eyes widen when Glenn, a research biochemist, starts talking knowledgeably about TIMSS and the courses we developed to be sure our elementary candidates learn what they need to know about mathematics and science. Dorothy Abrahamse's advocacy of teacher preparation is clear both from what she writes in Chapter 7 about arts and sciences faculty and her remarks in this chapter. The three of us are living proof that people

working together can achieve far greater levels than they could working separately.

A PERSPECTIVE FROM LONG BEACH UNIFIED SCHOOL DISTRICT

Dr. Lisa Isbell, Associate Director for Professional Development, Long Beach Unified School District, 1997 to present

CSULB received invaluable input from its LBUSD partners as it shaped its response to the statewide mandate for all CSU campuses to develop blended programs. The district had reduced class size to 20 students in kindergarten through third grade, and the number of students in the district jumped by thousands each fall. We were attracting good teachers, but not enough of them. We developed intensive professional development programs for newly hired teachers, knowing that large numbers had no professional education background or credential and that many did not have the backgrounds we need in our standards-based instructional environment. *Although interested in improving the quality of teacher education through an extended preparation model, the district's primary motivation in participating in the development of ITEP was to find a way to credential teachers prior to the students' attaining a bachelor's degree*. The district's mission was to find a unique model of teacher preparation that would allow teachers to begin teaching immediately after graduation, with a credential. I first became involved in 1996, through the Partnership's involvement with the Weingart Foundation–funded program Design for Excellence: Linking Teaching and Achievement (DELTA).

Working from the principles established through the DELTA project, I think those of us in the district were interested in seeing a program that included features such as the following:

- Improving the depth and breadth of knowledge of prospective teachers
- Redesigning traditional course syllabi to reflect what teachers need to know and be able to do in a standards-based course
- Following a cohort model integrating methods courses with capstone and content courses
- Providing extensive field experiences for students beginning in the freshman year
- Offering a career ladder employment opportunity for future teachers to work as classroom aides, with additional training and "check points" with counseling and test preparation

- Restructuring the traditional student teaching assignment into separate blocks, allowing for continuing coursework and earning a living

As the ITEP program evolved, components of the model of teacher preparation established by the DELTA project could clearly be seen in the emerging blended program.

Christine Dominguez, assistant superintendent for instruction and professional development, and I served on the ITEP steering committee and attended countless discussions, formal and informal. She and I got regular parking permits at the university, as we were likely to be on the Cal State campus two or three times a week (and have been there two or three times in one day!). Participating in the ITEP development was sometimes tedious but more often interesting and enjoyable. The faculty at the university and the community colleges were very involved and enthusiastic about building the best teaching program in the state. We in the district were very pleased with the way ITEP strengthened the new teachers' content knowledge and addressed many other areas such as placing students in urban classrooms early on, varying structures for student teaching, and developing standards-based courses. I think the expertise of LBUSD teachers and administrators in standards-based instruction was a powerful influence on the program and faculty at the university. Dorothy Abrahamse, Glenn Nagel, and Jean Houck have often said that we in the district educated the university about standards-based instruction.

BUT WHAT ABOUT THE TRANSFER STUDENTS? PERSPECTIVES OF TWO COMMUNITY COLLEGE PARTNERS

Wendy Hornsby, Assistant Professor of History, Long Beach City College

In the Fall of 1997, faculty from Long Beach City College (LBCC) who had participated in ITEP subject-matter workshops and Seamless Education initiatives, including Dr. Craig Hendricks, professor of history, and Dr. Linda Bridge, professor of mathematics, joined to create the Teacher Learning Community at LBCC. The Teacher Learning Community created a cohort of students who took 13 units of general education courses and intended to transfer into the credential program at CSULB. With the support of Superintendent/President Dr. E. Jan Kehoe, Partnership for Excellence funds were made available as stipends for faculty to develop standards-based syllabi, embed technology, align assessment and pedagogy with the standards, and address multiculturalism and diversity. Faculty adopted new courses, including the new mathematics for elementary school teachers, and existing courses

were amended so that the teacher preparation courses were articulated with their ITEP counterparts to offer students a seamless transfer not only of units but of content and skills as well.

The Teacher Learning Community began with a cohort of 18 students in 1997. By the spring of 2002 the program, renamed CityTeach, and funded by a California Community Colleges Chancellor's Office Teacher and Reading Development Partnership grant, enrolled 450 students. The student population at LBCC reflects the rich multiculturalism that is a hallmark of the city. Many of the students face academic challenges—such as English proficiency among the large population of non-native English speakers—and are not yet ready for the heavy semester unit load and pace of the blended ITEP program at CSULB. I remember my first classroom experience with hopeful future teachers at LBCC. It was clear to me that the students have everything it takes to be wonderful teachers, they just need a little extra academic support and nurturing before they're ready to fly on to the university. The community colleges are the appropriate beginning for many students who, for a variety of reasons, come out of high school with some academic deficits.

Early field experience is a strong feature of the community college program. LBCC students, through the City Service Experience for Revitalizing Education (SERVE) tutoring program, worked a total of more than 2,600 hours as tutors in eight Long Beach elementary schools that were designated by Christopher Steinhauser, then the deputy superintendent, for special attention because of low reading test scores. Of her experience in a large urban school, one LBCC student said, "I found out I love to work with children. I love to see their growth. I really get a comfort in my heart when I see that a child is learning and enhancing his/her skills because of my effort. This tells me I can really make a difference in someone's life by teaching."

Sue Parsons, Associate Professor of Mathematics, Cerritos College

In 1998, Dr. Fred Gaskin, then the president of Cerritos College, had a conversation with President Maxson from CSULB that led to a collaborative relationship between the two institutions to train future K–8 teachers, thereby expanding the Long Beach Education Partnership to include Cerritos College. It was a dream of mine to see Cerritos College engaged in teacher education, and other like-minded colleagues joined me in my enthusiasm. We formed Teacher TRAC—Cerritos College Teacher Training Academy—and I became its first director.

The first cohort of CSULB ITEP students was slated to begin during the fall semester of 1999. It was Cerritos College's goal, moving heaven and earth if necessary, to see that the first group of Teacher TRAC students began at the same time. With extraordinary presidential and institutional support, we

met that goal. During the spring of 2001, the first students graduated from Cerritos College's fully aligned and developed community college teacher preparation program and moved proudly on to join their CSULB colleagues in the new program at CSULB. The very rapid progress (in the context of the rate of progress usually seen in higher education) was due to the close working relationship we developed with CSULB and the genuine collaborative spirit the faculty established in the process of working as colleagues as part of a quality teacher education program. All are pleased that Cerritos College's program for teacher preparation has grown from a class of 41 to a program of 330 in 3 years.

Giving students an early and significant experience in the elementary school classroom is an essential aspect of the ITEP curriculum design. At Cerritos College, students may fulfill a portion of the 120 hours of service learning before they transfer. Using the model of the SERVE program at CSULB, students are placed in local elementary schools as literacy or other subject-area aides. With the growth of the programs, the coordination of student placement and monitoring becomes more complex and requires good and consistent communication across the Partnership.

For many students at both Cerritos College and CSULB, SERVE provides their first experience in the elementary school classroom since they themselves were elementary pupils. During the first year of the SERVE program at Cerritos College, 155 students were placed in four school districts with 109 elementary school master/mentor teachers. One Cerritos College student shared the following experience: "I was not sure that I wanted to be a teacher. I remember my first day; I was very nervous that day. The teacher gave me a special group. These children did not know how to read well in English. I had to read with them and ask them questions about the story. Toward the end of my day, I had to take them to recess. As they were walking down the stairs, I walked back to close the door. I stood in front of the classroom for a while and realized that I could and wanted to be a teacher."

THE CONTEXT FOR THE REFORM OF TEACHER PREPARATION IN LONG BEACH

In the previous section, some of the leaders spoke eloquently about their perceptions and experiences during the collaborative work developing the Integrated Teacher Education Program. This section will flesh out the details about the organization and management of the ITEP development process that may be of particular interest to university faculty initiating teacher reform or their school district partners. The section will begin with the views

of the extremely successful and charismatic (even the unions love him!) president of California State University, Long Beach, Dr. Robert Maxson.

Dr. Robert Maxson, President, California State University, Long Beach, 1994 to present

When I became president of CSULB in 1994, I was concerned about the way the campus was being asked to prepare future teachers. As a former dean of education, I became frustrated that teacher education candidates were identified so late in their college careers. Students could not earn an undergraduate degree in education in California as a result of the Ryan Act, passed in the mid-1970s. It was my sense, based on my experience and beliefs, that students who wanted to be teachers, or thought they wanted to be teachers, should be identified early in their college careers.

As a result of the existing legislation, colleges of education did not see prospective teachers until they appeared on their doorsteps with degrees in hand, declaring their interest in being a teacher. Some were sure they wanted to teach; some just needed jobs. In either case, colleges of education had about 9 months to prepare them for a profession of great magnitude and complexity.

At CSULB, the dean of education and I discussed the need for intervention as early as the freshman year for those who believed they wanted to teach. We knew that to try to get the law changed, however, would pull us into the protracted murky waters of politics; besides, we believed there were some relevant principles underlying the Ryan Act. The second choice was to embrace the best features found in traditional undergraduate teacher education programs and integrate them into the existing requirements, therefore violating neither the spirit nor letter of the law.

Engaging University Faculty and K–12 Partners in Raising Teacher Education from Good to Great

As Dr. Maxson noted, there has not been an undergraduate education major in California in more than 30 years. The Ryan Act, adopted in California in 1970, abolished education as an undergraduate major. The notion was that future teachers needed to demonstrate subject-matter knowledge, either by completion of an approved course of study or by passing the state-adopted test, before beginning professional teacher education.

There was much to be proud of in the fifth-year credential program developed at CSULB to fulfill the Ryan Act requirements. The program was as streamlined as it could be, maintained quality, and was infused with educa-

tional technology, multiculturalism, and reflective teaching practices. However, faculty and administrators expressed several concerns with the two-stage elementary teaching program. First of all, a typical student would spend between 4 and 6 years to complete a bachelor's degree, followed by 1 to 2 years of coursework to acquire the professional credential. Requiring 5 to 8 years to prepare to teach was excessive!

Second, and perhaps the most crucial concern among the faculty, was the fact that students were not in classrooms with children until they entered the credential program during their third or fourth year in college. Many students who "thought" teaching would be a dream career, based perhaps on the memories of their own childhood experiences, were overwhelmed when they at last stepped into an urban classroom and discovered the reality of being a teacher. One student recalled her first experience: "I really don't remember school being like this. When I was in school, the students all looked alike and spoke the same language and lived in the same neighborhood. I was shocked when I saw what teachers are responsible for. The paperwork and the issue of testing scared me to death." We knew that early experience in the classroom was essential.

Third, students in their undergraduate teacher preparation program selected courses from a list that looked a bit like a Chinese menu: Select one from column A, two from column B. Students frequently found no connection between their undergraduate education and their future roles as teachers. Too often they did not even realize that these would be subjects they would soon be responsible for teaching their students.

Finally, the undergraduate students had scant knowledge or understanding of the California K–8 subject-matter standards and the California Standards for the Teaching Profession. As they passed from course to course, students were simply unaware that these standards existed or would be at the core of their professional lives as teachers.

In 1997, most teacher education faculty probably would have said that some aspects of the fifth-year professional preparation program needed "upgrading." And yes, we probably needed a few changes, nothing major. Undergraduate students usually majored in liberal studies to establish their subject-matter competence. The program had been revised several years earlier and the faculty were comfortable with it. However, there were powerful political forces that were pushing for change; among these were the shortage of teachers and the public outcry for increasing rigor in teacher education. By 1997, the elementary school teacher shortage in California had reached a crisis state. The rapid growth in the school-age population, the large number of teachers reaching retirement age, and the previous year's legislation mandating smaller class size (maximum of 20 students in grades K–3) left too many classrooms in the care of underprepared teachers hired

on emergency permits. In addition, the California Commission on Teacher Credentialing was engaging in the most significant redesign of teacher education in California in 30 years. The commission was developing a system of pathways to teaching that included a "blended program" which combined the bachelor's in the subject-matter area and the post-baccalaureate or fifth-year professional education program. It is hardly necessary to point out that these external forces, while significant, were insufficient in and of themselves to cause a large established institution of higher education to "stop the train" and initiate major revisions of what they were doing. What was the secret compelling force that thrust CSULB into major reform of the way we were preparing elementary teachers? The Long Beach Education Partnership and the relationships within the university and the K–16 education community were the secret.

Reform efforts were coordinated by the ITEP steering committee, composed of the deans and associate deans of the Colleges of Education, Liberal Arts, and Natural Sciences and Mathematics; the director of liberal studies; various other university faculties in education or subject-matter disciplines; and representatives from the Long Beach Unified School District and Long Beach City College. The committee met every other Friday morning and in its first semester of work had an average of 10 to 15 people in attendance.

This committee designated members from each of their respective institutions to serve on three main teams. Team 1 was given the task of reviewing the *core curriculum* in liberal studies and the methods courses of the credential program. Team 2 was tasked with reviewing the *concentrations* offered to students as part of their undergraduate preparation. Team 3 was assigned to review critical aspects of both the undergraduate and professional programs, such as *issues of diversity*, *multiculturalism*, *and technology*.

Team 2 compiled data on the various concentrations available to students. The traditional liberal studies program offered students 14 different concentration options, but the team discovered that more than 80% of the students were enrolled in just five of the options, including physical education, human behavior, and child development. Noticeably absent were the four main areas that school districts were asking us to emphasize in our programs: language and literacy, mathematics, natural science, and history/social science. Those four essential areas combined enrolled fewer than 10% of the 1,300 students in the program! Very disturbing data, data that led us to conclude our current students were not well prepared. Out with the 14 concentrations. Only the "Big Four" would prevail.

Next we began work on the curriculum. We formed faculty teams for each of the Big Four subject-matter areas, with a fifth area we called "critical issues in teaching and learning" (special needs students, technology, diversity). The new committee structure, aligning people according to the

disciplines they loved, proved to be a stroke of genius. The fall semester of 1998 was a critical semester as each team was given an allocation of units and a deadline of November 1. And meet the deadlines they did, after many hours of debating what was in or out. The ITEP steering committee was charged with the final review and approval.

Individual faculty members from the various departments on campus were selected to represent and teach each course in the program. Dan O'Connor emerged as an articulate, enthusiastic spokesperson for standards-based instruction and was tapped to plan and lead a series of faculty workshops. University faculty worked in collaboration with community college and district representatives to engage in curricular mapping to align their courses with the state K–8 subject-matter standards. Each course was to have a standards-based syllabus, assessment, and pedagogy. Faculty members were compensated for their efforts by released time and/or stipends. In the period from 1998 to 2001, awards of three units of assigned time or stipends of $2,500 to $4,000 were given to 30 to 40 faculty members per semester. These faculty members were then expected to teach the first versions of the newly revised courses and to report back to their respective curricular teams with their results. When potential opposition to the program surfaced in the university curriculum approval process, the school district's steadfast support was valuable currency in convincing naysayers.

The standards-based instruction aspect of the university program presented a challenge. Most university faculty are more accustomed to a focus on the content they teach rather than on standards for student performance. The necessary professional development program for faculty was comprehensive, expensive, and would not have been accomplished without the generous assistance of the John S. and James L. Knight Foundation, which provided $450,000 for the 3-year development period. The work continued with additional funding from the National Science Foundation.

The ITEP program contains much that is innovative. Perhaps the innovation that led to the greatest overall change for the largest number of people was the shift of some teacher preparation coursework to the freshman and sophomore years.

Traditionally, the majority of credentialed teachers in California began their academic experience at 2-year community colleges. As at the university, community college students made their way through an assortment of general education courses with little notion as to how those courses connected with the subjects they would one day teach. That situation changed enormously with the ITEP credential redesign. Four courses that included observation and field service, educational technology, and educational psychology were moved into the freshman and sophomore years, and could be replicated and offered by community colleges to students intending to transfer into the

ITEP program. Also, the community colleges could adopt specific sections of general education courses in the Big Four areas for future teachers by adopting the standards-based syllabus, aligned assessment, and pedagogy that are the hallmark of the ITEP curriculum. In the next several years, we formalized partnerships with seven community colleges across southern California. These community colleges now offer an articulated, fully integrated, lower-division curriculum that mirrors the first two years at CSULB. Dan O'Connor regularly brings together leaders of the teacher preparation programs from all seven community colleges to discuss development, challenges, and successes for their program.

Our intention in this chapter was to communicate the personal perspectives of the colleagues who worked together over several years to reform and strengthen our elementary teaching programs for our community. Those of us who participated in the development of the Integrated Teacher Education Program found that in developing the product, we gained a new sense of meaning in our relationships both within the university and with the school districts and community colleges. Dorothy Abrahamse spoke of our "collective leadership on a significant issue." Each May, when 600 or more new elementary teachers walk across that commencement platform, we experience a sense of gratification that by ensuring high-quality teacher preparation we are making a difference that will benefit the children of our communities.

CHAPTER 6

Standards for Professional Development in the Long Beach Unified School District: Completing the Continuum

Lisa Isbell, Ann L. Wood, Linda Mehlbrech, Marie Hegwer-DiVita, and Megan Stanton-Anderson

IT IS NO SECRET that the federal government attributes the level of student achievement to the quality of classroom teachers. The No Child Left Behind federal policy and budgetary priorities make that clear and further emphasize it by requiring detailed reports from school districts on the quality of the preparation of the teachers in their classrooms. All eyes are on the prize, the highly qualified teacher. The understanding of what it takes to reach that goal has been cloudy, and only gradually are people coming to see that becoming a highly qualified teacher is a complex process.

The path to certification for a new teacher typically begins with college or university preparation. Once hired by a school district, a teacher has access to school district professional development programs that vary widely in quality and intensity. As one education report after another presents a bleak picture of dismal student performance, the public response has sounded the hue and cry: Who's to blame? Neither the university nor the school districts have felt like they were at fault. Teachers and school districts criticize teacher preparation programs with claims that they are not providing relevant preparation. Teacher educators at universities criticize districts for their hit-and-miss, one-shot workshop approach to teacher professional development. This compartmentalization of teacher training has resulted in a circle of blame.

In the early years of the Long Beach Education Partnership, educators were trying to regroup to cope with the freefall the students' test scores had seemed to take over the past two decades. As in other areas, there was often

Partnering to Lead Educational Renewal: High-Quality Teachers, High-Quality Schools. ISBN 0-8077-4421-2 (pbk), ISBN 0-8077-4422-0 (cloth).

finger pointing and blame. (Chapter 2 has more about the events of that time period.) Both the university and the school district were very concerned about teacher quality and the effectiveness of their independent efforts, but they were not working together to achieve results.

Education leaders throughout California were also concerned about teacher preparation and support. High turnover rates in the teaching field were being blamed on a lack of support in the early years of teaching. In response, the state launched a restructuring of teacher development, the most ambitious reform of teacher preparation in California in 30 years. Chapter 5 describes how California State University, Long Beach (CSULB) has redesigned its pre-service preparation program. This chapter focuses on the later stages of teaching: induction and professional development.

The Beginning Teacher Support and Assessment program, called the BTSA (pronounced "bittsa") program, was the first state induction program launched, and it was almost immediately a success. The state-funded project targeted the induction period (first 2 years) of teaching, with support and coaching from experienced, successful teachers. In the early 1990s, the Long Beach Unified School District (LBUSD) was one of the early pioneer BTSA school districts in the state. CSULB partnered with the district in activities that addressed the social/psychological needs of new teachers, but teacher education faculty were not invited by the district to assist in "real professional development," that is, the district's content or pedagogically based professional development.

LBUSD has total responsibility for the final component of the development of its teachers, their ongoing professional development. It is sad to say that despite the good intentions of both the district and the university, teachers in Long Beach had yet to experience coherent, developmental teacher training across the institutions. In the summer of 1995, this disconnect between the pre-service preparation of teachers and their induction and professional development once they entered the classroom began to change. The Long Beach Education Partnership joined two other school districts and four other California State University (CSU) campuses in the Los Angeles Basin for a regional teacher professional development project. The case study presented in this chapter demonstrates how, despite adversity, teacher preparation and professional development in Long Beach have evolved over time through a strategic approach to improving teacher performance.

THE VEHICLE

At times partnerships between school districts and universities are like a long road trip, complete with kids, dog, and even the mother-in-law. The desti-

nation itself can be exciting, even breathtaking. But the challenges lie in the journey, and it can prove tedious—most tedious in fact, when much of the trip is mapped by people who have never before traveled the road. Early in 1995, that LBUSD was invited to join the Los Angeles Annenberg Metropolitan Project (LAAMP) as part of the national Annenberg Challenge. LAAMP is a public–private partnership serving over 1.3 million urban and rural students in more than 30 states. The Los Angeles area received $53 million for 5 years. While each Challenge program was designed to fit unique local conditions, all the Challenge projects targeted improved student performance, quality professional development, and increased parental and community involvement.

The School Family Framework

The Annenberg Challenge established a set of principles to support student learning. The basic mechanism for accomplishing this was the development of the "school family" concept as a means of stabilizing environments for urban schools over time. Families of elementary schools and middle feeder schools were anchored by a high school. These families would be characterized by stable learning communities with intellectually challenging curricula, highly involved parents and communities, well-prepared teachers, public assessments and discussions of student performance, and local control.

The LBUSD was invited to create two school families: the Polytechnic High School Family and the Woodrow Wilson High School Family. The Poly Family was located in one of the most economically disadvantaged sections of Long Beach. It consisted of seven schools: one high school, one middle school, and five elementary schools. But complications to the school family concept set in early for the Poly Family. It soon became obvious that because of the district's overcrowded conditions and school-choice policies, the students in these schools did not follow a typical feeder pattern from designated elementary schools into the middle and high school. The concept of school family was invalid under these circumstances. In reality, these students were being widely dispersed throughout the school district. The LAAMP solution was the selection of a second family. In contrast to the highly urban Poly Family, the Wilson Family more closely reflected the type of feeder pattern envisioned in the Annenberg school family concept. Although located in a more affluent neighborhood of Long Beach, the Wilson Family served a large underrepresented population with almost 50% of the students receiving free or reduced-price lunches.

DELTA: Design for Excellence: Linking Teaching and Achievement

The Annenberg Challenge grant required LAAMP to secure an additional $53 million in matching funds. Inspired by a charismatic union leader, former state senator and Senate Education Committee chair Gary Hart, partial funds were secured from the Weingart and Ford Foundations to support professional development for teachers in four of the school families—the Long Beach Poly Family was one of them. CSULB was added as the Poly Family's higher education partner in the professional development initiative named Design for Excellence: Linking Teaching and Achievement (DELTA). The roadmap for the DELTA project was largely precharted by LAAMP's governing board and the writers of the Weingart/Ford Foundation proposal. The project's initiators believed that the current method of preparing teachers for work in urban school settings was largely inadequate, and in the mid-1990s politicians and prominent researchers echoed the same sentiment. Their generalization that current practice in teacher education was ineffective and that the DELTA field-based model was the answer irritated the higher education partners.

THE DESTINATION

Essentially, the DELTA model was designed as a 5-year, comprehensive reform of the three tiers of teacher preparation: pre-service teacher education, new teacher induction, and ongoing professional development. The effort was to be jointly developed and implemented by each school family and its CSU partner. The leaders of the DELTA steering committee intended to demonstrate to their nationwide audience that regional K–16 collaborative approaches to teacher preparation and professional development were possible and indeed transformative!

The Long Beach partners often felt that the DELTA project was attempting to build the car as it was speeding down the highway. The members of the steering committee were the engineers and the practitioner team leaders, as the faculty on the project were called, were driving. One teacher from the school district, Lisa Isbell, and two university faculty members, Sylvia Maxson and Don Schwartz, worked together full time on the design and implementation of the strategic plan. The practitioner team leaders were to be based out of professional development centers (PDCs) located at school sites. The PDCs were to serve as hubs for pre-service teacher training and ongoing professional development, while new teacher support took place at each school site. A local steering committee made up of classroom teachers, school

administrators, district staff, and university faculty guided the development and implementation of the plan.

EARLY BREAKDOWNS

It is important to remember that the Long Beach family was only one of five DELTA families. The challenges facing the collaboration came from "the inside" as much as from the DELTA/LAAMP superstructure. Ambitious and energetic, the Poly Family and their CSULB partners set out to accomplish lofty goals and constantly faced enormous challenges. One of the first and most obvious challenges was the intense clash of cultures between school districts and institutions of higher education. The cultural differences spanned a continuum of difficulties from the philosophical to the pragmatic.

A quintessential difference, however, was the concept of time. In K–12, every minute of every day is predetermined. Schedules are maintained to ensure that lunch is served, buses leave on time, curriculum is covered, and statewide assessments are administered. Policy decisions, whether at the state or local level, often have an immediate and at times dramatic impact on the daily routines of schools. Universities are not usually subject to the same kinds of constraints. Although the university practitioner team leaders had begun their careers in public schools, they were now faculty members and had a great deal of flexibility in how they spent their time. Those teaching evening courses were not eager to arrive for 7:00 A.M. faculty meetings in schools.

The DELTA project created a dramatic shift in the way school districts and universities worked together. University faculty members typically think of providing services to teachers and school districts through outreach mechanisms, such as consulting to schools or offering professional development workshops. DELTA required faculty members to look inward at their preservice preparation programs and use the feedback from practicing teachers to make radical programmatic and curricular changes.

Unlike K–12 teachers and administrators, who are constantly told what to do, this was not a comfortable position or familiar role for the university practitioner team leaders. Further compounding the problem was the reluctance on the part of faculty members not directly involved in the DELTA project to take the advice seriously or consider making any radical or immediate changes to the teacher education programs. The university's "retention, tenure, and promotion" (RTP) practices placed DELTA practitioner team leaders (PTLs) in a precarious position because of their emphasis on publication and other scholarly endeavors. They needed to meet these RTP requirements while at the same time live up to their commitments made to the DELTA project and the school family. These conflicting demands influ-

enced the first two university PTLs to return to their faculty duties in the second year of the project. The final K–12 PTL was a bright, young, well-organized, no-nonsense music teacher new to the out-of-the-classroom leadership role. Her first two university counterparts were strong personalities in their own right. They were experienced, confident, and eager yet retained some of the traditional outreach approach in working with teachers. In 1997, Deborah Hamm, a long-term part-time faculty member at the university, was appointed as a full-time lecturer and DELTA practitioner team leader. Although Deborah was not subject to traditional RTP demands, she parlayed her experiences into a dozen national and state presentations and a research article in a national refereed journal during her 4 years in the project.

BACKSEAT DRIVERS

Another major challenge of the DELTA initiative was the bureaucratic superstructure created by LAAMP, governed by a large board and managed by a large foundation staff. The addition of the Weingart/Ford DELTA program brought with it an additional governing board and staff, thereby creating yet another layer of bureaucracy. The PTLs faced many demands on their time. They had to attend meetings with the two governing boards as well as other PTLs and deans, host site visitations by foundation staff, prepare reports for the foundations, and so on. Travel between Long Beach and the Los Angeles headquarters some 25 miles away at times required a minimum of an hour's drive. On the positive side, the Long Beach PTLs, Lisa Isbell and Deborah Hamm, bonded as they sat in gridlock traffic on the 110 freeway. These trips took up at least 40% of the PTLs' time in the beginning years, which made it difficult, if not impossible, to actually accomplish any goals. The road was not always smooth, but for the PTLs, the heavy bureaucratic infrastructure of LAAMP loomed as a common enemy and motivating factor to persevere.

It is ironic to consider that one of the foremost tenets of the LAAMP/DELTA projects was to encourage greater teacher and faculty voice in the redesign of pre-service, induction, and professional development programs—when in reality the LAAMP superstructure had very clear ideas of what the outcomes should look like. It did not seem to really care about the opinions of field-based practitioners or the realities of the current educational system. In particular, there seemed to be no understanding of the differences between the Los Angeles–, Long Beach–, and Pasadena-based school families. A clear example of the irony was LAAMP/DELTA's ideas about reforming teacher preparation. To improve teacher education, the project's initiators believed that pre-service teachers should have multiple and extensive school-based

experiences under the guidance of an exemplary teacher or "coach." Funding was specifically designed to pay the coaches stipends. Although the basic concept of increasing the length and quality of the field experience was admirable, the initiation of the DELTA project coincided with the immediate implementation of the California Class Size Reduction Initiative and made accomplishing this task nearly impossible.

During previous years, the district had hired more than 900 new teachers. All efforts had been made to recruit and hire teachers holding valid teaching credentials. However, the district continued to be highly impacted by emergency-permit teachers. Of the 4,869-member teaching staff, approximately 20% of them did not hold valid California credentials. In some of the Poly Family schools, located in economically disadvantaged areas, the majority of the teachers were on emergency permits. Generally, the new, inexperienced, and often underqualified teachers far outnumbered the experienced teachers at the Poly Family sites. Pre-service teachers enrolled at the university received tempting job offers and often started working on emergency permits.

Despite the constant pleas to the DELTA governing board to allow coaching funds to be used to support emergency-permit teachers, it took nearly 3 years before official permission was given to use the funds where needed. Out of desperation, the Long Beach team violated this policy early on, based on its commitment to support all new teachers (certified or not) working in challenging urban classrooms.

BUILDING A TEACHER QUALITY INFRASTRUCTURE STRATEGIC PLANNING PROCESS AND OUTCOMES: THE DISTRICT PERSPECTIVE

After 3 years spent struggling within the confines of the DELTA governance structure, the Long Beach partners decided to grab the steering wheel from DELTA operatives and take action! The DELTA project had provided an excellent vehicle for Long Beach teachers, administrators, and university faculty to express their frustration over the lack of alignment and continuity in pre-service and induction training, professional development offerings, and the needs of students and teachers. The dramatic increase in the number of teachers being hired on a yearly basis only compounded the frustration. By now the young music teacher turned practitioner team leader, Lisa Isbell, was also the assistant director of professional development in LBUSD. She led the district's effort to begin a strategic planning process with the Teachers Association of Long Beach and CSULB to address this challenge. The result

of this effort was a plan for a K–16 standards-based, results-driven professional development program.

The 5-year teacher quality improvement plan in the LBUSD focused on four critical areas: teacher certification/licensure, teacher retention, ongoing professional development, and accountability. The school district moved on to create a professional development continuum that included the university's pre-service experience. The Long Beach Education Partnership was involved throughout the development phase. Essential aspects of the plan included the adoption of professional teaching standards and the development and adoption of professional development standards, pre-service to advanced.

Detours: Professional Teaching Standards and Standards of Professional Development

The school district made the California Standards for the Teaching Profession, recently adopted by the California Commission on Teacher Credentialing, the base of its redesigned teacher development system. The California Standards for the Teaching Profession (CSTP) are:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator (http://www.ctc.ca.gov/cstppublication/sctpreport.html)

As the standards are also required for students in the university pre-service program, this choice further supported the efforts to bring coherence across the levels of teacher development. The district also adopted the National Board for Professional Teaching Standards Core Propositions.

The Long Beach Professional Development Standards emerged out of these two sources to guide the expectations of teachers at various points in their career (pre-service, induction, and experienced teachers) and ultimately provided an accountability mechanism through the evaluation process. The professional development standards brought a much-needed comprehensive, systematic approach to induction and ongoing professional development for teachers in the school district. On an even larger scale, the adoption of the Professional Development Standards provided a framework for the pre-service, induction, and professional development programs in the educational institutions across the Partnership. The standards were widely used to en-

sure that all programs connected to student and teacher needs and were implemented with the use of research-based practices in staff development.

Long Beach Unified Five-Year Teacher Quality Improvement Plan

The next logical step for the Partnership was to outline a 5-year plan for beginning teachers (see Figure 6.1). The plan included three important components:

- Alternative routes to certification for those who needed them
- An extensive 2-year induction program
- Five years of professional development focused on the Essential Elements of Instruction, literacy, mathematics, English-language learners, and specific in-depth subject matter

The implementation of professional teaching standards and a related professional development plan created a platform for the rigorous revision of misaligned pre-service and professional development programs. The results of the DELTA project show how effective planning and communication among partners can result in unique opportunities to enhance teacher quality at all levels. The examples that follow are projects that grew directly out of the DELTA program.

Worthy Side Trips to Pre-Service Teacher Preparation—The University Perspective

To put it mildly, teacher credentialing requirements in California are complex. Candidates are required to complete multiple steps before obtaining their first license, the California Preliminary/Level 1 Credential. The Preliminary Credential requires candidates to do the following:

- Hold a bachelor's degree and successfully pass the California Basic Educational Skills Test (CBEST)
- Demonstrate subject-matter competency by completing state-approved university coursework or successfully passing subject-matter examinations
- Complete education courses (typically 15 semester units)
- Complete student teaching or fieldwork (another 15 units)

At this point, candidates are finally granted a 5-year license, but they are not finished yet! They must take 30 more units to demonstrate teaching competency.

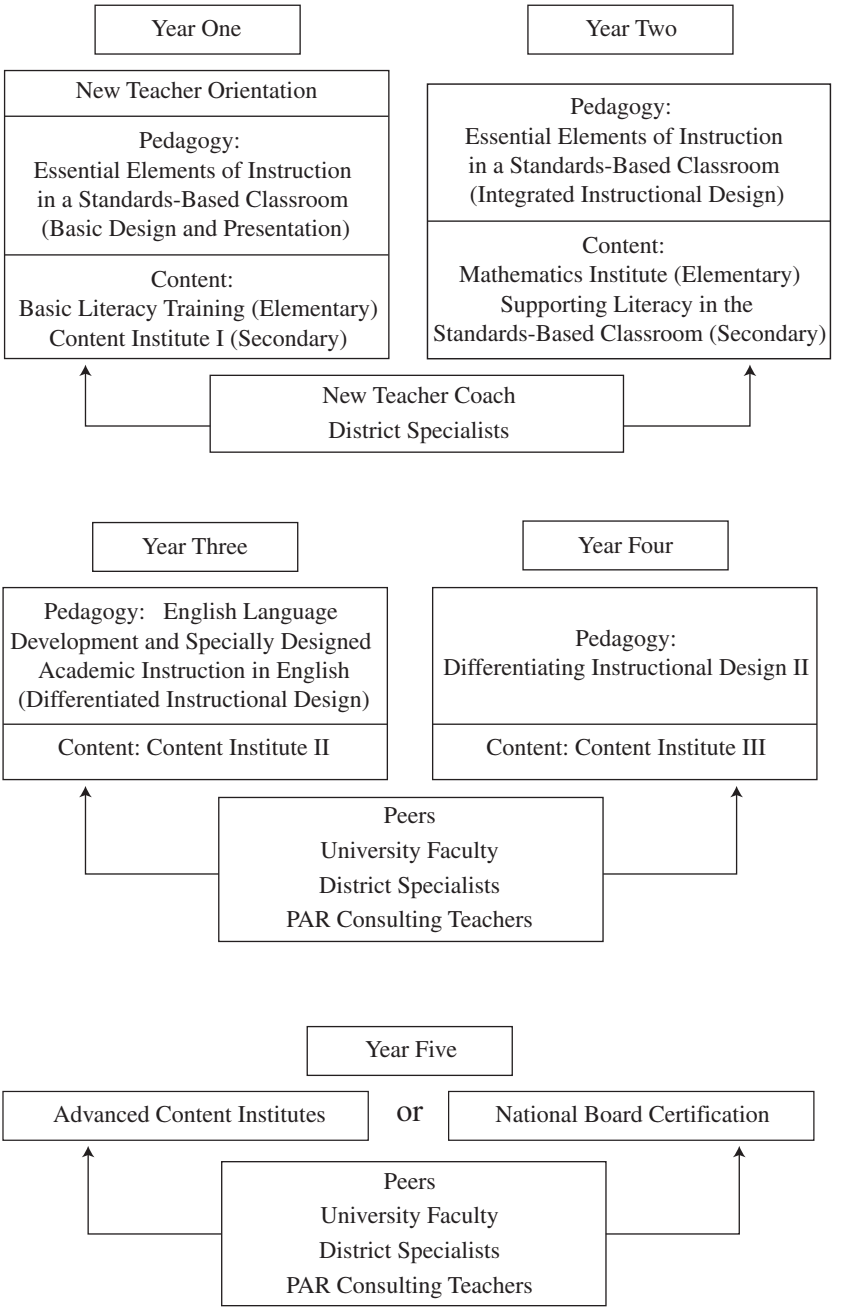


Figure 6.1. Long Beach Unified School District's 5-year professional development plan.

Because of the dramatic shortages of teachers in California, many classroom teachers have not yet completed all of the requirements for licensure. Instead of following the traditional course of pre-service, induction, and professional development opportunities, these teachers "prepare as they go" in alternative programs. One such alternative certification program, inspired by DELTA, was designed to support the professional needs of noncredentialed special education teachers.

Alternative Certification Programs for Special Education Teachers

While certainly a national issue, the shortage of fully credentialed special education teachers in California is especially critical. In the 1998–1999 schoolyear, 55% of the special education credentials (7,535) issued by the California Commission on Teacher Credentialing (CCTC) were emergency permits or waivers (Hutten & Hegwer-DiVita, 2001). Once again, Long Beach was no exception. This severe shortage of qualified special education teachers has impacted education at multiple levels.

In 1998, a leadership team of both school district and university faculty was established to design and coordinate the Education Specialist Intern Program (ESIP). Over the following years, the pre-intern and para-educator components were added and the team's coordination responsibilities were increased. The eight-member team is composed of four education specialists and occupational studies faculty and four district staff members. The members meet frequently for updating, planning, directing resources, and discussing issues. The ongoing contact and interaction between leadership team members as colleagues has also facilitated the refinement of existing programs and the development of new services, liaisons, and so on. Further enhancing the Partnership, all four of these district team members are or have been adjunct faculty in the College of Education at CSULB and are very familiar with the university's operation, atmosphere, and curricula.

In an attempt to support these overextended yet underprepared special education teachers and to increase the number of credentialed teachers, several types of alternative pathways were developed at CSULB. For special education teachers in Long Beach, there are two options: ESIP and the pre-intern program. ESIP interns are the full-time, contracted teachers-of-record in classes for students with mild, moderate, and severe disabilities. They work with students from preschool to grade 12, as well as in transition programs in the LBUSD and other local districts. Interns have to meet state requirements for subject-matter competency, take six to nine semester units per term, and finish the first-phase (Level 2) credential in 2 years.

Candidates in the pre-intern program are newly hired special education teachers-of-record who have not yet met the subject-matter requirements of

interns. Survival pedagogy—including classroom management, lesson/unit planning, literacy instruction, and techniques for teaching English-language learners—is emphasized through attendance in district support activities and through an intern prerequisite course.

The Partnership has expanded the original Long Beach cohort to include special education interns from other nearby school districts since the groups are small and have limited external funding. The model now clusters teachers and para-educators in selected sections of traditional campus courses. The leadership team believes the "inclusion" of traditional campus students (who, for the most part, are emergency-permit teachers in other districts) has actually turned out to be an advantage. Attending classes with candidates from other districts allows interns to hear how other districts are dealing with issues and programs. It also allows experienced para-educators to express their perspectives as equals in classes with teachers. As CSULB faces ever-growing enrollments, more College of Education classes are being held off-campus to ease the demand on campus facilities. Classes held at school sites and training facilities in the school district reduce overall commuting time and parking shortages.

New Teacher Program

Mentioned earlier in the chapter, the state-funded Beginning Teacher Support and Assessment program (BTSA) has had a very positive impact on new teachers' adjustment to teaching. Prior to the existence of BTSA, 30% of California beginning educators left the field within their first 3 years, and 50% left the field within their first 5 years of teaching (California Commission on Teacher Credentialing, 1999; California Department of Education, 1992). In the LBUSD, since its inception, the New Teacher Program has maintained the retention of novice teachers at a rate of 97% per year. Despite the "blurred lines" between pre-service and induction brought about by alternative certification programs, continuing support is still needed for beginning teachers who are transitioning from novice to professional educator (Brooks, 1987; California Department of Education, 1992; Hall, 1982; Huling-Austin, 1990). A typical comment of a new teacher is, "I feel like I have gotten on a fast-moving train, and BTSA helped me to hold on."

LBUSD was an early implementer of BTSA. The DELTA project provided impetus for the systemic implementation of the District's New Teacher Program, which is based on the principles of BTSA. The goal of the New Teacher Support Program is to provide first- and second-year teachers with a comprehensive program that will connect them to exemplary educators who can provide professional as well as emotional and psychological support. This

program was designed with input from the CSULB Teacher Education Department and is led by the school district.

New teachers participate in professional development via a series of required trainings. One such training is "just-in-time" training in the early stages of teaching as new teachers adjust to the reality of Long Beach's urban classrooms. As a continuation of the initial 5-day New Teacher Summer Institute, first-year teachers participate in an additional 7 days of training that focuses on expanding their ability to meet the district's performance expectations. This is accomplished through the Essential Elements of Effective Instruction professional development course. First-year elementary teachers also receive training in basic literacy strategies, while secondary teachers receive content-specific training. Second-year teachers continue their participation in the Essential Elements course and receive additional content training (mathematics for elementary teachers and literacy for secondary teachers). Third-year teachers receive additional training in meeting the needs of English-language learners.

Beginning teachers are paired with experienced teachers, called new teacher coaches (also referred to as support providers), with whom they collaborate on a weekly basis. Release time is provided for beginning teachers to observe their coach or other exemplary teachers. The time is also spent discussing relevant pedagogical practices that result in the development of an Individual Induction or Growth Plan. New teacher coaches, selected for their exemplary instructional practices, conduct formative assessments using a locally developed instrument based on the district's Professional Development Standards. Support coaches receive training in supervising and support strategies, as well as in the Essential Elements of Effective Instruction and the district's Professional Development Standards.

The New Teacher Support Program in the Long Beach Education Partnership is a high-profile professional development program due to the vast numbers of new teacher participants each year. Although this program was initially funded by the DELTA grant, the school district now receives over $1 million per year from the state to support new teachers ($3,400 per teacher in their first and second year of teaching, matched by $2,000 each year from the school district). It also invests significant resources from the general fund and federal professional development funds in the New Teacher Support Program. This funding scheme leads to stringent accountability requirements and extensive evaluations of the program's efforts to increase teacher retention. The university has been enlisted by the district to conduct the program evaluation component of BTSA. This role has provided the university with a mechanism for assessing the extent to which its graduates are succeeding in the classroom and allows faculty continued involvement with new teachers beyond the pre-service period.

Student Work Groups: The Travelers Get Together

As the second family, Wilson High School and its feeder middle and elementary schools were added to the DELTA project. One of the principal professional development activities sponsored by the Wilson Family professional development center has been student workgroups (SWGs). Although the practice of teachers discussing student work in formal settings has been around for over ten years, student workgroups are a more recent phenomenon on the professional development spectrum. Essentially, SWGs provide opportunities for teachers to come together to discuss the work of their students in a reflective environment.

For one set of school family teachers, SWG meetings were held at the professional development center located at the Hill Middle School campus. "Retreating" to the center permitted teachers the added luxury of engaging in professional conversations about student work in a more relaxed setting. In these meetings, teachers shared the context of writing and reading assignments, discussed individual pieces of student work, gathered input from colleagues, and brainstormed ways to incorporate their findings into classroom instruction. The ultimate goal of the center-sponsored SWGs was to become an integrated component of each school's culture. Two of the PTLs for the Wilson Family, Megan Stanton, of the LBUSD and a co-author of this chapter, and Steve Turley, from CSULB, collaborated to develop and conduct the evaluation of this component.

In addition to SWGs, teachers in the Wilson Family were provided with several other professional development opportunities such as training in curriculum mapping, thinking maps, and Essential Elements of Effective Instruction. The professional development component of the DELTA initiative was implemented, but not without challenges. Anytime that two school families of four elementary schools, two middle schools, one high school, and one university attempt to do something together, there are bound to be complications. Perhaps one of the largest challenges faced on many levels was the identification of the role that each person or group would play in the overall professional development program. For example, teachers were now faced with a decision about their roles as learners. Were they willing to engage in new forms of professional development? Were they willing to adopt teaching practices that varied from traditional formats and expectations? Administrators across several school sites were asked to broaden their perspectives on how professional development could meet both individual school improvement needs and serve the larger professional community of school, family, and district. University PTLs were confronted with the notion of how to interact with a school-based community that was separate from and yet

an extension of the university community. It was indeed a complicated task to develop a professional learning community that spanned K–12 teachers; site-based administrators at the elementary, middle, and high school levels; university faculty; district central office personnel; and outside agencies.

IT'S MORE ABOUT THE JOURNEY THAN THE DESTINATION

As is often the case in long roadtrips, the destination is often secondary to the sights, experiences, and relationships developed along the way. In spite of the many challenges, the DELTA initiative has realized a fair amount of success, particularly in establishing solid relationships among the partners. Leadership roles for the initiative remained consistent at the district level. This facilitated the maintenance of long-standing relationships between LBUSD personnel, CSULB faculty, and DELTA representatives. These relationships have enabled the effective implementation of unique and innovative pre-service, induction, and in-service programs for teachers that increased teacher quality in each participating school. Over the past several years, the Partnership has evolved in many ways. Perhaps one of the greatest differences that can be observed is the teachers' willingness to interact and engage in professional conversations with colleagues about instruction and student work. At the start of the DELTA initiative, it was uncomfortable and challenging for some teachers to engage in such conversations. Over time, teachers developed the necessary skills and the willingness to lead their own professional development.

In conclusion, improving the quality of the classroom teacher was the original destination for the strategic redesign and implementation of professional development programs. There have been positive unintended outcomes. Participants on both sides of the teacher preparation equation gained a better understanding of the problems and challenges associated with teacher quality. Over time, this has resulted in a decrease in the compartmentalized approach to teacher preparation. LBUSD educators have a much greater role in the pre-service preparation of teachers and an increased involvement in the university's planning, implementation, and evaluation of induction and professional development programs. Through this shared decision-making process, the university faculty has become much more attuned to the ever-changing needs of beginning teachers, just as K–12 educators have gained a better understanding of the developmental stages of pre-service, induction, and in-service teachers.

The CSULB president, Bob Maxson, frequently says at meetings where there are school district people, "We need you more than you need us." In reality, it is a two-way street. Universities and school districts have very dis-

tinct cultures. While at times these cultural differences can be problematic, ultimately they can become complementary. Frequently condemned for their haphazard implementation of reform efforts, school districts often adopt a "ready, fire, aim" approach to education; strategic thinking takes second place to action and implementation. Conversely, university systems are often more reflective in their approach, can seem reluctant to change, and are sometimes too methodical in moving toward implementation of changes. Working together, these different systems—higher education and local school districts—can have a positive influence on each other and produce synergistic changes that benefit both students and teachers.

CHAPTER 7

Arts and Sciences Faculty as Partners: What's in It for Arts and Sciences Faculty Besides Feeling Good?

Dorothy Abrahamse, Glenn Nagel, Elizabeth L. Ambos, and Kenneth R. Curtis

THIS CHAPTER DESCRIBES the evolution of arts and science involvement in the Long Beach Education Partnership from collaborative professional development projects with schools in the disciplines of English, history/social science, science, and mathematics to intensive participation in the development of the integrated teacher education program. The addition of permanent faculty as joint appointments or education specialists in arts and sciences, the expectations for these faculty in the tenure and promotion process, and the involvement of teachers, community college faculty, and lecturers in the new program are also emphasized.

Like many comprehensive universities, California State University, Long Beach (CSULB) had its origins in teacher preparation. Founded in 1949 to serve the booming postwar population of southern California, the campus was first known as Los Angeles–Orange County Teachers College. Among its first faculty were specialists in education, but from the beginning, secondary teacher preparation programs were centered in arts and sciences departments, which were responsible for supervision of student teaching and disciplinary methods courses as well as content preparation. English and mathematics had specialists in education in their disciplines from the first years of the university. Jim Day, a member of the English faculty from its early years, remembers a time when the English department had eight full-time faculty involved in English education courses and supervision of student teachers. Dorothy Abrahamse remembers that one of the first department meetings she attended as a new faculty member in history in the late 1960s included a heated debate over

Partnering to Lead Educational Renewal: High-Quality Teachers, High-Quality Schools. ISBN 0-8077-4421-2 (pbk), ISBN 0-8077-4422-0 (cloth).

whether the department should continue to supervise student teachers or focus solely on sending well-prepared majors to graduate programs. Fortunately, the department reaffirmed the importance of teacher preparation and the continued involvement of its faculty in the secondary education program.

Preparation of middle and high school teachers has thus been integral to many academic departments throughout the 50-year life of CSULB. Middle and high school teachers, who in California hold arts and sciences degrees and fifth-year teaching credentials, identify with their departmental majors and frequently retain ties with faculty in their disciplines. Partnership ties with high school teachers develop informally around a shared interest in the discipline. In chemistry, for example, Darwin Mayfield, a retired faculty member, held a monthly seminar with high school chemistry teachers for years, focused on shared reading of articles about recent issues in the discipline. Dr. Bill Ritz was hired as the first science educator in 1977. He joined several faculty members with appointments in the science departments who took an active role in supervising student teachers, teaching teacher preparation courses, and offering summer institutes for teachers funded by the National Science Foundation (NSF). The latter were routinely staffed with biology, geology, and chemistry faculty colleagues. Through this mechanism, some faculty became familiar with the science professional development needs in adjacent school districts. In 1990, science education became a program chaired by Dr. Ritz, who had become a nationally recognized science educator, and the program gained departmental status in 1995.

During the 1970s and 1980s, CSULB consciously developed a commitment to a research faculty and a faculty reward system that valued traditional research and publication, and in many arts and sciences departments involvement in teacher preparation became, if not a lower priority, one that was frequently not articulated to new faculty.

As on most campuses, arts and sciences faculty have generally found it less natural to relate intellectually to elementary than to secondary education needs in their disciplines, and at the beginning of the Partnership, few faculty members had been closely involved in either teacher preparation or partnership programs with elementary schools. Relatively few arts and sciences faculty were conscious that they played a role in preparing elementary teachers, as they taught the large general education classes in which prospective teachers were often an anonymous part of the student body.

THE EARLY PARTNERSHIP ACTIVITIES

When the Long Beach Education Partnership began, individual faculty with backgrounds and interests in schools responded to the most urgent needs of

Long Beach Unified School District (LBUSD). As the school district looked for "critical friends" to help establish district standards in its content areas, it was natural for Don Schwartz, coordinator of the social science secondary education program and a historian, and Mark Wiley, director of the English composition program, to step forward. For Mark Wiley, the Partnership gave a boost to informal efforts he had already initiated with teachers to improve the success of entering students in writing. Concerned about the large number of entering freshmen placed in remedial writing classes, Mark was working with a high school teacher on portfolio evaluations and alignment between high school and university expectations, especially as measured in the English Placement Test required of all entering students at the university. Following the 1996 initial large Partnership faculty dinner, Mark offered workshops for high school English teachers that focused on alignment through sharing student work, rubrics, and portfolios and offering help with writing assignments. The Partnership offered a way to address problems he saw in his program and was a natural expansion of his professional responsibilities.

Similar ties helped history faculty become active in their monthly social studies connection. History faculty had supervised student teachers in middle and high schools and had retained contact with teachers who were department graduates. In monthly seminars, faculty from the different levels held conversations about teaching and recent scholarship, on subjects that ranged from teaching immigration and westward expansion to using primary sources. Fortunately, both the English and history departments were committed to teacher preparation and ready to support the involvement of existing faculty and to prioritize hiring specialists in education in their discipline.

In math and science, the involvement of university faculty in partnership with the schools followed different pathways. The current high levels of CSULB science and math faculty engagement in classroom issues are a function of many factors: an existing culture of attention to the undergraduate education experience, which proved to be easily extendable to working with school district personnel; the backgrounds, interests, and values of faculty recruited in the late 1980s through 2000; the incentives offered by the California State University system, college, departments, and peers to participate; and the national impetus to change classroom practice fostered by NASA, the NSF, and other agencies responsible for the health of the scientific and engineering enterprise in the United States.

One turning point came in March of 1996, during a lunchtime seminar in the College of Natural Sciences and Mathematics. The subject was teaching science. The presenters were a new husband-and-wife faculty team—Alan Colburn and Laura Henriques. More than 15 science faculty stayed for more

than 2 hours to discuss science teaching and science in the schools. It became apparent that the continuing thread of questioning revolved around the question: "What are my children going to learn about science?" For many science and math faculty, the K–12 science and math curriculum had become personalized through their experiences as parents. This was particularly true for the new faculty hired in the 1990s, many of whom were parents of young children. These faculty members arrived at the university, often at the interview stage, with very complex expectations of their future university career: They wanted to do research, they wanted to teach, and they wanted to add value to the community. Elizabeth Ambos recalls talking with a first-year biology faculty member who earnestly explained that one of her interests was to set up an insect "lending library" for area teachers.

Where did these young faculty obtain these "new" attitudes? One answer is that by the mid 1980s, the science research funding agencies, particularly the National Science Foundation, had become very interested in melding the aims of the research establishment with the education infrastructure to create an environment in which the next generation of scientists, mathematicians, and engineers would flourish.

The Long Beach Science Educators' Network, inaugurated in 1997 by Dean Gilbert, LBUSD's former science curriculum supervisor, and CSULB faculty members Margaret Merryfield and Henry Fung, also provided a welcome home for K–16 science educators in the Long Beach area, sponsoring informational seminars and professional development activities on a regular basis.

Another turning point was in early 1999, when the National Faculty convened a Saturday workshop for CSULB math faculty, preparing to work with the Long Beach school district. Nine math faculty, the majority with no experience with school district partnerships (one commented that he had not been to a high school since his own graduation), spent the day discussing math content and methods of teaching math. Follow-up activities included visits to high school and middle school math classrooms, prompting one university math faculty member to exclaim: "You folks really *are* teaching math!" These types of encounters and experiences provided clear signals that CSULB math and science faculty were engaging on levels that had little to do with "feeling good" and everything to do with a sense of mission and disciplinary community.

Finally, another program that provided a philosophical grounding to the science faculty's engagement in teaching and learning issues was the women in science program, which flourished from 1995 to 1998. Co-led by faculty from the College of Natural Sciences and Mathematics and the College of Liberal Arts, this faculty development program included professional

development workshops and active exploration of classroom issues, such as gender-neutral language, alternative assessments, group learning, and inquiry-based science.

By the end of 1999, the signposts were there, the ground had been spaded, the strongest messages had been sent and received: Science and math were important to share and make understood to the widest range of people, and education, particularly in the elementary grades, was in need of better and more extensive math and science education.

REFORMING TEACHER EDUCATION

Intensive Engagement for Arts and Sciences Faculty

Limited involvement in professional development projects in the schools is rewarding for arts and sciences faculty for many reasons and can be undertaken without disrupting existing teaching and research commitments. But when the campus took on major projects to restructure the liberal studies program into a standards-based, integrated program that would prepare students for elementary classrooms in 4+ years, the expectations for arts and sciences faculty became much more intense and required faculty ready to make teacher preparation a central focus of their careers. At the same time, as the arts and sciences embarked on major professional development activities through the Precollegiate Academic Development (PAD) and High School Outreach and Academic Preparation (HSOAP) projects, as well as large science and math education grants, the nature of faculty participation changed and the deans of liberal arts, natural science and mathematics, and education recognized the need to invest permanent resources (faculty positions) in elementary teacher preparation and professional development activities with the schools.

As the program developed, arts and sciences faculty from the core disciplines of language arts (English, communications, linguistics, and foreign languages), history/social sciences, science, mathematics, and arts and humanities worked with education faculty to align courses with state standards and pedagogical goals. K–12 teachers and curriculum leaders were essential to the process, particularly when it came time to focus attention on the key content areas of language, math, natural sciences, and social sciences, and the task forces created a very positive opportunity for arts and sciences faculty to think about their disciplines in a new way as they became acquainted with state standards and school needs. Extensive training workshops were held to introduce arts and sciences faculty and their counterparts from nearby community colleges to new versions of courses and standards-based pedagogy.

One area where the curriculum-building process for the standards-based program generated valuable collaboration was history/social science. Compared with the existing liberal studies curriculum for teacher preparation, the new program increased the core math and science requirements. By contrast, history/social science (like language arts) was required to "give up" required units while still addressing standards in a comprehensive way.

The relatively smooth consensus that emerged came about because of the collaborative nature of the enterprise. At the table were representatives from the history department, representatives from the social science areas with the biggest stake in liberal studies (geography and political science), and a representative of the four ethnic studies departments at CSULB. Also present were history/social science methods teachers from the teacher education department and the content specialist in this area from the LBUSD.

The most innovative curriculum decision that came from these conversations was the creation of a new course that integrates world history and geography using the California standards for sixth- and seventh-grade history as a foundation. Here the group found a way both to save units (required if we were to meet our goal of making it possible for an entering freshman to earn a degree and credential in 4 years) *and* to construct a learning experience that more closely matched the educational needs of our students. The new course, co-designed and co-taught by historians and geographers, not only covers world history content most appropriate for K–8 teachers as defined by state standards but also *integrates* the two subjects in a way that matches the pedagogical strategies of the best elementary and middle school history/social science teachers. One only needs to observe an elementary teacher introducing a history lesson. Down comes the map to illustrate not only location but also the influence of geography on economic, cultural, and political issues. The presence of a curriculum specialist from our partnership district was instrumental in bringing such real-world issues to the fore.

Another outcome of these conversations was a redesigned methods/capstone experience in history/social science predicated on close collaboration between instructors principally responsible for content and teacher education faculty who focus on classroom applications. In fact, most of the history/social science faculty had never even *met* their colleagues in teacher education, a communications gap that could not serve our future teachers well! The successful curriculum development process produced a sound educational product in terms of history/social science curriculum, but it has also brought about an ongoing process of communication between faculty members responsible for different components of elementary teacher preparation by discipline, a dialogue that augurs well for future teachers.

Support for Faculty Development

CSULB began its partnership and school reform without external funding and relied on the interest of arts and sciences faculty for its initial design. One of the most important initial partnership activities was collaborative grant writing between the leaders of the three colleges. A grant from the Knight Foundation brought critical funding for released time for faculty who served as team leaders or developed new courses. Arts and sciences faculty who participated attended workshops that included community college colleagues and high school curriculum leaders; they also met in disciplinary teams to work on courses.

In March 1999, resources for faculty development received another big boost when the College of Natural Sciences and Mathematics received a grant, in excess of $2 million, from the National Science Foundation–Collaboratives for Excellence in Teacher Preparation program. This multiyear project had its roots very deeply in the Partnership from the beginning and benefited from national linkages established by the Partnership. Discussions with NSF program officers were particularly helpful in identifying a new institutional track that was a perfect match for CSULB, LBUSD, and Long Beach City College as a regional group as opposed to the large multi-institutional, urban projects NSF had supported earlier.

Creating a Faculty

Aspiring teachers, at least as much as students in other university majors, need to develop under the guidance of a committed and knowledgeable faculty. In part, arts and sciences faculty could provide this in redesigned courses. But a successful program needs more. It needs a faculty to fulfill the functions of other departments—advising, mentoring, programmatic decision making, and developing a "place for students to belong." It is also important that faculty who teach prospective teachers have the academic respect of their disciplinary colleagues. Liberal studies at CSULB (located in the College of Education) has created a faculty through a series of joint appointments with core departments. The appointments in political science, geography, history, English, art, and music brought energetic and enthusiastic faculty to the program and provide many bonuses to the partner departments.

One such faculty member is Vincent Del Casino, who became a joint appointment in geography and liberal studies. Before entering a graduate program in geography, Vincent taught fourth grade in urban schools through Teach for America, and he had a strong commitment to urban education and the potential for geography's role in the social science curriculum. Nationally, the discipline of geography has been a leader in working with schools,

and Vincent had participated in Geography Awareness Week and other geography education activities. Vincent advises elementary teacher candidates on their program concentrations and has developed and taught the integrated world history/geography course with a historian in the program. The synergy between world history and geography is so successful that Vincent and his world historian colleague are planning to develop a certificate program in world historical geography. He is also very conscious of the need to make liberal studies visible and to create a faculty that can be a home for its 2,300 majors. He serves on major committees in both colleges of his appointment and maintains an extremely active research program in geography. "Balancing the joint appointment is the hardest part of the position," says Vincent. "It is hard not to gravitate to one side or the other in an appointment like this. That is especially true when both departments are small and need their faculty involved in curriculum development and service." Vincent also sees the cultural differences between the previously all graduate and professional College of Education and the College of Liberal Arts, with its strong emphasis on undergraduates and general education. He is consciously an ambassador for undergraduates in the College of Education and for the importance of teachers and schools in the College of Liberal Arts.

In science and mathematics, faculty growth for teacher preparation has taken a slightly different path than that of liberal arts. When the standards-based program began to take form, the dean recognized that few permanent faculty were involved in teacher preparation. In the science "content" departments there were no courses specifically targeted for future teachers. All of the science courses had as their primary audience students fulfilling general education requirements; the faculty did not regard them as teacher preparation courses or themselves as teacher educators.

In adding both lecturers and tenure-track faculty to the ranks, it has been essential that departments understand the importance of teacher preparation not only to the welfare of the state and our children but also to their own departments. More than 2,000 liberal studies majors bring in revenue of approximately $10 million annually to the university, and it is important that it educate these students with efforts comparable to those invested in the departments' majors.

The College of Natural Sciences and Mathematics embarked on an ambitious plan to add new tenure-track faculty and lecturers to meet the growing needs of educating future teachers. In mathematics, three new appointments in math education have been made and several more faculty, not designated specifically as math educators, participated in teaching and planning the new curriculum. The chair has been particularly effective in promoting math education as one of several departmental priorities, and he has been provided with resources to pursue them. Three math educators have

also been added in the College of Education. While their primary duties were originally to teach the mathematics methods courses, the new collaboration resulted in several of these faculty teaching regularly in both colleges and attending joint meetings on math education.

The addition of four new faculty members to the Department of Science Education makes it one of the larger departments of its type in the western United States. In addition, the college has begun to make joint appointments to the science education department and the other science departments. The goal has been to improve pedagogy in each department where it is most needed and where it will work. The Departments of Biology and Geology have elected to look for individuals conducting traditional research in their disciplines whose teaching responsibilities will include relevant teacher preparation courses in the discipline as well as courses for a new master's degree in elementary science education.

RECOGNITION AND REWARD STRUCTURE FOR TEACHER EDUCATION AND PARTNERSHIP WITH SCHOOLS IN ARTS AND SCIENCES

Retention, Tenure, and Promotion

Faculty from arts and sciences who become deeply involved in teacher preparation or Partnership activities with schools often face hazards in the reward structures of their own disciplines and colleges. Their teaching and service responsibilities are extensive and often not visible to their department colleagues. In some disciplines, education research is informally considered less valuable than "pure" disciplinary research, and its practitioners must fight for recognition in the tenure process. As CSULB embarked on building a teacher preparation faculty in the arts and sciences, it was critical that new appointments not be put at risk and that they come into an atmosphere of collegiality and respect. Deans and chairs of all departments involved recognized that faculty with joint appointments, as well as education specialists in academic departments, must have clear expectations for teaching and service responsibilities to their departments as well as for the scholarship expected for tenure and promotion. Fortunately, the university and each college had adopted retention, tenure, and promotion policies that explicitly recognized educational research, teacher preparation, and supervision and service in schools as appropriate activities. Since each college has its own retention, tenure, and promotion criteria, it was important that faculty be able to put in writing the expectations that committees would judge them by. The first model, developed between political science and liberal studies, set out ex-

plicit expectations for teaching and service in each department, kinds of publications expected, and departmental support. It is included in every review dossier for the candidate.

Clear expectations are only part of what is needed for arts and sciences faculty to be successful. Deep involvement in creating new teacher preparation programs or school partnerships often takes away the concentrated time and effort other faculty can devote to their research. Since their responsibilities represent opportunities for important applied scholarship, deans and department chairs should encourage these faculty to place their work in a research context and find publication venues for it. For junior faculty trained in disciplinary research, the "scholarship of teacher preparation and partnerships" may be unfamiliar. The College of Education and College of Liberal Arts have systematic mentoring programs for new faculty, and an associate dean in education, an accomplished researcher, is regularly assigned to work with new faculty on scholarship and publication. The dean of education has made a special effort to include arts and sciences faculty in national conference presentations on teacher preparation and public school partnerships. Each of the arts and sciences faculty involved in these projects has established a different research balance. Some came to campus with an active scholarship program in their discipline and have pursued it. One recently hired historian with a middle school background is continuing her study of African American women in pre–Civil War New York City. Others, like Dan O'Connor, a joint appointment with political science, are likely to make education-related scholarship a major focus, in his case through research on California educational policy and theory.

For some faculty, working with teachers has been an occasion for productive synergy and a focus for scholarship. Mark Wiley, composition coordinator in the English department, eloquently describes the integration of his involvement with teachers and his scholarship in the narrative in his dossier for promotion to professor:

> One conflict that several faculty experience is what I would label as the difference between following one's calling and being *called upon*. I am most definitely one of those faculty who was called upon. Typically, professors want to continue doing useful work in the area(s) they studied in graduate school. Nevertheless, our institutions sometimes come calling and request that we do work deemed important for the good of the University. In the mid nineties, I assented to the Dean's request to work closely with the Long Beach Unified School District on several K–12 activities. I did not assent to this request because I couldn't say "no" to the Dean. Rather, I believe, with others, that the University has an ethical responsibility to help

our colleagues in the K–12 system. Whining about public education hasn't changed a thing. The Dean and I both understood that my involvement in Seamless Education would severely limit my scholarly output for an unforeseeable period. That turned out to be about two and a half years.

During that time I worked with Long Beach Unified administrators, curriculum leaders, and teachers on implementing their language arts standards. I was also involved in developing and carrying out the activities outlined in major grants (CAPP, CSU Chancellor's Office Alignment Grant, HSOAP) that led to more teacher training the design of a tutoring program, and an uncountable number of meetings to discuss and argue about (among other topics) the teaching and testing of writing in the public schools.

Earlier in my career, I felt the familiar pressure to publish in order not to perish, but that self-serving motivation, real as it is, cannot sustain the passion, dedication, and discipline needed to pursue scholarly inquiry, particularly in new areas. I have ventured into new areas, knowing full well that this is not the path of the traditional scholar. One significant change in my scholarly work is that I now seek out topics I believe will benefit teachers, and, in the long run, students. One essay I am most proud of is actually less scholarly in the traditional sense of the term. This is my essay on formulaic writing published in the *English Journal*, a journal with a huge circulation compared to other journals in my field and others related to the language arts. The *English Journal* is read primarily by high school teachers, and the article developed out of my work with LBUSD and the dangers I saw when inexperienced and unknowledgeable language arts teachers grabbed on too readily to what I argue are quick fix solutions to complex issues connected to the teaching of writing. I have actually had more teachers comment on that article than anything I have so far published. (Mark Wiley, Professor of English)

There have been other professional rewards for arts and sciences faculty and their departments. Individual faculty became involved in state or national projects as a result of their work with teachers. The liberal studies director, Ken Curtis, is a world historian who has long been active in national world history projects with the schools. He and a colleague have co-directed a National Endowment for the Humanities (NEH) seminar to train teachers in the newly developed Advanced Placement (AP) world history course, and he was appointed the first chief faculty consultant for the new AP world history program. CSULB has long had a statewide site for the

California Writing Project, but more recently it has added history/social science and mathematics project sites in the California Subject Matter Projects. History faculty drew on their close partnership with the social science faculty in the schools to get NEH Schools for the New Millennium and Teach American History grants to work with local schools. The latter funds American history faculty to do team-teaching with eleventh-grade teachers in local high schools.

Community College Faculty

From the beginning, community college faculty were part of the Seamless Education partnership and the redesign of the elementary teaching program. Craig Hendricks, chair of history at Long Beach City College, has been involved in Partnership activities since the beginning. For him, the early social science meetings and subsequent activities with CSULB and LBUSD brought personal and professional rewards. "The best aspect was talking about mutual problems in the classroom. The Partnership enhances the collaboration and professional relations of our faculty," according to Craig. "Community college faculty spend most of their time teaching and don't usually have the opportunities for grants and projects outside the classroom that are available in 4-year universities. Partnership activities have given our faculty a chance to recharge their batteries and expand their involvement in the larger enterprise. As a department chair, I value a chance to focus on the needs of the students. Long Beach Unified students are our students and those of the university, and we all need to be on the same wavelength." Community college resources are much more constrained than those in the university, and there is little flexibility for material support for arts and sciences participation in partnership activities, but for Craig, the personal and professional rewards for involvement are significant. Participation in teacher education redesign at the university also helped Long Beach City College faculty win a grant to establish CityTeach, an articulated pre-teaching program to prepare students to transfer into the new Integrated Teacher Education Program.

Including the Campus: Full-Time Lecturers Play a Key Role

The Long Beach Education Partnership has been based on building collegiality between faculty across institutions and creating the most effective faculty team possible. In the university, that has meant that many key participants are lecturers. Leading roles in the original Partnership, as in the more recent large-scale curriculum design, were played by lecturers, especially long-term faculty who were an integral part of their departments. For some lecturers, the Partnership has created an opportunity for tenure

track appointment. Dan O'Connor, coordinator of the new integrated program and the first joint appointment in liberal studies, was a political science lecturer and former teacher who had taught capstone courses in social science for liberal studies. The very large HSOAP program is funded at nearly $1 million a year. The program brings large number of faculty and students in English and mathematics to work in 11 local high schools, and it has benefited especially from highly capable lecturers able to develop a rapport with high school teachers. As this work has developed, it has been very important to maintain the involvement of the academic departments to ensure that the work aligns with the disciplines and that the lecturers involved with the high schools do not feel marginalized. Recognition of the roles of lecturers and collegial treatment for their contributions is an important hallmark of the program. The Partnership has also encouraged departments to bring outstanding teachers to campus as distinguished teachers in residence; we have had three outstanding teachers from the LBUSD serve full time at the university in this capacity.

Although the College of Natural Science and Mathematics and the College of Liberal Arts have been the major partners in both Partnership and teacher preparation, faculty from the College of Arts and the College of Health and Human Services are now increasing their participation, and discussions of teacher education now generally find all five deans attending. The importance they place on the issues is reflected in the fact that they generally attend these discussions personally and have also involved associate deans in planning sessions. It is also reflected in willingness to commit college resources to education. When the dean of education offered to use education funds to pay for a joint appointment in music or art, the dean of the arts responded by offering to jointly fund a second position so that specialists in both music and art education could be hired.

INTANGIBLES

In the long run, the most important benefits to arts and sciences faculty and their departments will not be grant funding, full-time-equivalent students (FTES), or successful negotiation of the tenure and promotion process. Participation in the Partnership has helped arts and sciences departments acquire an understanding of student-focused learning at a time when the university, like all higher education institutions, is developing assessment plans and must determine what graduates have gained in their education. In February 2002, when CSULB had its regional accreditation visit, arts and sciences departments involved in the redesigned, standards-based Integrated Teacher Education Program had moved farthest in developing their own

assessment plans for their majors. Three departments have become involved in a national project—Quality in Undergraduate Education (QUE)—that supports departments developing their own disciplinary standards for their programs. Craig Hendricks, chair of history at Long Beach City College, cites the building of a department assessment plan as a direct benefit of participation in the Partnership and QUE. Arts and sciences faculty who became involved in Partnership and teacher preparation activities have had a chance to see a larger view of student learning, from grade school to graduation, than is afforded most university faculty. They have taken lessons from K–12 faculty on the idea that all students can learn to high levels but that they need carefully structured ways to reach those goals.

Finally, work with schools and teacher preparation affords arts and sciences faculty an opportunity to be part of an engaged community addressing one of the major issues in our society at a critical time. For most academics in the arts and sciences, this is rare, and it is an important personal reason for participating. Discussions with teachers and community college partners, as well as in national settings, bring arts and sciences faculty into consideration of the heart of their discipline and how it should be taught and learned. In their school colleagues, they have teacher colleagues passionate about their subjects and creative about how to introduce them to an amazingly diverse set of learners. In Long Beach, one of the most diverse urban communities in the country, this means that arts and sciences faculty are at the forefront of the future of education.

PART IV

Demonstrating the Impact of Partnership: Looking Toward the Future

PART IV could have the subtitle "Does the Collaboration Make a Difference?" After all is said and done, hundreds of faculty from the university, the community colleges, and the school district spend untold hours in meetings, workshops, informal conversations, consultations, and traveling to professional meetings. Is it worth it? How do we know whether it makes a difference? What is the value added to the education enterprise? In earlier chapters, authors spoke of the rich relationships formed and strengthened during the collaboration, friendships that blossomed among university faculty, community college faculty, and public school teachers. That's very heartwarming. But at the risk of sounding cold-hearted, if the collaboration doesn't make a difference in what we do, in what students learn and are able to do, we should look for more productive ways of spending our time (and money).

In the early days of the Partnership, we tended to emphasize process. Asked what we were accomplishing, we would respond by describing such things as the 1996 Seamless Education dinner where more than 400 teachers from kindergarten through college met to talk about education. We would describe projects such as SERVE, which places university students in urban classrooms as literacy tutors. We would say, "University and K–12 are actually talking to each other!" Not that these things are unimportant, but one could reasonably ask, "Are students learning more or are teachers better prepared?" There are instances in previous chapters of our evaluating what we were doing, for example, assessing the HSOAP high school tutoring program to see how the students scored on the university placement tests. In Part IV, the authors get down to business by describing data collection and accountability in depth.

Chapter 8 describes how the partners began a process of identifying the data available from the projects and the data the partners needed to enable us to be more effective in our initiatives. The chapter focuses on the day-to-day use of data, describing the processes, some of the outcomes, and some of the lessons we learned.

Chapter 9 focuses on the role accountability has played in recent developments within and among the three partner institutions: CSULB, Long Beach

City College, and Long Beach Unified School District. The authors devote attention to describing the impact that accountability has had on the institutions individually and collectively. They state that "an effective internal chain of accountability" is one in which students are experiencing a high-quality seamless education and each member is aware of the external accountability needs of the other. In both Chapters 8 and 9, astute readers will spot the language and the strong influence of our studying with the masters at the Education Trust: experts Kati Haycock, Nevin Brown, Paul Ruiz (Nevin and Paul have since left to work in the Washington, D.C. public schools), Ruth Mitchell, and others. They are tough when it comes to using data and being accountable. It was they who pushed the Partnership to disaggregate data on students. The results confirmed that Long Beach did indeed have an achievement gap between poor children and those from traditionally underrepresented groups, and children from more advantaged homes. We appreciate the Education Trust leaders' steadfast advocacy for children and the high standards they set for K–16 partnerships to bring *all* students to high levels of learning.

In Chapter 10 we reflect on the past decade and look ahead to the future. We use the emerging California Master Plan for Education as the framework for the chapter because it addresses education with expectation for collaboration among the educational levels. In addition to describing some of our major accomplishments in the 9 years of the partnership, we add a few disappointments. Other university faculty, school districts, and state agencies may be interested in our discussion of policies and changes in the higher education and public school accountability system that could create additional inducements for collaboration.

Participating actively in a K–16 collaboration such as the Long Beach Education Partnership brings the exhilaration of a Six Flags roller-coaster ride. It's fun, and having good friends along makes it more fun; there are the peaks, plateaus, and the valleys in the ride, and sometimes it's definitely scary. We authors hope we have communicated the sense of joie d'vivre shared by the K–16 partners, passionate about what we do and experiencing a sense of pride and accomplishment. The valuable work does make a difference in what we do in our educational institutions, and it moves us toward our vision to have all Long Beach K–16 students learning at high levels and having access to highly qualified teachers.

Kathleen C. Cohn and Jean Wilson Houck

CHAPTER 8

Collecting and Using Data in a K–16 Collaborative

Kristin Powers, Lynn Winters, Dawn Person, and Simon Kim

WHILE THE PHRASE *K–16 collaborative* may seem like an oxymoron, the research departments from Long Beach Unified School District (LBUSD), Long Beach Community College (LBCC), and California State University, Long Beach (CSULB) had been informally collaborating prior to the beginning of the Seamless Education initiative to share data across the three institutions. Research people, like happy families, are all alike. Their focus is on providing useful information to their members. "Useful information" in both K–12 and higher education requires comparisons and generalizations. In order to generalize or compare, researchers must gather data beyond their own institutional boundaries.

THE CLIMATE FOR COLLABORATION

One of the first things a new research director must do in order to do the job well is to connect with research colleagues. In K–12, the natural network is "similar" districts and research institutions such as RAND or the Center for Research on Evaluation, Standards, and Student Testing (CRESST). However, higher education, traditionally only a small part of the K–12 network, is a politically important partner. Without data from higher education, school districts cannot address the public's concerns about the "quality" of K–12 education. After all, what do parents of school-age children want more than to be assured that their children will be well prepared for work or college? These concerns are expressed in such questions as the following:

- What percentage of your graduates go to college?
- What percentage of your graduates complete college?
- How well prepared are your graduates when they enter college?
- What changes do we need to make in K–12 to better prepare our students for college or the world of work?

Carl Cohn, superintendent of LBUSD, set the expectation for K–16 collaboration during his recruitment of an assistant superintendent of research in 1999. During the interview process, he arranged informal meetings with CSULB faculty involved in research projects in the district. From the beginning the message was: "Higher education is part of our extended family." The school board also sent a clear message about collaboration with higher education through an important district goal: "All students will be prepared for higher education or the workforce." The only way to show the board we were making progress was to talk with our partners at LBCC and CSULB to find out what was really going on with graduates from Long Beach high schools.

Transition from Informal to Formal Collaboration

We noted that the research and evaluation departments of the three institutions had been collaborating informally. What was the nature of this early collaboration? Don Coan at CSULB, Fred Trapp at LBCC, and Lynn Winters at LBUSD had met socially and become e-mail buddies. When one of the institutions needed a research analyst, a call went out to the other two for referrals. The three took turns sitting on interview panels for research staff at each other's institutions. They swapped information about hardware configurations and asked each other for advice prior to major purchases. During the early phases of their electronic friendship, they dreamed, schemed, and commiserated.

As the members of the Seamless Education steering committee came to realize that there were many innovative initiatives and projects in existence, a desire to capture the effects of these initiatives in terms of student achievement grew. David Dowell, associate dean in the College of Liberal Arts at CSULB and a member of the steering committee, brought the research group together to establish a more formal and regular working relationship structured around common data needs. The first meeting included the LBUSD research team of Lynn Winters (assistant superintendent) and Kathy Piscopo (administrator of technical studies); the LBCC team, led by Fred Trapp (dean of research); and, from CSULB, Don Coan (director of institutional research). The agenda for that initial conversation focused on three issues:

- What are some useful indicators for addressing institutional research questions?
- How will we share data?
- How will we report data?

Logistics of Creating a Data Collaborative

A common law of research states: "Research is like making sausage. You don't want to see it being made." This law applied in spades to the Partnership's first-year activities. The basic infrastructure for data sharing had to be built. Students needed to have a common identification number so that they could be followed K–16. The K–12 system had unique student identification numbers but no student Social Security numbers. The higher education institutions used a student's Social Security number for identification. LBUSD had access to some student Social Security numbers when voluntarily provided by parents, but certainly not all. Due to the injunction on Proposition 174 (withholding of services to illegal immigrants), the school district could not require students to provide Social Security numbers as a condition of enrollment. This potential "deal breaker" was finessed by Kathy Piscopo, who thought of the brilliant solution of matching student names and birth dates. LBCC and CSULB provided lists of their students who had graduated from Long Beach public schools, and Kathy was able to "find" 90% of those students in the district's database.

A second ugly issue was the condition of course codes in the school district. If we wanted to track a student's course history and relate it to college performance, we had to identify high school courses in a consistent manner. Unfortunately, LBUSD and most K–12 districts in California used distributed student information systems, which gave end users (the schools) the right to assign unique course codes. Because the district recognized that a common course-coding system would be useful for district as well as Seamless Education research projects, it invested considerable resources (two full-time credentialed employees for 2 years) to create uniform course codes. The district continues to fund a 20% certificated position to monitor and "clean up" course codes each year. In addition, the Seamless Education initiative led the district to realize that schools should no longer be able to create and assign course numbers on site. That function has moved to the central office so that consistency among schools offering the same course is reflected in the course code. The benefits of this effort were twofold: (1) Student course-taking histories could more clearly be linked to future outcomes in higher education, and (2) within LBUSD, courses at different middle and high schools became comparable, allowing for better programming of students who transfer from one school to the next.

The third bit of sausage making involved the course outlines for Long Beach high school courses. If courses offering the same content were to have the same computer codes, didn't we have to verify that the course outlines were the same? This project, like coding, was a long-term commitment of school district resources to revising course outlines and reviewing high school course outlines on a yearly basis. All this work prior to collecting one piece of data! This project also served another purpose: assuring all high school teachers and university faculty that students taking a particular course indeed experienced a common curriculum that actually prepared them for subsequent courses in high school or college.

The first fruits of establishing this data infrastructure (i.e., linking students and courses across the three institutions) were presented on February 11, 2000, at the Seamless Education leadership retreat. These data included the following:

TREND DATA ON K–12 STUDENT PERFORMANCE

1. District-developed tests of reading, writing, and mathematics
2. Statewide assessments of reading and math

TREND DATA ON K–12 STUDENTS' COLLEGE PREPARATION ACTIVITIES

1. Golden State Exams participation and outcomes
2. College preparation course-taking patterns (English, math, science, social sciences, foreign languages, visual and performing arts, college preparatory electives)
3. SAT 1 participation and outcomes

TREND DATA ON RATE AND SUCCESS IN MATRICULATING TO HIGHER EDUCATION

1. Long Beach applicants' admit rates and actual enrollees to CSULB
2. CSULB assessment of Long Beach high school graduates' readiness skills in mathematics and English
3. LBCC assessment of Long Beach high school graduates' readiness skills in mathematics and English
4. Rate of transfer from LBCC to CSULB

The general response to these data was pride in the gains that had been accomplished. However, a more calculating response, one that identified a clear course of action for the Partnership to pursue based on these data, did not evolve at that time.

Subsequent to the February 11 retreat, the research directors have maintained contact by holding annual meetings to further their ability to track student progress longitudinally across the K–16 curricula. Departmental websites (such as the LBUSD website at http://www.lbusd.k12.ca.us/research/) have become increasingly important for sharing information among the partners, particularly when addressing a specific research question or program need. For example, professors in the CSULB College of Education were able to prepare a high school reform grant proposal that required detailed information on Long Beach high schools and their students by accessing data contained on the district website. Case studies that illustrate the synergism in collecting and using data in a K–16 collaborative are described in greater detail next.

USING DATA IN A K–16 COLLABORATIVE TO SECURE FUNDING AND TO EVALUATE GRANTS

As noted above, the K–16 Partnership has been a powerful asset in competing for federal, state, and private funding for education initiatives. Grant proposals that provide comprehensive and relevant data are advantaged in the highly competitive review process. Such data were used to write grant proposals that funded projects such as the Polytechnic and Wilson Family professional development centers, the California Academic Partnership Program (CAPP), and the High School Outreach and Academic Preparation (HSOAP). For example, a CAPP grant targeted Lakewood High School, not an obvious choice because at least three different high schools in LBUSD had higher percentages of economically poor and/or lower-performing students. However, data that could only be provided by the higher education partners indicated that of all the Long Beach high schools, the Lakewood graduates were the least likely to attend CSULB. Because of its close proximity to LBCC, many of the Lakewood graduates matriculated to the local community college without even considering the university. This was a concern because, in general, Lakewood graduates did not tend to transfer from LBCC to a 4-year college or university. A lack of college-going culture seemed to prevail at Lakewood. This was compounded by the overall low transfer rates of students from LBCC and other community colleges to 4-year institutions of higher education (IHEs). A goal, therefore, of the CAPP grant is to increase the number of Lakewood graduates who go directly to CSULB and other universities. More detailed information on CAPP and other initiatives are presented in Chapter 4.

In addition to assisting in developing grant proposals, the K–16 collaborative has also improved the formative and summative evaluation of these

initiatives. For example, CSULB faculty collaborated with school district staff to develop semistructured observations and interviews to assess the effectiveness of student workgroup meetings sponsored by the Wilson Family professional development center (PDC). This was a part of the Design for Excellence: Linking Teaching and Achievement (DELTA) initiative, described in Chapter 6. The coordinator of the Wilson Family professional development center, Megan Stanton, stated: "I would not have been able to do nearly as good a job of evaluating the student work meetings without Steve Turley [CSULB professor]. I don't have as much firsthand research experience. Steve brought a lot to the process."

USING DATA IN A K–16 PARTNERSHIP TO IMPROVE PREPARATION PROGRAMS

As noted in many chapters of this book, a major focus of the Partnership is to improve the curriculum and instruction offered in Long Beach public schools. Accordingly, the Partnership has collaborated on various efforts to measure the effectiveness of the CSULB teacher preparation program in terms of K–12 student educational outcomes. Four major attempts have been made to measure the success of the teacher preparation program by the results of K–12 student progress. These include (1) the SERVE pilot study, (2) the Beginning Teacher Support and Assessment (BTSA) evaluation, (3) the standards-based Integrated Teacher Education Program (ITEP), and (4) a comprehensive study of all the teachers trained at CSULB working in the LBUSD. These, with the exception of BTSA, described in Chapter 6, are discussed next.

SERVE Pilot Study

Surprisingly, prior to the establishment of the Partnership, the LBUSD was not the major employer of teachers prepared by CSULB. Furthermore, CSULB graduates who were hired by the LBUSD were found to be insufficiently prepared for the diversity of the district's student population. This latter point was voiced by LBUSD's Dr. Randolph Ward, then an assistant superintendent, to the College of Education leadership in one of those rare moments of brutal honesty. As a result, Jean Houck, then associate dean of education, and David Dowell, acting dean of the College of Liberal Arts, led the development of the Service Experience for Revitalizing Education (SERVE) program to provide future educators with classroom experiences in diverse urban schools early in their training. The liberal studies bachelor's degree for elementary teachers now requires a minimum of 120 hours of service learning

experiences to be completed; 40 of those hours are linked to a foundation course. An office was established to administer the program and assist in identifying and placing nearly 900 students in public school sites each semester. Once placed at a school, SERVE students work with the classroom teacher to provide remediation to low-performing elementary students.

From its inception, the SERVE program has placed the majority of its students in Long Beach. Exit interviews and surveys of these students consistently indicate that the experience provided a valuable opportunity to develop future educators' capacity to teach in diverse urban schools. Recently, the administrators of the SERVE program made an ambitious effort to move beyond the occasional glowing testimonial and the student exit satisfaction survey to systematically investigate whether elementary students benefited from the SERVE students' interventions.

For the pilot study, four instructors agreed to require their students to collect pre- and post-intervention reading and math data on three elementary students. Data collection was based on extant data (e.g., running records and math facts assessments) required by the district. Because of the Partnership, the evaluation was based on data the district required teachers to routinely collect; thus the SERVE evaluation did not require additional assessments that could unduly burden classroom teachers, was closely connected to the district standards and curricula, and provided SERVE students with the opportunity to learn the districtwide assessment system of a district in which they might one day teach. An example of the data-recording protocol is shown in Figure 8.1.

The results of the pilot test were promising. Pre- and post-tests results in sight-word vocabulary as well as addition, subtraction, multiplication, and division math facts indicated that the elementary students made statistically significant gains during the SERVE student intervention. The major limitation of the study was a low return rate; only 20% of the SERVE students collected the data and returned the SERVE profile to their instructor. The level of support offered by the course instructor influenced whether or not the students collected these data. Those CSULB students who did collect the data voiced strong approval for the activity stating:

"It was good practice for when we become teachers and have to keep records."

"I can see the improvements or progress made by each student."

Attempts to expand the pilot to other sections of these courses were met with considerable skepticism, however. A few of the university instructors declined to support the pilot, citing legitimate concerns such as (1) the futility of attempting to attribute an elementary student's gain to a SERVE student's efforts given the multitude of other variables in the student's in-

SERVE Student Name: Student X **SERVE Student ID:** 161903325

Semester & Year: Fall / 00

Total number of SERVE hours this semester: 40

Circle One: English 309 (EDEL 380) Independent

	Total number of intervention minutes this semester			*Running Record Fiction*	
K–8 Student's	Reading (Date/ Minutes)	Math (Date/ Minutes)	Other (Date/ Minutes)	Pre-	Post
First Name: Tommy *Student ID:* 1619773	9/12–30, 9/14–30, 9/19–20, 9/21–30, 9/28–25, 10/3–15, 10/5–30, 10/10–30, 10/12–30, 10/17–20, 10/19–20, 10/24–20, 10/26–20, 11/7–20, 11/9–20, 11/14–20, 11/21–20, 11/28–20 Total Minutes: **420**	9/12–10 9/19–20 10/12–10 10/24–20 11/9–20 11/14–20 Total Minutes: **100**	9/14–30 10/3–20 10/17–5 10/26–20 11/21–40 Total Minutes: **115**	*Reading level:* Gr 1 mid *Accuracy:* 95% *Comprehension Questions:* 5/5	*Reading level:* Gr 2 mid *Accuracy:* 85% *Comprehension Questions:* 3/5

Figure 8.1. SERVE profile.

structional ecology and (2) the difficulty of adding additional requirements to courses already filled to capacity with content and assignments.

In summary, the results of the SERVE pilot study found that (1) the Partnership helped to identify extant data useful for program evaluation; (2) students preparing to be teachers benefit from a data-based approach to teaching, even early in their preparation; (3) elementary students appear to benefit from college students' service learning experiences; and (4) resistance to collecting data on the efficacy of service learning exists in higher education.

Standards-Based Integrated Teacher Education Program (ITEP)

By the mid-1990s LBUSD had become a recognized K–12 leader in standards-based education reform. In turn, by 1997 CSULB had learned so much from the district about the value of standards-based instruction that you might say the teacher education leaders "had got religion"! This commitment to prepare teachers for standards-based urban classrooms compelled the CSULB education leaders to radically redesign the undergraduate and credential programs. The standards-based Integrated Teacher Education Project, funded

through a grant from the Knight Foundation, set out to develop an effective teacher education program that integrates pedagogy and content and provides examples of best practices in the classroom and in schools. The co-principal investigators on the project were Glenn Nagel, Dave Dowell, and Kathy Cohn. The grant actually funded course and faculty development. But of equal importance was the leadership of Jean Houck, the education dean, in that she oversaw the larger effort of program design and approval, recruitment and outreach, implementation, articulation, and evaluation of the pilot.

Dr. Dawn Person was contracted as the evaluator on the Knight grant. Her assignment was to evaluate and report on project implementation and the outcomes of this massive reform effort. Ultimately, it would involve 2,000 undergraduate majors at CSULB and up to 500 community college transfers per year.

The Standards-Based Integrated Teacher Education Project (SBITEP), funded by the James S. and John L. Knight Foundation and CSULB, set out to develop an effective teacher preparation program that integrates pedagogy with content and provides examples of best practices in the classroom and in the schools. Faculty from five CSULB colleges worked collaboratively to attain the four ITEP program goals: (1) to educate a cohort of liberal studies faculty in standards-based instruction and integrate pedagogy with content; (2) to offer revised integrated courses; (3) to evaluate and report on project implementation and outcomes; and (4) to articulate the first 2 years of liberal studies with the teacher education track at LBCC and other major feeder community colleges. Chapter 5 tells the full ITEP story.

Evaluation Goals and Process. The evaluation team led by Dr. Person utilized both formative and summative evaluation techniques. Evaluation activities have (1) monitored and documented project implementation goals and objectives, (2) assessed student and faculty reactions to standards-based education, (3) compared ITEP student performance to that of a comparison group of liberal studies students, and (4) identified overall program outcomes. The team developed an evaluation model that incorporated quantitative and qualitative methods of data collection and analysis to determine perceptions and identify program outcomes in terms of processes and product.

In all 3 years of the project, the research team conducted interviews, focus groups, and surveys of faculty (K–12, CSULB, and LBCC), administrators, and students. The team asked faculty what they needed to meet the project objectives. A comparison group of liberal studies students was identified and student performance for that group and the ITEP students was tracked concurrently.

By spring 2001, the five major ITEP activities had been successfully achieved. Professional development activities both on and off campus had been offered for university and community college faculty and the leadership of the project. The curriculum for the standards-based content and integrated pedagogy program had been fully approved and implemented. Ongoing planning and revision of classes and program modification had occurred and continued to evolve as the program grew and different faculty became involved in teaching courses. Articulation agreements had been developed with the community colleges.

The evaluation process tracked ITEP student retention and progress toward degree completion. Student retention remained high for both native and transfer students, and grade performance indicated that students were achieving at a higher rate and level than their non-ITEP liberal studies counterparts.

Implications for Using Data in a K–16 Partnership. This project is an example of a well-planned and executed innovation in higher education teacher preparation, one that involved the K–16 partners in every step of the process. The ITEP evaluation is a good example of using a variety of sources and methods to evaluate a teacher preparation program. Six large community colleges and five colleges within CSULB collaborated to support the ITEP program and evaluation. Consequently, Dawn Person needed the help of the institutional research offices of the community college partners and, most critical and central, the university's Institutional Research Office.

Michael Remley, of the CSULB Institutional Research Office, was the man. He identified and provided all the data for the program students and created comparison groups for each cohort of students. The system that he accessed on a daily basis was not one that even a seasoned researcher was always able to negotiate; thus the evaluator had to rely on the analyst who works daily with the system to "mine" the right data. The process was comparable to walking through a dark mine with only a small flashlight. Michael, at the evaluators' requests, translated the request to match the database system and then hoped that what was needed for the evaluation would emerge. The team knew that framing the request was critical and that the more effective we as evaluators were in shaping the questions, the less time lost and frustration generated for Michael, our trusted partner. What we discovered to be essential to this process was taking the time and effort to communicate as specifically as possible the data needed to complete a formative and summative evaluation.

As the leader of the evaluation team, Dawn Person offers this advice: "Be on the best of terms with the institutional researchers so that what seem to be insurmountable challenges can be remedied using the old adage that two heads are always better than one."

Comprehensive Study of the Effectiveness of California State University Graduates' Effectiveness in Long Beach Classrooms

This final project is an attempt to evaluate the effectiveness of teachers prepared by the many different CSULB certification pathways. In the past six years a range of eight alternative pathways to elementary teaching have been implemented to accommodate the diverse urban population in the Los Angeles Basin. Surveys and interviews of CSULB graduates and their supervisors in recent years have indicated general satisfaction with the programs. However, such "customer satisfaction" surveys leave much to be desired in terms of definitive evidence of the effectiveness of CSULB-educated teachers in promoting K–12 students' educational outcomes. Thus Claude Goldenberg, associate dean in the College of Education, led the effort to identify, collect, and analyze K–12 student performance data as an indicator of the success of CSULB teacher education graduates. This process has only begun. Claude Goldenberg, Ann Wood, and Kristin Powers (of CSULB), along with Lynn Winters and Kathleen Piscopo (of LBUSD), met in spring 2002 to begin planning a database that would link teacher preparation to K–12 students' outcomes. Numerous challenges were identified during the meeting.

The first challenge was cross-referencing three or more databases. For example, information on a teacher's most recent review are kept by the district's Human Resources Department, while information on student performance on standardized tests is housed in the Research and Evaluation Department. In some cases, it appeared easier to share information across two different educational systems (e.g., the school district and the university) than across different departments within the same school system (e.g., Human Resource Services and Research and Evaluation). Even with collaboration across different departments and between the university and the school district, some information was not available. For example, information about two powerful predictors of underachievement—foster care and welfare status—are only available through county offices of education.

Once the "wish list" of key indicators of teacher quality and student outcomes was identified along with the sources, "sausage making" commenced. As stated above, you probably don't want to scrutinize the research process too closely. Each key indicator, upon closer inspection, was riddled with flaws. Take the available indicators of poverty for example. Participation in subsidized lunch programs is a common indicator of poverty, yet participation dramatically declines as children age, not because they are becoming less poor but rather because adolescents are less likely than younger children to return the application to enroll in the program. Our second indicator of socioeconomic status, student reports of their parents' educational attainment, is also likely to be inaccurate.

CSULB faculty are very interested in determining whether the teachers they prepare are effective with poor children and adolescents because poor students are particularly disadvantaged by ineffective teaching because, unlike their more affluent peers, they experience fewer enriching activities. Furthermore, anecdotal evidence suggests that new teachers in Long Beach, as in most large urban districts, are often given the "toughest" assignments. New teachers are frequently assigned to teach students with high rates of mobility, disabilities, academic failure, and poverty. Therefore, their students' gains (or losses) on standardized achievement tests compared to the previous year are a better indicator of teacher effectiveness than the students' performance for that year alone.

Similar to student socioeconomic status, teacher current credential status and teaching experience proved problematic. As part of the California Basic Educational Data System (CBEDS), LBUSD collects annual data on teachers' credential status. However, these data are often incorrect because the licensing requirements in California are complex, and many teachers do not know whether they have an intern, preliminary, or full credential, or are teaching out of field.

Furthermore, credential status and teaching experience do not necessary correspond in a linear way. There are some beginning teachers with credentials and there are teachers with 5 or more years experience without a credential. Fortunately, teachers can easily report years of experience.

The meeting concluded with a list of student and teacher indicators that were available for analysis. (Theoretically available anyway—no real work has yet been done to connect across the multiple databases to establish one clearinghouse database to track CSULB-trained teachers.) However, a method for answering the question "Are CSULB-prepared teachers effective" had yet to emerge. Ideally, CSULB graduates would be compared to teachers prepared by other institutions. However, the only sure-fire way of identifying CSULB teachers' alma mater has been by asking them, a very ambitious undertaking when there are 4,500 teachers. As a result of the requests for information, in the fall of 2002 the Human Resources Office of the school district began entering the institution where the degree was earned into its teacher database.

USING DATA IN A K–16 COLLABORATIVE TO IMPROVE K–16 EDUCATIONAL OUTCOMES

The standards-based assessments developed by collaborative teams that included LBUSD, LBCC, and CSULB faculty and administrators are the most direct examples of K–16 collaboration to use data to increase student achieve-

ment. These assessments, including end-of-course mathematics and writing performance, are described in more detail in Chapters 3 and 4. These data are used to match students to programs and guide curriculum and instruction. For example, LBUSD's math curriculum leader, Dixie Dawson, says:

> The most important data are the end-of-course data. We identify areas of weakness through item analyses, and then teachers look at their curriculum maps to determine what adjustments need to be made. We are currently creating notebooks that will provide lesson ideas to improve the way we teach the concepts that students have difficulty with on the tests. Another use of data is done at the beginning of the schoolyear. I download the grades for every math student by teacher and school attended. Then we link that data with the end-of-course score and the student's schedule for the new year. We sort the data by the course and teacher for the new year. The teachers then have all of their students' data at their fingertips. We find and correct many misprogrammed students with these data.

Similarly, H. J Green, former assistant superintendent of high schools, reported that the performance writing assessments results influenced instructional planning, course-taking, and even graduation decisions.

Trend data indicate that student performance on these rigorous standards-based assessments is improving (see Chapter 9). This success deserves celebration. Expanding these standards-based assessments into the LBCC and CSULB curricula has been a topic of recent Partnership meetings. The college professor who explicitly links a class test or assignment to a standard for student learning, provides a detailed scoring rubric and example/anchor papers, and scores student work with a colleague to establish inter-rater agreement is probably a rarity. Yet the influence of the K–16 collaborative can be felt as professors at the community college and the university learn the benefits of the school district's standards-based assessments.

FUTURE DIRECTIONS

The collaborative efforts described in this chapter provide examples of interdepartmental data sharing within and across CSULB, LBCC, and LBUSD. Thus far, the Partnership has contributed to developing standards-based assessments, evaluating teacher preparation programs, assisting in procuring funds from external agencies, and tracking student progress through the three institutions. While each of these activities has useful outcomes, a data-based common vision and course of action agreed upon by the leaders of all

three institutions have yet to be accomplished. This raises two questions: Is there leadership capability and interest to explore the data from all three institutions in some collective manner? Is there leadership interest and capability to collaborate in using the data to develop a shared strategic plan? Scarcity in both time and resources among the leadership and their support staff may explain why a data-based strategic plan has yet to be established for the Partnership. Furthermore, the external mandates described in Chapter 9 encourage administrators to focus exclusively on problems to be solved for their own institution. Collaborative data-based decision making remains an ambitious goal for future Partnership activities.

CHAPTER 9

Accountability for Performance: Pre-Kindergarten Through Graduate School

Simon Kim, Kristin Powers, David Dowell, Janice Hansen, Geno Flores, and Fredrick P. Trapp

THE WORK OF the Partnership in its early years focused primarily on building relationships, establishing trust, and identifying mutual areas of concern among our organizations. The primary goal has always been to improve achievement for all students. We all realized early that our interconnectedness related to student achievement. Previous chapters have described how we came to this realization and what key initiatives were launched. The efforts were action-based and designed to solve problems considered to be critical to two or more of the partners: K–3 literacy, highly qualified teachers and counselors, and college readiness are the most frequently cited examples. At that stage of the Partnership, we were not defining outcomes or measurable successes. In part this was due to the lack of sophistication of the Partnership and its interest (or lack thereof) in accountability. But in fact it was largely due to the fragile nature of the relationships of the partners in the early years. Trust is not easily established in a climate of examining hard data associated with the performance of one partner by another. We were trying to move away from the finger pointing and blame associated with our perceived shortcomings.

Members of the Partnership began attending Education Trust meetings in the mid-1990s. The Education Trust has emerged as the chief advocacy and public policy organization related to closing the achievement gap. Led by Kati Haycock, the staff of the Education Trust provided the Partnership with technical assistance and a healthy dose of social consciousness by urging us and other K–16 partnerships to carefully examine the data related to the achievement gap between White and non-White students. The staff urged

educators not only to work for an increase in overall student achievement but also to face the unpleasant truth of unacceptable differences in performance between student groups. When the test data are disaggregated by race and ethnicity, the evidence is compelling. Education Trust staff modeled the use of data and provided specific instructions on how achievement data had to be disaggregated and analyzed carefully to determine the nature of that gap. They advocated the implementation of a standards-based approach to raising the performance levels of students.

The powerful nudge provided by the Education Trust coincided with the Partnership's reaching a more sophisticated stage of its development. The partners wanted to know if what we were doing was making a difference. The Partnership had evolved to a point where accountability in the form of measured results of our collective efforts was not only desirable but also critical to our continued effectiveness. It was also becoming central to our way of doing business within our own organizations and to communicating our commitment and effectiveness to our respective stakeholders. The partnering work, although enjoyable, was indeed hard work and very time-consuming. We partners wanted and needed to know if all the effort and resources we were committing were making a difference in student achievement. It was time for the Partnership to move beyond our early practices of exclusive reliance on anecdotal information to guide decision making and goal setting.

With the evolving development of standards-based education in the Long Beach Unified School District (LBUSD) in the mid-1990s, the partners did focus on the value of the use of standards to monitor individual student progress. But in 1999, we began to examine institutional data to determine our progress. This chapter focuses on the role accountability has played in recent developments within and among the three partner institutions.

WHAT IS ACCOUNTABILITY?

Accountability programs are not unlike David Copperfield's acts of magic; most people enjoy watching them, but few are sure of how they work. Take the California Academic Performance Index (API), for example. Educators, administrators, parents, and even local realtors readily discuss these mysterious numbers, though many would be hard-pressed to explain how they are derived and few could identify means for their improvement. While accountability systems take on a wide variety of forms and functions, they all share one purpose: Accountability is about demonstrating to others that an educational system is moving in the right direction. Accountability systems typically have the following three elements: stakeholders, indicators of progress, and consequences. These are discussed briefly.

Each of the members of the Partnership has numerous stakeholders holding them accountable for student outcomes. For example, LBUSD schools are accountable to the district and the district is accountable to the California State Department of Education. Long Beach City College (LBCC) is responsible to a locally elected board and the state board of governors. California State University, Long Beach (CSULB) is responsible to the California State University system and the board of trustees. Within the Partnership, each partner is a stakeholder for the others~~th~~is is one of the fundamental reasons for forming and sustaining the Partnership. For example, LBCC and CSULB are stakeholders in the quality of students LBUSD graduates; conversely, LBUSD is a stakeholder in the quality of teachers who are prepared by LBCC and CSULB. Finally, the Partnership members share the greater Long Beach community as a major stakeholder in their success. For example, consider LBUSD students' test scores. LBCC student rates of transfer to 4-year colleges and CSULB graduation rates are routinely published in the local paper. The Long Beach community wants to know how well their educational institutions are doing.

The second component of accountability systems is some systematic measure of performance, ideally one that allows for comparisons among different individuals or institutions across multiple years. These include standardized test scores, level of coursework completed, and student graduation and dropout rates. Standardized test scores are by far the most popular. A list of the current California tests can be found in Table 9.1. All these tests are considered "large-scale" because they are administered to a large group of students for the purposes of collecting accountability data; they should not, however, be confused with tests administered in class for the purpose of guiding instruction.

The third component of accountability systems is assigning consequences to attaining or failing to attain performance goals. Performance on the assessment measures listed in Table 9.1 reaps either sanctions or rewards. Success or failure in K–12 education leads to direct consequences such as teacher or school incentives or state department takeovers. Schools may also be held accountable by the neighborhoods they serve. Particularly in Long Beach high schools, open enrollment policies lead to a migration of students from "bad" schools to "good" schools. High schools, colleges, and universities often seek rewards for positive performance in the form of accreditation by external agencies. Accountability consequences for students of all ages often take the form of admission to a program, grade retention or promotion, and graduation.

Like magic shows, accountability systems often change. By the time you read this, many of the tests, reporting systems, and sanction/reward policies, which are the linchpins of accountability programs, will have changed. Accordingly, less attention will be paid to describing the details and results of

Table 9.1. Large-Scale Standardized Assessments Administered to LBUSD and CSULB Students

Partner	*Test*	*Population*	*Consequences*
LBUSD	California High School Exit Exam (CAHSEE)	Administered to grades 9–12 until passed	Students must pass to graduate with standard diploma
LBUSD	California Achievement Test–Sixth Edition (CAT/6) (Replaces SAT-9 in 2003)	Administered to grades 2–11	Factors heavily in calculating the Academic Performance Index (API), to which sanctions and rewards—including public scrutiny, additional funding, and state takeovers of schools—are attached
LBUSD	California Standards Tests (CST)	Administered to grades 2–11	Contributes to the API (see above)
LBUSD	California Alternate Performance Assessment (CAPA)	Administered to students with exempt disabilities	Is planned to contribute to API (see above)
LBUSD	Golden State Exam	High school college-bound students	Rewards include scholarship money and college course credits for good performance
LBUSD	International Baccalaureate and Advanced Placement	High school students in advanced subjects	Good performance may result in credit toward college course
LBUSD	Benchmark Books	Running records data collected on selected benchmark books for students in grades K–5	Possible grade retention at grades 1, 3, and 5
LBUSD	Math Facts	Grades 1–8	Possible retention in grade 5
LBUSD	Writing Performance	Grade 11	Until CAHSEE, 11th-grade students need to pass or take portfolio class to graduate
LBUSD	Scholastic Aptitude Test (SAT)	College-bound high school students.	Scores influence college admittance decisions
CSULB	English Placement Test (EPT) and Entry Level Mathematics (ELM)	Entering CSULB students who score below 550 on the math or verbal portion of the SAT	Poor performance on these tests results in mandatory participation in remediation courses
CSULB	Writing Proficiency Exam (WPE)	Student pursuing master's degree	Students must pass to advance to candidacy for the master's degree

the current accountability systems in place in each partner's institution (see the Appendices for this information), and more attention will be devoted to describing the impact that accountability has had within each institution and among the three institutions. In order for the Partnership to create an effective internal chain of accountability, one in which students are experiencing a high-quality seamless education, each member is aware of the external accountability needs of the others. The accountability story for each of the three partner institutions is described next.

ACCOUNTABILITY IN LONG BEACH UNIFIED SCHOOL DISTRICT (LBUSD)

Student Promotion and Graduation

LBUSD led the state in imposing high-stakes accountability practices within local school districts. During 1997 and 1998, Karen DeVries, assistant superintendent of elementary schools, set out and accomplished an ambitious policy to end social promotion. A series of private and public forums were held in order to craft this radical policy. Faculty from higher education, K–12 teachers and administrators, parents, and many other stakeholders participated in these discussions. Issues regarding the fairness of holding students accountable by retaining them at grade level, when the cause of their failure may be due to poor teaching or insufficient academic support at home, were hotly debated. In the end, benchmarks in reading were established for third-grade students' promotion to fourth grade. Included in this program was early identification of students at risk for failing the third-grade promotion standards, individualized interventions that were based on student achievement data, collaboration with parents, a process by which parents could appeal retention decisions, and intense, mandatory summer or intersession remediation programs. Systemwide data suggest the program worked. Students' performance on benchmark reading assessments grew at all levels, particularly third grade, with the percentage of students reading at grade level or above in grades 1–3 increasing dramatically from 1996–1997 through the year 1999–2000 (see Figure 9.1).

This accountability program was expanded to first and then fifth grade in subsequent years, and the criteria for meeting grade-level standards for promotion have been raised. Anecdotally, teachers report strong support for having a clearly defined target to reach and on which to base important decisions like retention. One caveat to this accountability success story is that little is known about how those students who are retained under this program fared in future educational and social/emotional outcomes.

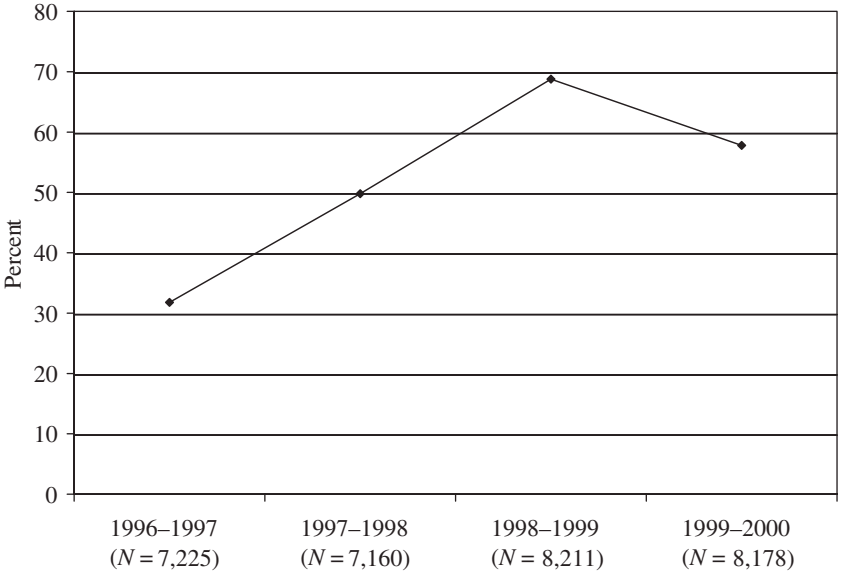


Figure 9.1. Third-grade students reading at or above grade level on all reading benchmarks.

In 1998, the State Department of Education (SDE) required all California school districts to implement retention/promotion policies similar to the one established in LBUSD. And in 1999 the SDE rolled out another even more prescriptive and ambitious student accountability program: the California High School Exit Exam (CAHSEE). Prior to CAHSEE, districts were allowed to set their own criteria for demonstrating competency worthy of a high school diploma. For many districts, this amounted to testing for minimum competency. Eighty to ninety percent of LBUSD high school students passed the district-selected standardized test during their first attempt. Those who failed had multiple opportunities to pass, thus raising the success rate to 98%.

LBUSD administrators and other stakeholders were less than satisfied with this minimum competency test. There is always concern that such programs foster low expectations as the minimum standard becomes the maximum of what is expected of students. Based on the strong belief that LBUSD should graduate proficient writers, Chris Dominguez, the assistant superintendent of curriculum, collaborated with LBUSD staff and faculty from CSULB and LBCC to add a writing component to the LBUSD graduation requirements. Beginning in 1998, students were required to demonstrate proficiency on a writing performance assessment or successfully complete a senior writing portfolio class in order to graduate. This popular accountability

program will soon become obsolete after only 5 years in existence because the state-mandated CAHSEE includes a writing component. However, LBUSD students will be required by district policy to complete a junior thesis beginning in 2004.

The CAHSEE will present more of a challenge to LBUSD than the need to abandon the district writing exam. There is a very real likelihood that a lot of LBUSD students may not pass the test, and being a state mandate, there is no district recourse for offering those who fail some alternative means, such as completing a class or writing a thesis, for demonstrating competency. Geno Flores presented expert testimony before the State Board of Education that included suggestions as to where to set the cutoff scores on the CAHSEE. An early target of 70% correct proved much too stringent; less than 25% of the pilot sample would pass this performance standard. Even more alarming, the performance of a mere 1% of African American and 3% of Hispanic youth in the pilot met or exceeded this cutoff score. Thus, the disparity in performance among certain racial groups is a very critical issue in high-stakes accountability systems. Had these criteria remained (which they didn't~~the~~ state decision-makers agreed on much lower criteria), the majority of Hispanic and African American students in California would not graduate high school. Thus, the focus of the Partnership on reducing the achievement gap between minority and nonminority students is now more important than ever. Accordingly, Partnership activities such as the extensive high school outreach and tutoring programs are important resources for the district as it retools to meet this new challenge.

California Public School Accountability Act and Closing the Achievement Gap

The California Public Schools Accountability Act of 1999, the most influential accountability program at this time, also focuses attention on decreasing the achievement gap between different groups of students:

> Academic Performance Index (API) [is] to measure the performance of schools, especially the academic performance of pupils, and to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. (California Education Code 52052)

Initially, schools that failed to demonstrate sufficient growth on the API for all subgroups of their student population were provided with Low-Performing School grants; however, at the end of this grant program, those schools that have not met their API targets will be at risk for state sanctions,

such as reorganization, removal of staff, and/or takeover. Schools that made significant gains on the API among all the subgroups of their student population were rewarded with sizable grants, and the staff of a few LBUSD schools even received bonuses as part of the governor's performance awards. Between 1999–2000, the first year of measured growth using the API, and 2001–2002, an average of 60% of LBUSD schools have received performance awards, while an average of 80% of the schools met their schoolwide growth targets, signifying improvement. However, 16% of the schools remain identified as low performing and without significant improvement. In 2002, 69% of LBUSD schools made the API growth targets for all of their subgroups of students, while 24% demonstrated significant schoolwide gains but failed to move every subgroup to meet the API criteria for their school.

The success of so many LBUSD schools in meeting or exceeding their API targets for every subgroup has wide-ranging implications for a community as diverse as Long Beach. The district is home to nearly 100,000 students. The largest group of the students in Long Beach schools is Hispanic/Latino (44%). Twenty percent of the student population is African American, and 18% is Caucasian. Asian students make up 12% of the students in the district, with other races accounting for the remaining 6%. The percentage of Hispanic/Latino students in Long Beach schools has doubled in the last 15 years, while the percentage of Caucasian students has decreased by half. Half of the kindergarten students enrolled in LBUSD schools in the spring of 2001 were classified as English-language learners. Approximately 60% of students qualify for free or reduced-price lunches, and in some schools about 90% of the student body is eligible for assistance to offset the cost of meals.

LBUSD student performance in the Standardized Testing and Reporting (STAR) program indicates that modest strides have been made in narrowing the achievement gap between Caucasian and minority students. It is notable that Hispanic/Latino students made greater gains in achievement scores than those in any other ethnic group. At the same time, Caucasian students have shown steady improvement, making the achievement gap something of a moving target. While it is desirable for all students to continue to improve, minority students must do so at a rate greater than their Caucasian peers before any true narrowing of the achievement gap may be seen. While subpopulations of students defined by racial/ethnic or socioeconomic status were targeted early in the state accountability program for improvement, students with significant disabilities only later became the focus of attention, partly because their inclusion in accountability systems raises a number of difficult technical and educational issues.

Alternative Assessment Project

Standards-based education reform emphasizes holding school systems accountable for student outcomes as measured by standardized test results. Yet students with severe disabilities are exempted from these assessment systems, resulting in a lack of accountability for the effectiveness of the programs that serve them. The 1997 amendments to Individuals with Disabilities Education Act (IDEA) corrected this oversight by requiring all states to develop and implement an alternate assessment system in order to include students with severe disabilities in standards-based education reform. The primary purpose of alternate assessment systems is to provide accountability data on students who have typically been overlooked by district and state accountability programs.

Led by special education curriculum leader Erin Reid in collaboration with LBUSD staff, CSULB faculty, and other stakeholders, the LBUSD alternate assessment project began in 2000. The first administration of the alternate assessment occurred in 2001 and included secure performance prompts with corresponding rubrics that were administered during the STAR administration. Individual performance portfolios, in which samples of student work are collected throughout the academic year, were added to the program in 2002. The performance prompts and portfolios assess student performance in six domains of functioning (i.e., communication/self-help, self-care, motor/mobility, functional academics, vocational, and personal/social adjustment). Each skill within each domain is linked to either a California or LBUSD content standard in order to maximize special education students' participation in general education programs. More importantly, the performance of students with significant disabilities was fully included in the district accountability program for the first time. Once again, LBUSD led the way for the state. The state's California Alternate Performance Assessment (CAPA), which shares many similarities with LBUSD's alternate assessment, was administered for the first time in the spring of 2003.

ACCOUNTABILITY IN LONG BEACH UNIFIED SCHOOL DISTRICT

The accountability stories described above were selected to provide a sense of the top-down (i.e., state-mandated) and bottom-up (district initiative) accountability programs that influence the everyday practices in schools, particularly in providing services to subgroups of students. There are many more LBUSD accountability stories, such as the time Geno Flores required school personnel to verify the dropout data they were reporting by submit-

ting the names and ID numbers of every student being claimed. This resulted in a 300% decrease in the dropout rate reported to the state, because the LBUSD Research Office was able to determine that due to interdistrict mobility and sloppy record-keeping, some students were being counted twice. In today's K–12 educational climate of high-stakes accountability, there are too many accountability stories to report in one chapter. However, the results of some of these accountability programs are contained in Appendix A, and the most up-to-date information may be found on the LBUSD Research, Evaluation and Planning website: (http://www.lbusd.k12.ca.us/research/2002/index.htm).

The pressures to demonstrate results have been most keenly felt in K–12 education; California colleges and universities do not have nearly the number or intensity of external mandates as are applied to K–12 districts. For example, the national education agenda articulated in the No Child Left Behind (NCLB) Act clearly promotes high-stakes accountability for K–12 schools through annual student testing, reporting of results, and attaching of consequences to those results, such as offering parents the opportunity to select a private school over a low-performing public school for their child. Neither NCLB nor any other national or state policy requires that community colleges and universities be held accountable for the results of African Americans, first-generation-college-attending students, sorority sisters, returning students, nontraditional students, or any other subgroup of students. Possibly higher education has been left relatively free of external mandates and allowed to follow its own course because it is the jewel of America's educational system. Unlike K–12 education, students traverse the globe to attend college in America.

While NCLB does not target college students' educational outcomes specifically, it does promote two programs that have major implications for the Partnership: (1) math and science partnerships to unite K–12 schools, institutions of higher education, and other stakeholders in improving K–12 students' math and science achievement, and (2) a "no teacher left behind" program to ensure that highly qualified teachers are in every classroom by 2005 through strategies such as innovative professional development and compensation programs, alternative certification, and recruitment and retention improvements. Many of the Long Beach Education Partnership initiatives described in other chapters are aligned to these two national reform initiatives; these include the multiple pathways to teacher credentialing offered by CSULB, the California Academic Partnership Program (CAPP), the High School Outreach and Academic Preparation (HSOAP) project, and CSULB's math and science camp, to name a few. In addition to producing quality teachers and forging partnerships with local districts around math and science, LBCC and CSULB have a mandated responsibility to provide

access to college, to offer remedial coursework for students with inadequate college preparation, and to lead students through to completion of a degree or other educational goal selected by the student. These responsibilities are described next.

ACCOUNTABILITY IN LONG BEACH CITY COLLEGE

Long Beach City College is responsible to the locally elected board and the state board of governors to accomplish its fair share of the systemwide goals in the Partnership for Excellence (PFE) program, conditioned by the context of its service area and level of resources provided, principally by the state. The PFE program was a mutual commitment by the state and the community college system to significantly expand the contribution of the colleges to the social and economic success of California. The state-defined mission creates accountability to the citizens, business, and industry of the local service area, to senior institutions to which students might transfer, and to the state authorities for the admission of essentially all who apply and wish to prepare for transfer, pursue vocational education for immediate employment or skills upgrade, and undertake remedial instruction. Community colleges are also expected to provide workforce preparation services to the business community.

While LBCC assists students in reaching a variety of personal goals, there are four performance indicators that are directly related to the K–16 Partnership: transfer preparation, program completion awards, successful course completion, and basic skills improvement.

Transfer Preparedness Indices

Transfer preparedness is measured both by the numbers of students who transfer from LBCC to one of the two state public university systems as well as the number of students who have completed enough transfer units to be eligible for transfer. The board of governors (BOG) for the California Community College system established a systemwide goal to increase the number of upper-division transfers from 55,149 in 1998–1999 to 78,582 by 2005–2006. LBCC identified its share of that system goal as 104 students transferred to the University of California (UC) system and 840 students transferred to the California State University (CSU) system during the first 3 years of this objective (see Appendix B for the actual numbers). The goal requires the College to increase transfers by 5% to the UC and 4% to the CSU system. Due to the multiple mission of the community college and the range of students who attend, approximately one-third of the admitted students declare transfer as an educational goal.

The measure of transfer-prepared students rests on a count of students who complete at least 56 UC/CSU-eligible transfer units with a GPA of at least 2.0 within a 6-year period. The system goal is to increase the numbers of these students from 106,951 in 1997–1998 to 135,935 in 2005–2006. LBCC has established its goal at the end of this 8-year period as 1,880 students, or an overall increase of 3%. LBCC has not quite achieved those targets, but it narrowed the gap in the 2001–2002 academic year. Offering sufficient numbers of transfer course sections and addressing the diverse learning styles and educational needs of the students who sometimes arrive unprepared for the rigors of transfer curricula are critical to successfully preparing community college students for transfer.

Program Completion

LBCC program completion includes both the traditional associate of arts (AA) degree and certificates of achievement that require 18 semester units or more. The community college system established a goal to increase the numbers of degrees and certificates awarded, as those program awards are an integral part of the mission. For purposes of setting the goal, the initial focus was on certificates of achievement that require 18 or more semester units as well as the associate degree. The system goal was set just beyond the expected enrollment growth rate for the system, as it was believed that the number of program awards was related to overall enrollment growth. For the system the goal is to achieve a 38% increase from 1997–1998 to 2005–2006. LBCC identified its contribution to this system goal as producing a 3.7% annual increase in degrees and a 3.9% increase in certificate awards. As of 2002, the number of degrees conferred has moved upward toward this eventual goal while the number of certificates awarded has remained constant.

Successful Course Completions

Successful course completion and basic skills improvement are both important measures of a student's ability to reach higher educational goals. Successful course completion means enrolling in a course and receiving an end-of-term grade of A, B, C, or credit. The rate of successful course completions is calculated by comparing all the students enrolled at the end of a normal registration cycle, usually through the second week of instruction, to the count of students with a successful end-of-term grade. A review of past grade data indicated that the rate of successful course completion varied with respect to both the type of curricular offering and the various racial

and ethnic groups. Therefore subgoals were established for transfer courses, vocational education curricula designed for immediate job entry, and basic skills course categories (see Appendix B for the actual percentages). The system goals rest on a belief that increases in successful course completion rates for all underachieving demographic groups will rise to at least the current aggregate average for all students. An overall 3.6% increase in the aggregate success rate by 2005–2006 was set as the target, based on the understanding that historically great effort has been required to achieve improvement in this measure and that the success rate will likely decrease as greater access is provided to that nontraditional and less-prepared students.

Basic Skills Improvement

A critical part of the mission of community colleges is supporting and encouraging students who have the motivation and capacity to benefit from higher education so that they may become successful students. This mission often requires the colleges to offer precollegiate courses and programs intended to bring up knowledge and skill levels so that students are able to compete in a rigorous collegiate academic environment. Across the system about one in ten students take basic skills courses that are provided as both credit and noncredit offerings. At Long Beach City College, the recent experience has been that just over one-third of the graduating class has taken basic skills instruction at some point in their academic career (see Appendix B).

A system goal was developed to address this mission by emphasizing the improvement students make once they have enrolled in a basic skills math or English course. Improvement was operationalized as the subsequent enrollment in and successful completion of the next-higher-level course in the discipline sequence when compared to the initial-entry course. Cohorts were formed and followed for a period of 3 years starting with the 1995–1996 academic year. A student who continued to move through the hierarchy of remedial curriculum was counted only once, regardless of the many levels they may have moved up in the 3-year period. However, students may be counted once in English and once in mathematics if they improved in both areas. The system goal by 2005–2006 was to achieve an increase in the number of students completing coursework at least one level above their initial basic skills enrollment from 108,566 in 1995–1998 to 150,754 in 2002–2005. LBCC established a proportional share of the system goal as an improvement experience for 3,830 students by 2005–2006. Through evaluation of the above four indicators of success, the Partnership can better understand how well prepared LBCC students are to enter a 4-year university.

ACCOUNTABILITY IN CALIFORNIA STATE UNIVERSITY, LONG BEACH

CSULB is responsible to the CSU system and to the state for providing high school graduates and community college transfer students access to the university. In addition, CSULB must offer remediation for those students who are not prepared to tackle higher-level math or English and every other opportunity for incoming students to progress to degree completion. In addition, CSULB is also accountable to the local K–12 schools and to the state for educating educators, thereby creating a workforce of credentialed teachers ready to teach to high educational standards. The idea that CSULB is responsible for the success of the public schools in preparing students for higher education is considered by some to be a radical notion. However, public school teacher preparation and curriculum development are both central to the mission of the CSU system. Since the state universities are the primary locus of teacher training, one can argue that it is not too much of a stretch to expect the universities to be actively involved with local high schools and to be held accountable for the academic success of high school students. CSULB is the major provider of credentialed teachers to LBUSD. Providing well-qualified teachers, equipping those who are already teaching in the district, and giving the LBUSD access to the wealth of educational resources at the college serves both the university mandate to build community involvement and the Partnership goal of improving student achievement through provision of high-quality education.

Access to CSULB

The California Master Plan for Higher Education directs the California State University campuses to accept the top one-third of high school graduates, based on high school grade point averages and SAT or ACT scores. This has resulted in a considerable growth in freshman enrollment at CSULB. The total number of students enrolled from LBUSD high schools has also shown steady growth. In 1992, only 101 students were from LBUSD. By 2002, the number had grown to 367 students. The growth is more prevalent among ethnic minority groups.

The admission rate for Caucasian students has remained significantly higher than that for other ethnic groups. The admission rates for Hispanic and African American students are lower than for Caucasian and Asian students. In an attempt to increase the admission rates of these students, numerous high school outreach programs have been implemented, including the Precollegiate Academic Development program (PAD), California Aca-

demic Partnership Program (CAPP), and algebra camp for GEAR-UP grant participants, which are described in other chapters of this book.

Progression to the Degree

CSULB has a comprehensive first-year program for first-time freshmen. Since the inception of the program in the early 1990s, there has been a slow but steady increase in first-year continuation rates. For the first-time freshmen entering from LBUSD high schools, the retention rates are steady at approximately 85 percent. Those rates, however, are about 10 points higher than the first-year continuation rates for African American students from LBUSD high schools.

Until recently, CSULB enrolled many more community college transfer students than first-time freshmen. To meet the needs of these transfer students, the campus has developed more than 100 comprehensive articulation agreements with California community colleges. These students have been able to graduate from CSULB after taking on average slightly fewer units as upper-division students than have those who entered the campus as first-time freshmen.

Credential Teachers

Initial teacher preparation credential programs at CSULB include the Multiple Subject (Elementary) Credential, with six credential pathways; the University-Wide Single Subject (Secondary) Credential; and the Education Specialist (Special Education) Credential. The goal is to ensure that the graduates have deep content knowledge, as well as opportunities for early and ongoing field experience in which they can see and implement best practices they have learned during their coursework. An indicator of the excellence of the teacher preparation programs at CSULB is the granting of continuing accreditation to CSULB by the California Commission on Teacher Credentialing (CCTC) and accreditation by the National Council for Accreditation of Teacher Education (NCATE).

CSULB has been part of a CSU systemwide evaluation of teacher education programs. In 2001, the 21 deans of education of the CSU decided to find out how well the teacher education programs were progressing and began the first systemwide evaluation of programs in the university's history. A year later, the study was repeated, and data are being gathered about the perceived effectiveness of the teacher education programs over time. A stratified random sample of the graduates and their supervisors were invited to participate in the evaluation; 183 graduates and supervisors from CSULB were

identified in the spring of 2002. The system office locates the graduates and supervisors and oversees the implementation of the survey. Individual campuses provide data, such as the complete list of names of the graduates. The campuses also assist with contacting teachers and supervisors who do not respond to the survey mailed to them, helping to get the return rate above a minimum of 50%.

The deans of education are a collegial group who get together three times a year to get updated on state regulations, touch base with other campuses in their area, and socialize. Yet, realizing the competitiveness among the deans, each campus receives only the data from its own campus and from the 21-campus system as a whole.

The supervisors tend to be a little more "forgiving," rating the new teachers slightly higher than the graduates rate themselves. We at the university assure one another that the supervisors are clearly more knowledgeable about new teachers' preparedness. The CSU systemwide survey has an ambitious long-range plan and in the future will be venturing into assessing the performance of public school students who are prepared in CSU programs. Table 9.2 is an example of the data generated in the CSU system study.

CSULB president Robert Maxson holds the teacher preparation programs in such great esteem that he issued a "warranty" in 1999 to back the graduates of this program. This 1-year warranty, the first of its kind in California, promised 700 newly credentialed teachers and their employers that on-site assistance from CSULB college of education faculty would be provided to assist any of the new teachers who struggled with the demands of teaching. President Maxson's warranty sent a strong message to Long Beach and surrounding communities that CSULB wants to be held accountable for the teachers it produces. This is particularly notable given the variety of programs preparing teachers at CSULB.

In 1992, the total number of multiple- and single-subject and special education credentials recommended from CSULB was 519. There has been a positive steady growth in the number of credentials issued over the years since then. In the 2002–2003 academic year, a total of 908 teaching credentials were awarded.

CRITIQUE OF EXISTING ACCOUNTABILITY SYSTEMS

The current California accountability system affecting the public K–12 schools, the API, does not create any inducement to collaborate with higher education. The API accountability scheme is based on standardized test score performance and contains no indicators that directly link to higher education, such as college attendance or completion of college preparatory coursework.

Table 9.2. Effectiveness of Preparation for General Teaching Practices (K–12) as Evaluated by Former Student Teachers, Former Intern Teachers, and Former Emergency Teachers

	% of Subgroup			*Mean Rating*			*SD*		
	ST[a]	*IT*[b]	*ET*[c]	*ST*	*IT*	*ET*	*ST*	*IT*	*ET*
1. Knowing and understanding grade-level curriculum subjects	83	70	88	2.25	2.00	2.32	0.80	0.82	0.72
2. Organizing and managing a class or student group for instruction	84	80	70	2.14	2.00	2.07	0.71	0.67	0.94
3. Organizing and managing student behavior and discipline	70	60	60	1.88	1.70	1.80	0.83	0.67	0.99
4. Preparing lesson plans and arranging class activities	93	70	85	2.45	2.00	2.33	0.62	1.05	0.77
5. Using an effective mix of teaching strategies and class activities	84	80	77	2.26	2.00	2.17	0.75	0.94	0.83
6. Meeting the instructional needs of English-language learners (ELL)	67	70	66	1.82	1.80	1.92	0.81	0.92	0.93
7. Meeting the instructional needs of culturally diverse students	75	80	76	1.99	1.90	2.08	0.70	0.57	0.79
8. Meeting the instructional needs of students who are special learners	49	50	58	1.53	1.60	1.68	0.74	0.70	0.98

Notes: "ST" indicates student teachers; "IT" indicates intern teachers; "ET" indicates emergency teachers. All groups completed the CSULB program in 2000–2001.

[a] $n = 76$.

[b] $n = 10$.

[c] $n = 59$ for practices 6 and 7; $n = 60$ for practices 1–5 and 8.

Arguably, the API creates inducement against collaboration simply because the pressure on schools to "perform to criterion" (API criterion, that is) is so great that public school personnel have little time or resources left to focus on collaboration with higher education.

The California State University Accountability Process (http://www.calstate.edu/acadaff/accountability/index.shtml) includes several innovative measures that create expectations for partnerships. For example, it includes expectations that CSU campuses will involve faculty and students in outreach activities in public schools. More dramatically, the process holds campuses accountable for the preparation of entering students as measured by placement tests in English and mathematics. This creates a strong inducement to work with feeder high schools. It seems shocking to many university educators that the university could be accountable for the students' skills as they enter, but this expectation does focus attention on the proficiency of students in the feeder high schools. Tied to these accountability expectations is sizable funding sought and obtained from the state legislature aimed at supporting collaboration between the CSU campuses and high schools focused on preparing students for these placement tests (see Chapter 4).

Several changes in the higher education and public school accountability systems in California could create additional inducements for collaboration. The most obvious would be to include among the criteria for measuring the performance of public schools some indicators of college preparation, such as (1) the percentage of students who complete the college preparation course pattern, (2) the percentage who attend public state colleges and universities, and (3) the percentage who are assessed as "college ready" at the public universities. All three of these indicators are already collected on a statewide basis and with appropriate policy changes could become part of an accountability system.

Additionally, inducements to meaningfully align curriculum and assessments between high school and public higher education could bear fruit. In transitioning to higher education, California students must take a bewildering array of high-stakes tests including the state standardized tests, the California extensions to the state testing program, the California High School Exit Examination, Advanced Placement tests, the Golden State Examination, the Scholastic Achievement Test, the CSU English Placement Test, the CSU Entry Level Mathematics Examination, the University of California Subject A Examination, and in some cases even others. There are good reasons to look at reducing this test burden. One proposal under consideration would align the California extensions to the state testing program with the CSU English Placement Test and the CSU Entry Level Mathematics Examination. This change would permit students who pass the state extensions to skip the

CSU placement tests. This initiative is being championed by CSU deputy chancellor David Spence. California needs more innovative thinking of this kind about how high-stakes examinations can become better aligned and used for multiple purposes. Such changes could reduce the testing burden now placed on the schools and on students and, even more importantly, focus instruction on skills and knowledge aligned with college expectations.

The passage of the No Child Left Behind Act promises to offer support to initiatives targeted by the Long Beach Education Partnership by focusing national attention on teacher preparation, continuing professional development, and K–16 partnerships around mathematics and science curricula and instruction. While NCLB also ups the ante with regard to external mandates and accountability requirements for LBUSD, the appearance of two of the major Partnership initiatives (teacher preparation and K–16 partnerships to improve K–12 achievement) in the national agenda is inspiring.

Successful partnerships take time. It is only within recent years that the Long Beach Education Partnership (LBEP) has evolved to a place where partners are able to look at the results of their collected efforts through measured data. This decision to begin examining one another's accountability data is evidence of the significant amount of trust that has developed among the partners.

The Partnership has supported and continues to support school reform efforts. Efforts have been directed at adopting more rigorous curricula, developing standards, restructuring schools, and increasing professional development opportunities for teachers. However, LBEP does not have mandated accountability measures. The success of the Partnership is determined by the extent to which individual partners meet their state and district accountability measures and their willingness to share those findings with their partners.

Change in standardized achievement scores also takes time. While positive changes have been noted in the achievement scores of students in the primary grades, change at the middle school and high school levels has been slower in coming. The achievement gap among ethnic groups has not narrowed significantly despite the combined efforts of the partners. On the plus side, the improvement in overall achievement scores has been steady and the decline in achievement scores of minority students appears to have been arrested. If it continues, these slow but steady gains may be indicative of lasting improvements rather than a quick fix.

How do we measure up? Since the inception of LBEP, without establishing any cause-and-effect relationship, students at the LBUSD have improved in learning and consequently are better prepared for college. LBCC has awarded more degrees and produced more transfer-ready students. And there has been an increase in the number of teaching credentials issued at

the CSULB. The partners have been able to improve communication with each other in their efforts to create a seamless education. This has led to an informal, internal chain of accountability in which each partner is able to benefit from the strengths of the others. Just as acts of magic ultimately require the imagination to be sure how to make it work, so must we as partners understand how to make accountability work as we strive to increase the Partnership's efficiency.

CHAPTER 10

The Future: As Long Beach Goes, So Goes the Nation

Kathleen C. Cohn, Jean Wilson Houck, and Carl A. Cohn

OUR STORY OF the Long Beach Education Partnership began in 1994 during a serious economic downturn in our community. As we now write about the future of the Partnership, the state of California, with the fifth largest economy in the world, is entering a severe budget deficit estimated by the governor to be $34.8 billion. Crisis created opportunity for us a decade ago, and we expect it to do so again. Even in times of fiscal crisis, good things can and must still happen.

CALIFORNIA MASTER PLAN FOR EDUCATION

Since 2001 a joint committee of the California legislature has been revising the California Master Plan for Education. Currently it addresses only higher education. The revised Master Plan adds K–12 education and addresses K–16 education and beyond. Many of us in the Partnership have had the opportunity to give input to the design via public hearings, professional organizations, and our own institutions.

As the joint committee describes its new vision for education in California, it has used the term *seamless* to describe the interconnection of the education segments. Seamless Education has been the core of the Long Beach Education Partnership from its onset. But it is even more gratifying to note that many of the joint committee's 56 recommendations have been common practice for our Partnership for years. Here are but a few examples of efforts well underway in Long Beach that are included in the 56 recommendations for all of California:

- High school end-of-course exams jointly developed with higher education to measure what students learn and also to assist in placement in college courses
- Eleventh-grade assessments (and remediation if needed) aligned with university placement exams
- District/university program to prepare education administrators for low-performing K–12 schools
- Joint programs to prepare leaders for community colleges
- Increased capacity and resources for colleges of education to prepare better and more teachers
- University/high school collaborations to reduce need for remediation
- Collaborative professional development for teachers jointly provided by the university and district to improve subject-matter knowledge
- Teaching and learning professional development for university and community college faculty to improve preparation of future teachers
- Seamless transfer of community college students with guaranteed admission in the Integrated Teacher Education Program
- CSU/K–12 collaboration to increase the rigor of the high school curriculum

And the list goes on. Previous chapters have illustrated these efforts and more by our Partnership. As Long Beach goes, so goes California; as California goes, so goes the nation.

SUPPORT FOR EFFECTIVE PREK–16 PARTNERSHIPS

Members of the Long Beach Education Partnership (LBEP) have been conducting a policy research study. At the invitation of Dave Jolly, director of the California Academic Partnership Program, three leaders from the Partnership have led a study of seven successful K–16 partnerships in California. The purpose is to identify the principles of effective PreK–16 partnering and to develop policy recommendations to encourage and support expansion of PreK–16 partnerships to improve student achievement. Working with a policy advisory board of eminent Californians, these LBEP members developed a set of recommendations that were distributed in 2003. The California Alliance for PreK–16 Partnerships, as it is known, will disseminate and promote these recommendations; urge state agencies to adopt them; ally with supporters of the new California Master Plan for Education, since it sets forth many of the same ideas and concepts; and seek similar support at the federal level, for example, as Congress considers the reauthorization of the Higher Education Act.

VISION FOR THE FUTURE

The members of the Partnership feel a great sense of pride in what we have accomplished together and certainly believe the whole is greater than the sum of the parts. As the LBEP considers its vision for the future, we must first reflect not only on our accomplishments but also on our setbacks. This honest assessment will help us learn from our mistakes and hopefully avoid similar unsuccessful tactics in the future.

Taking a look at a few of the successes and challenges of the Partnership will help in understanding how we are planning for and envisioning the future. Most of the examples described here have not been discussed in prior chapters. Some have been introduced but discussed in a different context.

SUCCESSFUL VENTURES

Bret Harte Professional Development School

Now in its third year, the Bret Harte Professional Development School (PDS) parlayed a grant from Lucent Technologies into the truest form of simultaneous renewal that any of us had ever experienced. Felipe Golez, lead faculty member, credits the existing Long Beach Education Partnership with having laid the foundation, especially opening lines of communication between the school and the university. Felipe says it took him a while to realize this. Initially he was skeptical; he wasn't sure he liked the idea of the district "picking" the school where the professional development school (PDS) would be located, for example. As it's turned out, Bret Harte was the ideal choice. Felipe says it's like a mirror of every school California State University, Long Beach (CSULB) students might teach in. The K–6 school has 1,600 students, 60 teachers, and four year-round schedule tracks. Students are Cambodian, Latino, and African American, with a few Whites. There are many English-language learners and students who live every day with poverty.

The first official academic offering by the university was an on-site class taught by university faculty. However, this model did not take advantage of the experiential power of using practicing classroom teachers. Now the classroom teachers serve as the methods instructors, and they give the teacher education students more experiential assignments to be done in the school's classrooms. There are shortened lines of communication and a hands-on mode of doing things.

Most PDSs are about teacher education. The university faculty and Bret Harte teachers began with that but evolved beyond that point. According to Felipe, "We are now affecting the professional development of the school's

teachers; nearly half the teachers at Bret Harte are in the MA program." Theories once thought of as information they'd heard in the classes in the credential program have become integral parts of weekly seminars at the school, where university faculty and elementary teachers talk about teacher education, theory and practice, and classroom practice. Felipe reports that he is beginning to see a developmental leap in the classroom practices of these teachers as master students. They have evolved from asking "How do I do this job?" to thinking about how to teach others to do the job. The program structures embrace developmental changes and growth in the teachers. There is a tremendously positive impact on the instructional practices of the school, with nearly half of Bret Harte's teachers engaged in action research through graduate study.

Distinguished Teachers in Residence

The Distinguished Teacher in Residence project has become one of the most successful professional development collaborations within the Partnership. The College of Education had been considering this idea on its own, but the California State University (CSU) system was also encouraging it as a component of a set of commitments to teacher education. In such a program, an outstanding K–12 teacher is "loaned" to the university to serve as a field expert to provide professional development and program development support to teacher education faculty at the university. When Dean Jean Houck and Associate Dean Kathy Cohn consulted the district leadership, Carl Cohn first suggested Huong Nguyen, the Disney Teacher of the Year in 1995. Following this honor, Huong had served in the bilingual education offices of the U.S. Department of Education before returning to the Long Beach Unified School District (LBUSD) to work as a bilingual and English-language-learner curriculum leader. Huong had worked as an elementary and secondary teacher and had a background in special education as well as second-language acquisition. She was a perfect match for the needs within the College of Education.

Then Carl suggested establishing two Distinguished Teacher in Residence positions because of Erin Gruwell, a young teacher who was a rising star in the district. Erin was known for her work with 175 Wilson High School students, the Freedom Writers. An English teacher and graduate of the CSULB teacher education program just 4 years earlier, Erin and the Freedom Writers had become celebrities by authoring their own book and appearing on *Oprah* and ABC's *Prime Time* with Connie Chung. Erin had taught the students English through the lens of tolerance, using literature and writing assignments related to that theme throughout the 4-year curriculum. The theme arose out of Erin's realization that intolerance among her students permeated her classroom. Many of these students were considered to be at the

bottom of the academic and social heap. Many were poor, ill prepared for high school, and living in neighborhoods plagued with violence. Through their relationship with this inspiring young teacher and her innovative use of tolerance as a theme for the high school English curriculum, these students thrived and excelled. When Erin arrived at CSULB, the Freedom Writers had just graduated from high school and many were going on to 2- and 4-year colleges.

The double appointment was a brilliant decision. Huong and Erin worked well together, their unique styles complementing each other. Their duties at the university were divided between teaching and supervising future teachers and assisting the College of Education with recruitment and professional development for teacher education faculty members. They participated in all college activities, including serving on committees. They also visited middle and high schools to share their passion for teaching with students and encourage them to consider a career in teaching. Huong Nguyen's position included supervising district emergency-permit teachers who were enrolled in teacher education credential programs. Because of this dual service, the district generously contributed to her salary while the university fully reimbursed the district for Erin's service to teacher education.

Huong Nguyen and Erin Gruwell have continued at peak effectiveness in their new roles. Huong is near completion of her doctoral studies, and she accepted a tenure track faculty position at CSULB in 2003. Erin is still affiliated with the university but has turned her focus to developing and delivering the Freedom Writers' tolerance curriculum to districts and in-service teachers.

SERVE Program

Described in detail in Chapter 3, the Service Experience for Revitalizing Education (SERVE) program is a service learning program that places university students in diverse urban classrooms as literacy or math tutors. The sheer magnitude of the program~~wi~~th nearly 1,000 placements a semester scattering university students to classrooms in 28 school districts~~ma~~kes it highly visible. Other characteristics cause the program to emerge as a "breakthrough" for the Partnership. Initiated in 1995, the program was the first example in the LBEP in which the university and the school district identified a problem (new teachers needed early field experiences in real-life urban classrooms) and worked together as partners to address it.

Consequently, the SERVE program is rather like a beloved child in a large extended family where various relatives assist with its care and upbringing. With the majority of the tutors placed in Long Beach, the school district and university staff closely monitor the program and talk periodically to identify and head off problems. The Division of Academic Affairs at CSULB

contributes annually to support SERVE, and the Division of Student Services has funded a half-time student services professional for the office. The College of Education funds assigned time for a faculty member to coordinate the training sessions.

When the SERVE program expanded to mathematics, the College of Natural Sciences and Mathematics designated funding from its National Science Foundation (NSF) grant to pay half the salary of the SERVE director and also contributed funds for a student assistant. A portion of the state funds that come to CSULB for Precollegiate Academic Development (PAD) has been targeted for SERVE. The school district has a certificated person assigned as liaison to SERVE, and a district staff person works with the university staff on the day-to-day placement process.

Any substantive policy change in the SERVE program is also a family affair, as everyone feels strongly about the guiding principles of the program and keeping it true to its original mission. The promise of SERVE lies in the hours its caring future teachers spend tutoring and mentoring children, often the neediest, most at-risk youngsters in the Los Angeles Basin. Most of the SERVE participants are first-generation college students themselves, and 30% of the students placed through SERVE speak a second language such as Spanish, Vietnamese, or Khmer, delighting the youngsters and serving as invaluable role models. Figure 10.1 illustrates the many languages spoken by the university students who have served as tutors in public schools.

Principal Leadership for Urban Schools (A-PLUS)

The concern about leadership development is widespread in California and across the nation. LBUSD was no exception. Eager to work with the university to provide a unique and streamlined program for aspiring school administrators, Lisa Isbell, assistant director of professional development and lead author of Chapter 6, worked with Kathy Cohn to adapt the existing university curriculum to be completed in 1 calendar year, about half the usual time to completion. The district and the university shared admissions decisions. The shortened time to credential completion was made possible because the school district funded release time to participants every other Friday to attend class or complete fieldwork assignments. The College of Education used funds from a CSU grant to hire a recently retired LBUSD assistant superintendent to serve as the lead lecturer and fieldwork supervisor for the cohort. University faculty and other outstanding administrators from the district shared teaching duties.

The students in the first cohort completed their credential requirements at the end of the first year, and those who do not already have a master's are continuing on for their degrees. The second cohort is in progress. This effort

Spanish	537 students
Vietnamese	74 students
Korean	48 students
Cambodian—Khmer	47 students
Chinese/Mandarin	37 students
French	32 students
Tagalog	24 students
Japanese	13 students
Arabic	12 students
Cantonese	12 students
American Sign Language	11 students
Other languages	69 students

Figure 10.1. Second languages spoken by 916 SERVE students, 1995–2002.

has greatly enhanced the size and quality of the assistant principal and principal applicant pools for LBUSD.

Eli Broad Prize

In 2002, LBUSD was selected as one of five finalists from 108 eligible districts from across the nation for the Broad Prize for Urban Education. The prize was created to honor urban school districts that are making the greatest overall improvement in student achievement while at the same time closing achievement gaps across ethnic groups and between high-income and low-income students. The prize was presented by Secretary of Education Rod Paige and Eli Broad to Long Beach, the inaugural winner, at a ceremony in Washington, D.C., on October 2, 2002. The five finalist districts were Long Beach Unified School District, Atlanta Public Schools, Boston Public Schools, Garden Grove (California) Unified School District, and Houston Independent School District. The competition was keen. An expert panel reviewed test scores and other quantitative data. A 2-day site visit was conducted to gather more quantitative as well as qualitative data. Interviews were conducted with staff, union leaders, the superintendent, and the board of education. The district was a finalist again in 2003. This is a true recognition that the LBUSD and its partners are gaining ground on this very important student achievement front.

NOT SO SUCCESSFUL VENTURES

Not everything the Partnership touched turned to gold. Indeed, getting the A-PLUS program with its modified 1-year administrator preparation model off the ground was filled with challenges. University faculty believed the quality of the program might be compromised by the adapted curriculum and retreated to a position behind the shield of academic freedom and faculty governance. It is important to share the dust, not just the gold.

The Counseling Reform Launch Initiative

The Counseling Reform Launch Initiative has never attained either the visibility or major successes that would put it in the category of breakthroughs for the Partnership, but we keep plugging away because we believe there is promise in attending to the role played by school counselors. The university has a strong counseling preparation program. The school district has counselors at all schools. There are large counseling forces at the 5,000-student high schools, while the elementary schools have one counselor each or share a counselor with another elementary school.

With the enthusiastic endorsement of the leaders of the institutions in the Partnership, we kicked off the Counseling Reform Launch Initiative in 1996. While we initially said we would focus both on practicing school counselors and counselor education, there was much more interest in the former topic. We had several large, very successful meetings with Long Beach school counselors and university counseling faculty, the most popular one being a 1-day workshop conducted by Pat Martin from the Education Trust. The district counselors were delighted to have the opportunity to get together to talk about counseling, saying they had previously interacted only with the counselors at their school site.

There was a great deal of interest in the National Standards for School Counseling, and for 2 years task forces worked on adapting the standards for Long Beach. The Counseling Reform Launch Initiative increased the visibility of school counselors in Long Beach, with ensuing benefits such as the school district's holding an annual 2-day workshop for school counselors and allocating funding for additional counseling interns in the schools. Initially the university faculty were invited and did attend the workshops; they even conducted some. But they no longer attend, reporting that the format is based on a variety of counseling topics and guest speakers and doesn't afford opportunities for collaboration.

The Counseling Professional Development School at Tincher K–8 Prepatory in Long Beach, funded at $10,000 a year from the Boeing Corporation, is a forum for discussing services to students and a site for university

classes and fieldwork. At the university, there is an increasing awareness of the importance of including school counselors in projects designed to improve K–12 students' achievement. For example, the NSF grant has a counseling component focusing on high school counselors' advising about science and mathematics courses, programs, and requirements for college admissions and majors in math and science. The vision many of us had was that school counselors would exit the university prepared to become full members of academic teams at schools and smoothly enter the schools working alongside teachers and principals to enhance student learning and reduce the achievement gap. Well, that's a challenge for the future.

Governor's Reading Institutes

In 1999 Governor Pete Wilson funded professional development for elementary teachers in the teaching of reading. This program coincided with the early years of class size reduction and the California Reading Initiative. In an attempt to encourage the University of California (UC) system to become more engaged in teacher preparation and development, the funding to provide the services went to the UC system, not to the CSU system, the state's workhorse for teacher preparation. That was quite unpopular, as well as ill conceived, since the UC system did not even have sufficient qualified faculty to provide the required training. Ultimately the governor agreed to let UC subcontract with CSU. But a cloud hovered over these top-down, highly regulated institutes.

CSULB applied and was selected to conduct the Governor's Initiative: Reading RESULTS, a weeklong session during the summer of 1999 for teachers from LBUSD. The California Reading and Literature Project sponsored the session, and the effort was led by two College of Education faculty members, MaryEllen Vogt, coordinator of the reading program, and Jana Echevarria, a special education and English-language-learner faculty member. They were also joined by two reading curriculum leaders from LBUSD: Corinne Blackmore and Elisa Hagen,and a superstar kindergarten teacher, Sharon McMillan. This project was quite a challenge to organize because the funding was not announced until late spring and the mandated structure required participants to attend in teams from their schools with the principal as the leader of the team.

The faculty leaders faced frustrations getting this project off to a good start. There was high interest in the schools, but many of them were on year-round schedules, which meant substitutes were needed, increasing the costs and reducing the availability of those principals who were reluctant to be away for a full week. But ultimately more than 100 teachers participated. The teachers and principals gave the institute's organizers/presenters and the

content very high marks. The weeklong session was to be followed by a year of coaching and follow-up.

But then trouble set in. By the end of the summer, the state was pressuring all school districts to embrace phonics as the main method for teaching reading in the early grades. The district was compelled to initiate instruction and monitoring procedures that took precedent over the follow-up activities of the summer institute. This was extremely frustrating to the university faculty, who supported a balanced approach to the teaching of reading. This decision by the district to change the reading emphasis led to hard feelings on the part of the participating faculty, who became reluctant to enter into future collaborative activities.

Technology Initiative

Another major disappointment was the collapse of the Technology Initiative, which had been launched in the mid-1990s under the leadership of a technology leader from LBCC. A personable and knowledgeable member of the administrative team, he provided early leadership in establishing the goals of the initiative and forming the initiative's committee. However, when he was lured away by another institution out of state to a higher-level leadership position, there was no one to step in to lead the initiative. Several attempts were made to replace him, but there was a leadership void across all the institutions in the area of technology. The decision was to absorb technology into the Seamless Education Initiative, but it did not survive as a priority.

There has been one bright spot for collaborative technology for the Partnership, although each of the partners has made strong individual gains in technology support and expertise. Roman Kochan, dean of the university library, has consistently supported linkages with public schools, such as opening all library facilities to Long Beach teachers. Dean Kochan led the major outreach effort to open up access to the university's library data system, and it is now linked to the K–12 schools, the LBCC library, and the Long Beach city library. This is a great resource for the students and citizens of Long Beach.

THE FUTURE

Developmental Growth of the Partnership and the Partners

In any relationship, the individuals involved will develop at differing rates. Consider the family composed of two parents at different stages of their careers, children of middle school and college age, and an aging grand-

parent. They would not be expected to be engaged in mutual activities all the time. Some are likely to engage with those outside the family more than others. Some are likely to function more independently than others. Personal development will not always keep pace with the family as a whole. And so it goes with the Partnership.

Over the years each of the partners has sustained an active role in the Partnership. Each has publicly promoted and professed the value of the collaboration among the educational institutions in Long Beach. Each institution continues to consider its own decision making within the context of the Partnership. But the individual members~~th~~e university, the community colleges and the school district~~ha~~ve seen their participation levels and contributions to the Partnership ebb and flow just as would happen in any institution, organization, or family.

Some at the university view their membership in the Partnership as having had a tremendous impact on its growth and development over the past decade. It could be argued that the university partner had the most to learn in some ways. Having been relatively insular in its decision-making process, involvement in the Partnership turned the university's attention to other segments in education and heightened its awareness of the interconnectedness of those segments. Many of the university participants had personal stakes in the success of K–12 because their own children were students in those schools. They also found satisfaction in sharing their passion for their subject matter or discipline with others. They certainly have come to better understand the complexity of the teaching and learning process and have conveyed that understanding to others on the faculty. The University Faculty Center for Professional Development is now heavily emphasizing the enhancement of the teaching effectiveness of university faculty and the shift to teaching *and* learning, not just delivering information to students.

It could also be argued that it was easier to make decisions about partnering within the university culture. The authors in Chapter 6 pointed out how decisions seem to come slowly in higher education. That is due in large part to the collegial model of faculty governance. It *is* slower, but at least everyone is at the table; thus, when a decision is eventually made, most of the players are represented. In the case of Long Beach, size also contributes to the challenges to communicate and make decisions. Whereas the school district has about 8,000 teachers distributed across about 100 sites, the university has about 1,000 tenure/tenure-track faculty members who are all located on the same campus. Also, faculty work schedules have more flexibility, and time for service is built into faculty members' workload.

LBCC has focused much of its participation on the teacher preparation aspect of the Partnership. Its mission encompasses technical and vocational training, even more so than the traditional "college" education. This vari-

ance from the mission of the university translates into dramatically different purposes for partneringand at times far less urgency for doing so. For example, because the current California Master Plan for Education provides open access to the community colleges for all California residents, no matter their prior academic performance, there are no admissions requirements. Remediation is therefore considered a part of the community college mission. The university certainly does not share this perspective. The board of trustees of the CSU system has established a goal of reducing incoming freshmen's need for remediation in mathematics and English to 10% by the year 2007.

LBCC faces the challenge of their faculty's not having service as a part of their workload. But the college has collaborated with the school district in articulating courses and most recently in establishing a middle college high school. This innovative program, located on the city college campus, offers high school juniors and seniors the opportunity to complete high school while also taking community college courses for credit. Career exploration is a key component of the program, which ties nicely to the mission of the community college.

The school district is subject to a barrage of instant mandates because of its statutory relationship to the State Board of Education. Instant decisions are necessary but must be made within the confines of the mandate. Teacher input is sought when possible, but central administration often needs to move quickly to comply with a mandate and implement changes. Consulting with the other segments is not always a priority, even though the leaders value the partnership relationship.

New Leadership, Same Old Critical Issues

The Partnership is certainly in a transition phase. LBUSD has appointed a new superintendent. Some of the university Partnership leaders have changed roles and positions. And LBCC has experienced changes in its leadership team. But the issues are not new and they remain critical. Moving our community toward a seamless system of education that serves *all* students is what it is all about.

Again, we find our community facing a serious fiscal crisis. But just as we discovered that the sharing of our own base budget resources was the most effective way to meet our common challenges in the early 1990s, so it will be in the early 2000s. The common enemy has emerged again to remind the partners of our shared challenges and of the value of a shared solution.

There is unfinished business on many fronts of the Partnership. The Partnership has professed the value of basing decisions on data, of establishing a common database on which the Partnership can rely when it faces those

tough decisions. This process has turned out to be much easier to profess than to accomplish. But we will not give up.

Closing the achievement gap, success for all students, has also eluded us, despite progress in many areas. The partners will continue to ask themselves the hard questions, the answers to which will be the focus of our work *together*:

- How can we make additional progress in closing the achievement gap?
- How do we get more principals, teachers, and faculty directly involved in the Partnership and thinking from a systems approach to improve education in Long Beach?
- How do we do a better job of assessing student learning?
- How do we do a better job of teaching all students?
- How do we measure the impact and effectiveness of our Partnership initiatives?
- How do we know that the changes made in our teacher preparation program translate into improved student achievement for K–12 youngsters?

THE FUTURE FOR K–16 PARTNERSHIPS

Over the last 20 years the California Academic Partnership Program (CAPP), under the guidance of its intersegmental board, has sponsored more than 100 school and curriculum improvement projects. The CAPP leadership has observed that those projects with strong partnerships are much more likely to be successful in achieving their goals. Partnerships are not the only important tool for improving schools and student achievement, but the supportive and collegial environment they foster and the resources they cause to be pulled together often make the difference in the successful implementation of school improvement efforts.

It is certainly easier to develop, fund, and sustain educational partnerships when resources are ample. However, it is becoming clear that partnerships are more important when funds are limited. Partnerships are an effective way to gain more impact from existing resources. In difficult budget times, partnerships shift from being a luxury to being an essential operational element. The collaborations and liaisons that develop through partnerships make it possible to leverage resources. They can also reduce redundancies. For example, closer alignment of curricula across segmental boundaries can reduce the likelihood of students enduring classes cover-ing material they have already learned, thereby wasting valuable resources.

The trend for increased reliance on PreK–16 partnerships in California is gaining momentum and support, as evidenced by the recommendations

coming out of the joint committee for the California Master Plan for Education. The California Alliance for PreK–16 Partnership staff have identified at least 25 specific recommendations that call for partnering across the education segments in California. Most importantly, the accountability, evaluation, and oversight structures will be revised to include all educational levels, kindergarten through university.

If for no other reason, collaboration between higher education and K–12 must be solidified to ensure the preparation of high-quality teachers for all students, a mandated component of the federal education policy, No Child Left Behind. States are required to make annual reports to the federal government on their progress toward this goal. The experience of the Long Beach Education Partnership is that once the partners identify a common problem, such as the quality of teachers, and agree to work together to solve it, their common work leads to the discovery of other needs and opportunities for collaborative problem solving. The systemic nature of most issues affecting education makes this inevitable.

ADVICE TO THOSE CONSIDERING K–16 COLLABORATION

There is widespread agreement in California on what the state needs to accomplish to raise achievement for all students. There is also consensus that partnerships are an important means of raising educational achievement. It is not easy to establish and maintain effective education partnerships and collaborations. But as with any project or organization, adhering to a set of principles ensures a greater degree of success. The policy research study conducted by the California Alliance for PreK–16 Partnerships was released in late 2003. The study has identified nine basic Principles for effective partnership:

1. Clear, common goals developed together
2. Mutual trust and respect
3. Provision of sufficient time to develop and strengthen relationships at all levels
4. Quality and commitment of individuals involved
5. Continued, constant interaction between top management and teachers and faculty
6. Flexibility toward a variety of institutional policies and processes
7. Periodic formative evaluation of activities among partners
8. Shared responsibility and accountability among partners
9. Crisp and inclusive lines of communication

(California Alliance for PreK–16 Partnerships, 2003)

Partnerships whose members have an abiding commitment to their shared goals and who adhere to these principles will find that the work of building the partnership and sustaining its activities in support of its goals will yield positive results over time. And its members will find the work and the relationships that evolve from that work to be both personally and professionally rewarding. The added measure of success is the degree to which the partnership becomes embedded in the cultures of the participating institutions.

CONCLUSION

The future is not crystal clear in terms of new initiatives or activities for the Long Beach Education Partnership. But the mission is clear: The Long Beach Education Partnership seeks to improve student achievement across all segments of the education community, including K–12, community college, and university. The level of commitment, passion, drive, and persistence of the partners remains steadfast. The goals are clear. Our future will be built together, based on our shared commitment to the mission and to the well-being of our institutions, our community, each other, and, most importantly, all the students of Long Beach.

APPENDIX A

LBUSD Data Summary

SAT-9 ACHIEVEMENT TEST DATA
Percentage of Students Scoring at or Above 50th Percentile, 1999–2001

Year	*Elementary School Reading*	*Elementary School Math*	*Middle School Reading*	*Middle School Math*	*High School Reading*	*High School Math*	*High School Science*
1999	33	43	35	35	28	41	35
2000	36	48	36	38	28	47	37
2001	41	54	39	45	28	46	37

SCHOLASTIC APTITUDE TEST
Percentage of Students Taking the SAT Reported by Year

1992–93	25.3
1993–94	29.6
1994–95	28.0
1995–96	29.1
1996–97	31.1
1997–98	32.5
1998–99	35.1

ADVANCED PLACEMENT EXAMINATIONS
Percentage of Students Taking an AP Exam in Grades 11 and 12

Year	*Grade 11*	*Grade 12*
1998	8.8	10.7
1999	8.6	11.0
2000	10.3	13.7

HIGH SCHOOL DROPOUT RATE
Percentage of Student Dropouts by Ethnicity, 1995–2000

Year	*Caucasian*	*African American*	*Hispanic/Latino*	*All*
1994–95	7.9	14.2	14.5	11.1
1995–96	7.1	13.5	12.5	10.2
1996–97 [a]	3.3	6.7	5.8	4.8
1997–98	0.0	2.0	5.2	3.8
1998–99	0.0	2.1	3.9	3.4
1999–2000	0.0	1.7	2.9	2.7

[a] Change in the way dropouts were recorded by the district occurred in the 1996–1997 academic year.

APPENDIX B

LBCC Data Summary

COUNT OF TRANSFERRED STUDENTS FROM LBCC TO STATE UNIVERSITIES

	1998–1999	*1999–2000*	*2000–2001*	*2001–2002*
University of California	69	84	84	122
California State University	596	678	676	820

COURSE SUCCESS AT LBCC

	1995–1996	*1996–1997*	*1997–1998*	*1998–1999*	*1999–2000*	*2000–2001*
Transfer courses	67.6%	67.5%	67.2%	68.9%	67.1%	68.0%
Basic skills courses	62.0%	61.5%	62.6%	62.3%	64.4%	64.1%
Vocational courses	78.5%	79.2%	75.2%	77.0%	77.1%	80.3%

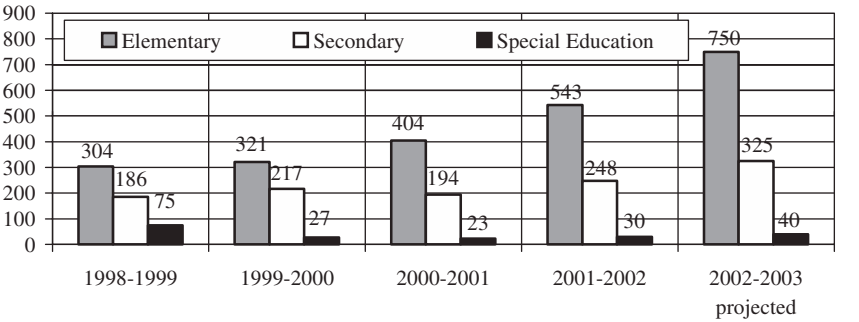
PORTION OF LBCC GRADUATES WHO ENROLLED IN A BASIC SKILLS COURSE

Award	*1995–1996*	*1996–1997*	*1997–1998*	*1998–1999*	*1999–2000*	*2000–2001*
Degree	19%	27%	32%	37%	37%	38%
Certificate	25%	33%	39%	41%	41%	33%

APPENDIX C

CSULB Data Summary

CSULB BASIC TEACHING CREDENTIALS GRANTED



OUTREACH

Outreach Efforts	*Performance for 1999–2000*	*Performance for 2000–2001*	*Goals for 2002–2003*	*Goals for 2004–2005*
CSU faculty involved	155	75	175	185
CSU students involved	924	1,197	1,200	1,500
K–12 schools involved	391	627	400	400
K–12 students involved	22,917	28,546	30,000	35,000

PRECOLLEGIATE ACADEMIC DEVELOPMENT ACTIVITIES

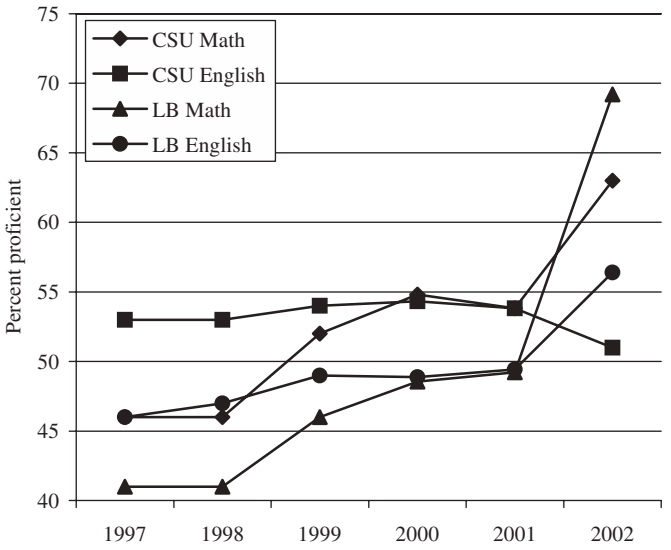
University Participation 2001–2002	*Public School Students Served in 2001–2002*
Faculty: 30	High School: 1,677
CSULB Student Tutors: 1,299	Middle School: 2,341
	Elementary School: 16,618

PRECOLLEGE PREPARATION

Fully Prepared New Freshmen	*Fall 1998 Entering Class*	*Fall 1999 Entering Class*	*Fall 2000 Entering Class*	*Goals for 2002–2003*	*Goals for 2004–2005*
Math	41.0%	46.0%	48.55%	48.0%	52.0%
English	47.0%	49.0%	48.87%	52.0%	54.0%

Source: 2002 CSU Accountability Report.

TRENDS IN PROFICIENCY:
CALIFORNIA STATE UNIVERSITY SYSTEM AND CSULB



References

Bacharach, S. B. (1990). *Education reform: Making sense of it all*. Boston: Allyn & Bacon.

Baldassare, M. (2000). *California in the new millennium: The changing social and political landscape*. Berkeley: University of California Press.

Brooks, B., & Grady, M. (1997). *From first year to first-rate: Principals guiding beginning teachers*. Thousand Oaks, CA: Corwin.

California Alliance for PreK–16 Partnerships (2003). Draft report [online]. Available: http://www.csulb.edu/projects/california-alliance

California Budget Project. (1997, April). Proposition 13: Its impact on California and implications for state and local finances [Online]. Available: http://www.cbp.org/basics/prop13/p13do.html

California Commission on Teacher Credentialing. (1997). *California's future: Highly qualified teachers for all students* (Final report of the advisory panel on teacher education, induction and certification for twenty-first century schools). Sacramento, CA: Author.

California Department of Education. (1992). *Success for beginning teachers: The California new teacher project*. Sacramento, CA: Author.

California Legislative Analyst's Office. (1997, February). *Policy brief on class size reduction*. Sacramento, CA: State of California.

Clift, R. T., Veal, M. L., Holland, P., Johnson, M., & McCarthy, J. (1995). *Collaborative leadership and shared decision making*. New York: Teachers College Press.

Cohn, K. C., & Cohn, C. A. (1998). School improvement initiatives in Long Beach, California: The quest for higher student achievement, behavior, and dress standards. *Education*, *119*(2), 181–195.

Darling-Hammond, L. (Ed.). (1994). *Professional development schools: Schools developing a profession*. New York: Teachers College Press.

Goodlad, J. I. (1988). School–university partnerships for educational renewal: Rationale and concepts. In K. A. Sirotnik & J. I. Goodlad (Eds.), *School–university partnerships in action* (pp. 3–31). New York: Teachers College Press.

Goodlad, J. I. (1994). *Educational renewal, better teachers, better schools*. San Francisco: Jossey-Bass.

Hall, E. (1982). Induction: The missing link. *Journal of Teacher Education*, *33*(3), 53–56.

Huling-Austin, L. (1990). Teacher induction programs and internships. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp. 535–548). New York: Macmillan.

Hutten, C., & Hegwer-DiVita, M. (2001). *Pathways: From paraeducator to educator*. Long Beach: CSULB.

Johnston, M. (1997). *Contradictions in collaboration*. New York: Teachers College Press.

Knight, S. L., Wiseman, D., & Smith, C. (1992). The reflectivity-activity dilemma in school–university partnerships. *Journal of Teacher Education*, *43*(4), 269–277.

Lieberman, A. (2000). Networks as learning communities shaping the future of teacher development. *Journal of Teacher Education*, *51*(3), 221–227.

Maeroff, G. I., Callan, P. M., & Usdan, M. D. (2001). *The learning connection*. New York: Teachers College Press.

MD to cut 800 Jobs This Month. (1993, December 5). *Long Beach Press Telegram*, p. 1.

Miller, L. (1995, June). *Professional development schools: Linking school renewal and teacher education*. Paper presented at the First International Conference on Teacher Education: From Practice to Theory, Tel Aviv, Israel.

Mobilizing for competitiveness: Linking education and training to jobs. (1994). Sacramento, CA: California Business Roundtable.

Schrag, Peter. (1998). *Paradise lost: California's experience, America's future*. New York: New Press.

Sinclair, R. L., & Harrison, A. E. (1988). A partnership for increasing student learning: The Massachusetts Coalition for School Improvement. In K. A. Sirotnik & J. I. Goodlad (Eds.), *School–university partnerships in action* (pp. 87–105). New York: Teachers College Press.

Sirotnik, K. A., & Associates. (2001). *Renewing schools and teacher education: An odyssey in educational change*. Washington, DC: American Association of Colleges for Teacher Education (AACTE) Publications.

Who are California's students? (2002, June). *EdSource*, p. 1.

Winitsky, N., Stoddart, T., & O'Keefe, P. (1992). Great expectations: Emergent professional development schools. *Journal of Teacher Education*, *43*(1), 3–18.

About the Editors and the Contributors

Jean Wilson Houck has been dean of the College of Education at CSULB since 1995. She completed her doctorate in counseling from Indiana University and taught at Morehead State University for 12 years prior to coming to CSULB as associate dean in 1990. She has been active in the Partnership since its inception and devotes much of her time to supporting the success of the collaborative projects.

Kathleen C. Cohn is associate vice president for academic personnel at California State University, Long Beach. She served as associate dean of the College of Education from 1995 until 2002 and was deeply involved in the activities of the Long Beach Education Partnership described in this book. She has a Ph.D. in educational policy, planning, and administration from the University of Southern California. Her career also includes service as a professor of education administration, an elementary principal and teacher, and a social worker.

Carl A. Cohn is clinical professor of educational policy and administration at the Rossier School of Education at the University of Southern California. He recently completed his tenth and final year as superintendent of the Long Beach Unified School District, the third largest in California. During that tenure, he became the longest-serving superintendent of any large urban district in the nation. In addition to his university responsibilities, he is president of Urban School Imagineers, an educational consulting firm that specializes in strategies designed to improve urban schools and school systems.

Dorothy Abrahamse received her AB from Mt. Holyoke College and her M.A. and Ph.D. from the University of Michigan. A specialist in medieval history, she has been a member of the History Department at CSULB since 1967 and has served as dean of the College of Liberal Arts since 1992. She was one of the original participants in the Long Beach Education Partnership and has been involved in national efforts to increase arts and sciences participation in teacher preparation.

Pia Alexander holds a B.A. in English from Simon Fraser University in Vancouver, British Columbia, and a master's degree in composition from CSULB. She has worked as curriculum leader for language arts 9–12 in the

Long Beach Unified School District and as writing coach for the district. Her duties include creating in-services for new and established teachers, facilitating "looking at student work" meetings at high school sites, and coordinating the districtwide movement toward content and performance standards in English. She teaches part time at CSULB in the Education Department.

MaryScarlett Amaris, a full-time member of the English faculty at CSULB, currently serves as English coordinator of the High School Outreach and Academic Preparation (HSOAP) Grant, funded by the CSU Chancellor's Office. She designs and develops standards- and skills-based curricula, assessments, and deep professional development in reading instruction and academic literacy. When not wearing her HSOAP hat, she teaches courses designed to prepare CSULB students to become elementary and secondary English-language arts teachers. Ms. Amaris has developed and delivered professional development in writing and reading to nearly 1,000 classroom and pre-service teachers from across grade levels over the past 5 years.

Elizabeth L. Ambos is professor of geological sciences and associate dean of academic initiatives in the College of Natural Sciences and Mathematics. She received her AB in geology from Smith College and her M.S. and Ph.D. from the University of Hawaii at Manoa in Marine geology and geophysics. A strong advocate for improvement of teacher preparation in math and science, as well as increasing math readiness for entering university students, she currently serves as co-principal investigator on several National Science Foundation and CSU Chancellor's Office grants.

Jerald Ball teaches in the Mathematics Department at CSULB. This is his 46th year of teaching. He is also working with educational outreach with local high schools. He is a double major in mathematics and philosophy, with graduate work in higher education at the University of California, Berkeley. He has written and published poetry and has been awarded the rank of "dojin" in haiku in Japan.

Tracy Bellmar is currently employed by LBUSD as a reading specialist, Beginning Teacher Support and Assessment (BTSA) coordinator, and literacy coordinator for a large year-round site. She holds an M.S. in education with an emphasis in reading, a Reading Specialist Credential and a Reading Recovery Teacher certificate. She worked as a district literacy trainer for LBUSD and helped to design and implement the Early Literacy Institute (ELI).

Kenneth R. Curtis is a professor of history and liberal studies at California State University, Long Beach. He served as acting director of liberal studies

from 1998 to 2002. As part of that assignment, he helped coordinate development of the Integrated Teacher Education Program (ITEP) and shepherd it through the faculty approval process at the university. His academic specialization is in the areas of modern African history and world history.

Dixie Dawson has been math curriculum leader for Long Beach Unified School District since 1980. She is responsible for developing end-of-course exams in mathematics for all students in Long Beach and organizing all staff development classes conducted for mathematics. She has been a member of the Long Beach Seamless Education Committee since its inception. She holds a B.S. in mathematics from Northwest Missouri State University and an M.A. in education from Pepperdine University.

Karen DeVries is assistant superintendent, elementary office in Long Beach Unified School District. She has been with Long Beach schools since 1980, advancing through the ranks in roles such as principal and director of special projects to her current role. She consistently supports partnership efforts and has been a key leader in the development and success of the Bret Harte Professional Development School.

Christine Dominguez is assistant superintendent for curriculum instruction and professional development. She has been a key leader in the Partnership since its inception. She led the school district's standards-based instruction efforts and has worked closely with the university on redesigning its teacher education program.

David Dowell is vice provost for enrollment and director of strategic planning at California State University, Long Beach. He was a founding member of the Long Beach Education Partnership and for more than a decade has worked in collaborative projects with Long Beach Unified School District. He was co-principal investigator for the California Alliance for K–18 Partnerships, a unique collaborative policy-focused research project. Dr. Dowell is a psychologist by training with specializations in program evaluation and community psychology.

Geno Flores is deputy superintendent, assessment and accountability for the state of California. He was a Seamless Education partner during his tenure as director of accountability for the Long Beach Unified School District, where he worked with the history subject-matter projects as well as the research partnership. He taught high school for 20 years and was an evaluator project director at UCLA. In addition, he served as chair of the California Curriculum Commission and worked on the development of the national history standards.

H. J. Green is a full-time lecturer in the College of Education at CSULB. He retired from the Long Beach Unified School District in August of 2001 from the position of assistant superintendent of high schools. He had 40 years of experience in both California and Oklahoma. He received B.S. and M.S. degrees in natural science from Oklahoma State University and Oklahoma University, respectively. Throughout his career, he has been deeply involved in various high school reform efforts.

Janice Hansen has an M.A. in educational psychology, earned in 2002 from California State University, Long Beach. Her research interests are the achievement gap between Caucasian and minority students and the effectiveness of accountability frameworks.

Marie Hegwer-DiVita is an assistant professor in the Special Education Program at CSULB and is the coordinator for the Education Specialist Credential programs and for the alternative pathways. Her involvement with the partnership has included project coordination, recruitment, instruction, and candidate advisement. Prior to joining the faculty at CSULB full time, she worked for more than 20 years in several local school districts in a variety of special education classroom and district-level positions.

Wendy Hornsby has an M.A. in history from California State University, Long Beach. She is an assistant professor of history at Long Beach City College and part-time lecturer at CSULB. She has been director of CityTeach, the teacher preparation program at Long Beach City College, and has represented Long Beach City College in partnership activities since 1997. Wendy is also an award-winning writer of fiction.

Lisa Isbell has worked for the Long Beach Unified School District as a teacher and administrator. Dr. Isbell completed her doctorate from the University of Southern California in educational policy, planning, and administration. Currently, she is the assistant director of professional development, responsible for the coordination of teacher support programs, including internships, new teacher support, and implementation of the Peer Assistance and Review Program. Additionally, she is an adjunct faculty member in the curriculum and instruction master's degree program at CSULB.

Kristi Kahl is the principal of Hill Classical Middle School in the Long Beach Unified School District. Previously, she worked as the district's coordinator for middle school reform efforts, as a teacher recruiter, and as a middle school mentor teacher. Her Partnership work included work on standards-based middle school reform. She holds a doctorate in educational leadership from the University of Southern California.

Simon Kim is an associate professor and the coordinator of the master's degree program in educational psychology, California State University, Long Beach. He pursues research interests in instructional and assessment practices, in studies of culturally and linguistically diverse students, and in the conceptualization and practice of evaluation of educational programs.

Robert C. Maxson has been president of California State University, Long Beach, since 1994. Under his leadership, the campus has grown significantly, brought in numerous high-performing faculty, and improved student performance on a range of indicators. One example of his accomplishments is the President's Scholars Program, which had 376 valedictorians and National Merit Scholars studying at CSULB in 2002–2003.

Sylvia Maxson holds a doctorate in literacy with an emphasis in early childhood education. Her areas of expertise and teaching are in reading and children's literature. She is currently teaching at CSULB, with a joint appointment in liberal studies and English.

Linda Mehlbrech holds a B.A. in history from Mount St. Mary's College and a master's and Administrative Credential from the University of LaVerne. She is the curriculum leader for history/social science in the Long Beach Unified School District. Her duties include working with K–12 teachers, serving on the planning committee for Seamless Education, and coordinating standards implementation and assessment in history. Her teaching experience ranges from kindergarten to tenth grade, with 10 years in middle school. She is also a part-time faculty member at CSULB.

Glenn Nagel is dean of the College of Natural Sciences and Mathematics at CSULB. He earned his bachelor's degree in chemistry at Knox College and his Ph.D. in biochemistry at the University of Illinois Medical Center in Chicago. Since coming to CSULB in 1996, Dean Nagel has learned a great deal through his participation in the Long Beach Education Partnership, especially as a means to promote student learning. He is currently principal investigator on a $2.2 million National Science Foundation grant to enhance teacher preparation in science and mathematics.

Karen Nakai is an associate professor and coordinator of the Educational Administration Program at CSULB. When she served as an elementary school principal, she and her faculty were actively engaged in school–university partnerships with UCLA and Chapman University through John Goodlad's National Network for Educational Renewal. At CSULB, she has been involved in the Bret Harte Professional Development School and the CSU Educational Leadership Collaborative.

Daniel J. O'Connor is chair of the Department of Liberal Studies and assistant professor of political science at CSULB. He received his B.A. in political science from the University of California, Berkeley, and his M.A. and Ph.D. in political theory from UCLA. His research interests include the political theory of John Dewey and the politics of education.

Sue Parsons is the director of the Cerritos College Teacher Training Academy and an associate professor of mathematics. Nationally she serves on the Mathematics Science Education Board and on the steering committee of the National Association of Community College Teacher Education Programs. She is active in her national mathematics organization, the American Mathematical Association of Two-Year Colleges, where she serves as a principal investigator for a National Science Foundation teacher preparation grant and on the writing team for the organization's standards document. She has also been honored with many teaching awards, including the 1999 Association of Community College Trustees Outstanding Faculty Member in the Nation.

Dawn Person is professor of counseling and student development in higher education at CSULB. She coordinates a master's degree program that emphasizes student affairs in higher education and the joint doctoral program in educational administration and leadership. Dr. Person serves as a consultant to colleges and universities on multicultural issues, student retention, and organizational change. Prior to her current position at CSULB, Dr. Person was assistant professor of higher education at Teachers College, Columbia University, where she coordinated the master's and doctoral programs in student personnel administration in higher education.

Kristin Powers is an assistant professor and coordinator of the School Psychology Program at CSULB. Prior to joining the faculty at CSULB full time, she worked for the Long Beach Unified School District as a school psychologist and a program evaluator for the Research, Planning and Evaluation Department. Since 1997, Kristin has participated in the Partnership in a number of ways, including co-chairing committees and consulting with the Service Experience for Revitalizing Education (SERVE) program evaluation efforts.

Judy Seal continues in her leadership role with Seamless Education. Nearly all of the initiatives begun under her leadership have become local-, state-, and national-level models. Her responsibilities have broadened significantly since beginning with the Long Beach Education Partnership in 1994. She has won national recognition for her work with Seamless Education, which has become a model for progressive and innovative public education policy. In

addition to her duties with Seamless Education, she now serves as the executive director of the Long Beach Education Foundation.

Megan Stanton-Anderson is a program specialist for Long Beach Unified School District in the High School Office. She is working on a doctorate in educational leadership at the University of California, Irvine. Her undergraduate work was done at the University of Wisconsin, Madison, and she has an M.A. in curriculum and instruction from California State University, Long Beach. She is grants director for several collaborative grants between Long Beach Unified School District and CSULB.

Christopher Steinhauser, superintendent of the Long Beach Unified School District, is a longtime Long Beach resident and a 20-year veteran educator in local schools. He has earned a national reputation for improving student achievement. He is respected as a friendly, tenacious, hands-on leader who helps students reach high expectations in the most diverse large city in the nation. He has a strong track record of boosting achievement in all geographic areas of the school district. Beginning as an outstanding teacher at an inner-city elementary school in Long Beach, he later attained very high student achievement as a school principal. He worked his way up to the position of deputy superintendent in 1999 before his unanimous appointment as superintendent in 2002.

Teresa Suzuki is a K–5 literacy coach for Long Beach Unified School District. In 2001 she became a National Board Certified teacher in the area of early childhood generalist. She is a peer assistant and review mentor for Long Beach Unified School District. She also teaches classes and has supported teachers in CSULB's Teacher Intern Program.

Fredrick P. Trapp has been employed as dean for institutional research and academic services at Long Beach City College since 1993. Working for more than 30 years in a 2-year college setting as a faculty member and administration, he has continued his commitment to curriculum development and assessment of learning outcomes. He received his B.A. in political science from California Western University, his M.A. in political science from The American University, his M.R.C.P. (regional and city planning) from the University of Oklahoma, and his M.P.A. and Ph.D. in public administration from the University of Southern California.

Lynn Winters, assistant superintendent for research, planning and evaluation, works with the research offices at LBCC and CSULB to monitor the progress of LBUSD graduates in higher education. She has an Ed.D. in learning and instruction from UCLA and holds a lecturer position in the UCLA Graduate School of Education in social research methods.

Ann L. Wood is an assistant professor and assessment coordinator at California State University, Los Angeles. Dr. Wood previously taught in the College of Education at CSULB and was the program evaluator for Long Beach Unified's Beginning Teacher Support and Assessment (BTSA) program from 1999 to 2001. She earned her Ph.D. from the University of Michigan in educational psychology. Her research interests are teaching, learning, assessment, educational renewal, and the professional development and assessment of teachers and induction.

Index