

2010

**A Case Study of the Center
for Urban Education:
Evolution of a Partnership to
Prepare Urban Teachers**

McREL



About McREL

Mid-continent Research for Education and Learning (McREL) is a nonprofit education and research organization based in Denver, Colorado. For more than 40 years, McREL has been helping educators use research to improve student achievement. As a national leader in research and evaluation, school improvement, standards-based education, balanced leadership, professional development, policy development, and scenario planning, our highly respected experts provide services to educators in 50 states and 18 foreign countries. McREL's client list includes federal, regional, and state agencies; school districts; institutions of higher education; foundations; private organizations; and international entities. Learn more at www.mcrel.org.

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Overview

This report describes a partnership between a large urban school district (Denver Public Schools) and a college serving the urban area (Metropolitan State College of Denver). The partners established the Urban Teacher Partnership (UTP) program to develop teachers who are prepared to teach in an urban setting. Mid-Continent Research for Education and Learning (McREL) was commissioned to conduct a case study during the sixth year of the partnership program. The case study methodology was used to fully describe perceptions of the project, processes, implementation and perceived impact (Stake, 1995; Yin, 1989). A descriptive case study approach allowed McREL to gather information from various sources who provided context-dependent knowledge and experiences (Flyvbjerg, 2006; Stake, 1995). One of the key outcomes of the Urban Teacher Partnership (UTP) program, currently housed in the Center for Urban Education (CUE) at Metropolitan State College of Denver (MSCD), was to develop authentic relationships with schools in Denver Public Schools (DPS) and capitalize on these relationships to serve the needs of the students in the community. During the sixth year of the program the program team made essential expansions to the program to enhance and sustain partnerships. As such, data collection for the case study was based on a framework that identified areas in the program most related to developing authentic partnerships. Interviews were conducted with the following key school, university and program staff:

- Leaders at each of the partnering schools
- Faculty serving as liaisons in partnering schools or teaching on-site courses
- CUE Program Director
- School contact facilitating field placements
- CUE Field Placement Coordinator

The following extant data was collected and reviewed:

- Notes from one-one meetings with graduates of the program who were first or second year teachers
- Notes from site visits in partnering schools
- Minutes from program meetings
- CUE partnering school's budgets for usage of funds
- Program data on tutors, field placements, student teachers, etc.

Additionally, evaluators conducted observations of on-site courses. The current report is framed around characteristics of authentic partnerships identified in the literature and highlights components of the program that exemplify these characteristics. Findings from the case study will guide future work by describing the context of the current case (i.e. circumstances, structures) in detail and recommendations for the future.

Partnership – two or more parties that share common goals that cannot be reached by either party independently –
National School Board Association
(Barnett et al., 1999)

Introduction

The Metropolitan State College of Denver's (MSCD) strategic plan identifies MSCD as an urban land grant institution. As an urban land grant institution, MSCD is focused on forming more meaningful partnerships within the community by embedding students and faculty in the community to provide access to resources and solve urban problems. The Center for Urban Education (CUE), which grew and transitioned from an Urban Teacher Partnership (UTP) program, embraces this mission by developing strong partnerships with several schools in Denver Public Schools.

Successful partnerships don't just happen; they evolve from the local conditions and components unique to each partnership. Research suggests that there are certain characteristics that successful partnerships have in common. When partnerships demonstrate these characteristics they are typically more effective and more likely to be sustained in meeting their mutual goals. An examination of the literature on best practices in university-school district partnerships revealed several common characteristics that successful partnerships share.

In general, most definitions of successful partnerships share similar characteristics with the framework developed at Wilder Research Center (Mattessich, Murray-Close, & Monsey, 2001). This framework includes six characteristics of partnerships; (1) environment, (2) communication, (3) membership, (4) process/structure, (5) shared vision, (6) resources.

The subsequent report examines these six characteristics in the Center for Urban Education. The report provides examples of how the partners were able to work towards common goals and identify strategies with mutually beneficial impacts. Table 1 provides a brief definition of each of the six characteristics of successful partnerships and identifies areas of the CUE that exemplify each of them.

Table 1: Partnership characteristics and UTP/CUE components

Partnership Characteristic*	Definition	CUE Example
Environment	Multiple cultures, Shared leadership	Established strategic methods for developing additional school relationships to identify shared goals.
Communication	Strong communication at institutional and staffing levels	Provided multiple avenues for communication and identification of needs and resources of partners through stakeholder meetings, faculty meetings, site visits, joint projects, etc.
Membership	Partners embrace stakeholder role and are willing to commit resources.	Established faculty-teacher collaborative roles within partner schools through centers, on-site classes and liaison positions. Founded new partnerships in early childhood and elementary education.
Process/ Structure	Governance equity Formal operational structures Shared decision making	Identified changes to activities and structures in field experiences to increase opportunities for students and provide additional benefits for schools. Capitalized on cohorts of students in the program and cohorts of graduates teaching in DPS to establish stronger school based connections.
Shared Vision	Shared mission	Identified additional initiatives to continue and strengthen partnerships.
Resources	Equity and transparency in resource commitment	Leveraged college and program resources to provide faculty time, opportunities to participate in a national summit, and stipends for partnering schools. Engaged service providers at MSCD in conversations to identify college-wide resources that could be accessed for additional support.

*Mattessich, Murray-Close, & Monsey, (2001)

Environment

In a successful partnership the environment must create an atmosphere of mutual trust and respect through shared leadership. Additionally, leaders must identify and address the unique needs of the environment and surrounding community.

In 2004, Metropolitan State College of Denver (MSCD) and Denver Public Schools (DPS) were awarded a five-year Teacher Quality Enhancement partnership grant. In those five years, the partners engaged in a comprehensive effort to prepare secondary education teachers to effectively serve the educational needs of urban middle and high school students through the Urban Teacher Partnership (UTP) program. The UTP program addresses four goals:

- Goal 1:** Improve preparation for secondary teachers entering high-needs school districts.
- Goal 2:** Increase retention of new secondary school teachers entering a high-needs district.
- Goal 3:** Establish sustainable collaborative mechanisms for continuing renewal.
- Goal 4:** Disseminate collaborative teacher preparation and retention model beyond the participating institutions.

In 2009, a no-cost contract extension was awarded to the partners to continue the efforts of the UTP through the fall of 2010. Metropolitan State College of Denver (MSCD) saw this as an opportunity to strengthen the work based on lessons learned in previous years. While still aligning work to the four goals of the UTP program, the project team sought to deepen the university-school district collaboration within Denver's highest needs schools by bringing in additional schools located in a high needs area in northwest Denver. The UTP program thus grew and transitioned to the Center for Urban Education (CUE) in 2009. The CUE focused on four components:

1. Aligning student achievement, pre-school through college -- P-16 Zone for Student Achievement
2. Preparing effective teachers for urban schools – Urban Teacher Partnership
3. Leveraging resources through community engagement
4. Building networks to share promising and best practices

This transition to the CUE included essential changes which led to more authentic partnerships (see Figure 1).

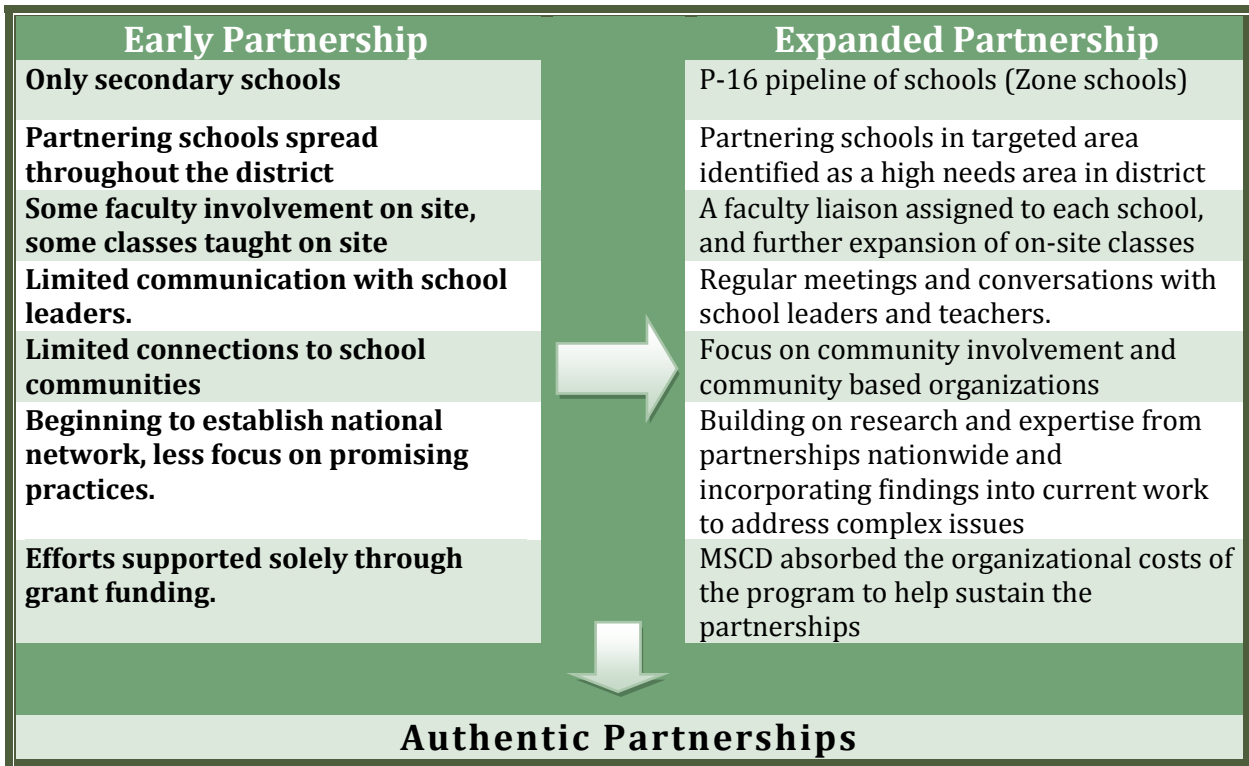


Figure 1: Changes that led to a more authentic partnership

The program initially focused only on preparing secondary school teachers. Through ongoing discussions, program faculty and staff recognized that focusing only on secondary education limited the program’s ability to reach students of the highest need because a part of the student’s education pipeline, pre-school and elementary education, was missing from the program. The partners determined that in order to reach their goals they needed to focus on a pipeline of pre-k through 12, in one community, referred to by partners as the *P-16 Zone for Student Achievement*. In addition to the increased focus on the Zone partnerships, MSCD remains committed to their partner schools outside of the Zone. Currently, 13 schools are partnering with the CUE: 7 schools are located in the northwest Denver Zone, and 6 are previous Urban Apprentice Schools (UAS) (see Table 2).

The CUE team strategically identified the highest needs schools in the community and started building the additional partnerships by meeting with principals at each school to discuss the school’s needs and how the CUE could help to meet these needs.

Denver Public Schools is organized into five geographical areas. The Zone is located in the Northwest area of Denver, geographically near MSCD. In the Northwest area, more than 8,000 predominately low-income children (ages 4-18) attend 17 DPS schools. The geographic proximity, community based services, dedicated school personnel, involved community members, and MSCD staff and resources in this

Northwest Zone facilitate alignment and deep engagement of all stakeholders. Furthermore, the geographical proximity of the Zone to MSCD allows for better delivery of resources to DPS schools and helps CUE pre-service students gain a better understanding of the home and community environments of the children in the schools. To form the Zone, the CUE was able to successfully leverage partnerships with two UAS sites in the Zone and expand to five new partnership schools in the feeder pattern – early childhood education, elementary, middle, high school. The CUE team was involved in several conversations with leaders and teachers in schools in the Northwest area of Denver to identify schools where the partnership could provide the greatest benefit based on schools’ needs and goals identified in their improvement plans and the level of commitment of school staff.

Table 2: Partnering Schools

P-16 Zone for Student Achievement Schools	
Brown Elementary	Brown Elementary serves over 350 students with more than half eligible for the federal free/reduced priced lunch program. The school serves a diverse population with over 70% minorities. An International Baccalaureate Organization's Primary Years Programme is offered at the school. The program focuses on the development of the whole child in the classroom and in the world outside. Brown offers a number of other after-school programs, including Destination Imagination, sports club, Spanish, math wizards and others.
Cheltenham Elementary	As a PreK-5 school, Cheltenham serves 461 students, more than 90% of whom are minorities and are eligible for the federal free/reduced-price lunch program. The school offers extended-day preschool and kindergarten classes, and an academic program that includes the Avenues language development model, Reading Recovery (English and Spanish), Accelerated Reader, Everyday Mathematics, Fact Power, BSCS Science Tracks, computer literacy, dance/physical education and arts education.
Colfax Elementary	Of the 365 children who attend Colfax, more than 90% are racial/ethnic minorities and qualify for the federal free/reduced-price lunch program; more than one-third are English-language learners. Colfax offers full-day preschool and kindergarten classes; instruction in core subjects, as well as art, music, drama and physical education; and extended-day programs geared toward technology, social activities, tutoring and homework assistance.
Fairview Elementary	Of the 237 children served by Fairview Elementary, 93.6% are minorities, 98.8% are eligible for the federal free/reduced-price lunch program, and more than one-third are English-language learners. The school offers full-day preschool and kindergarten classes; instruction in core subjects, as well as art, music and physical education; home visitation by teachers and staff; and an award-winning program that gives students the opportunity to learn how to grow, harvest and prepare their own organic food.
Lake Middle School	Lake Middle School serves a predominantly Hispanic student population of 650 students, all but 4% of whom are eligible for the federal free/reduced-price lunch program. The school is notable for the high percentage of teachers with a postsecondary degree in their subject area (84%, compared with the statewide average of 51%). The staff is laying the groundwork for implementation of the International Baccalaureate (IB) Middle Grades Program.

CEC Middle College

As Denver’s only comprehensive career-and technical-education magnet high school, the school includes (1) a part-time Career/Technical Program in which students spend part of the day at their home high school and the remainder at CEC taking pre-professional courses and (2) CEC Middle College, an intensive full-day program for students in grades 9 through 12 that blends academic coursework, career studies and technology-based learning.

North High School

Nearly 90% of North High’s 1,079 students are Hispanic; one in four has limited proficiency in English, and 80% are eligible for the free/reduced-price lunch program. The school has established a mentoring program, summer enrichment opportunities for entering freshmen, and The Future Center, which provides counseling, informational materials and other resources to help students prepare for college.

Urban Apprentice Schools

Bruce Randolph

Serving students in grades 6 through 12, Bruce Randolph graduated its first class in 2010 with 97% graduation rate. Most students, 95%, are eligible for the federal free/reduced-price lunch program. Bruce Randolph, which serves a predominantly Hispanic student population, is one of a dozen schools in the district undergoing reform and revitalization. The school was granted autonomy to include flexibility in such areas as the length of the school year and the use of time during the school day, hiring, teaching loads, and the ability to pay staff above the levels stated in the collective-bargaining agreement for certain assignments.

East High School

Since 1875, East High School has been one of Denver’s premier centers of learning. In 2009, 85% of graduates enrolled in college. Students at East come from a large variety of ethnic and socioeconomic backgrounds. East is a model of a highly mobile but integrated community which allows its students to experience people of different cultures, races and economic backgrounds, attracting over half its population from out of district enrollment. East offers 22 advanced placement courses, the most offered in Denver Public Schools.

Hill Middle School

Hill is one of the city’s most ethnically balanced, high-performing middle schools. Hill offers a strong academic program including, honors, IB and AP classes, and extracurricular learning opportunities ranging from MathCounts and Destination Imagination, to activities connected with the district’s annual Shakespeare Festival.

MLK Jr. Early College

MLK, which serves socioeconomically diverse neighborhoods, is undergoing transformation from a conventional middle school into an “early college high school” providing students with: A strong, college-prep curriculum with extensive academic support and counseling; Tuition-free, for-credit postsecondary courses offered through the Community College of Aurora; and Structured internships organized around various “majors.” Early college high schools are designed to enhance educational achievement and opportunity for young people from disadvantaged backgrounds. Students can earn college credit and/or take college-level courses while they are earning a high school diploma.

Merrill Middle School

Merrill Middle School is notable for the cultural and linguistic diversity of its student population, among who are nearly 200 refugee and immigrant children who are enrolled in the school’s English Language Acquisition (ELA) magnet program. The background of these students, from 40 different countries varies widely. Merrill also offers honors classes in math, science and social studies, and recently implemented SpringBoard, a language-arts program designed by The College Board to prepare students for Advanced Placement and other accelerated courses in high school.

**Thomas
Jefferson
High
School**

Thomas Jefferson High School serves a diverse population of students with around 60% of students eligible for the federal free/reduced-price lunch program. In 2010, Thomas Jefferson graduate its first class of AVID students. Several Advanced Placement (AP) classes are also offered at Thomas Jefferson. Incoming freshman are involved in a freshman academy designed to allow them to get acquainted with their school, teachers, and peers.

Communication

In a successful partnership communication allows for information sharing. Effective communication supports a strong partnership at institutional and staffing levels.

Feedback from principals in UTP partner schools in previous years suggested a need for more collaboration with MSCD in order to increase their ownership in the program. To address this need, as new partners were established in the 2009-10 school year, several communication structures were adopted to ensure that there were ongoing conversations about strengthening relationships and understanding the challenges within each of the partnering schools.

Multiple avenues for ongoing communication helped to build common understandings of the needs and opportunities to support teachers and students from early learning through high school graduation and beyond.

The intent of this ongoing communication was to establish higher levels of participation by building relationships between teachers, professors, and principals and across partnering schools. These communication structures were intended to increase shared mission and vision among the partners through ongoing conversations about common goals, and further clarification of the purpose of the partnership.

Over the course of the 2009-10 school year, the CUE team conducted several site visits with each of the schools. During these visits a team of faculty and CUE staff met with school leaders and teachers to discuss engagement activities in the school. School staff were asked to share how the partnership was unfolding in their school and discuss any changes or impacts they had seen. The CUE team also sought to identify areas for improvement and to collaborate on strategies to address these needs.

The CUE staff also held monthly faculty meetings to report on developments with work in the partnering schools and to collaborate on strategies for community engagement and networking and expanding services to the schools. Each of the Zone schools was assigned a faculty liaison who worked closely with the school and

served as a point of contact with the college. More information on the faculty liaison role is discussed in the membership section of this report.

Additionally, five Zone Meetings, involving all stakeholders, were held on site at various school locations. During these meetings MSCD faculty, school leaders and teachers and CUE staff participated in conversations to determine needs to impact learning in Zone schools. The agendas were aligned with this focus and included:

- reviewing current work at Zone schools and identifying areas for future activities,
- reviewing School Improvement Plans and identifying school needs and school-college initiatives that could address these needs, and
- discussing common community based organizations used across the Zone schools and introducing Zone participants to resources on the Metro campus to help build community engagement.

The Zone meetings allowed for building of common understandings and to further develop relationships between the college and school faculty. To further strengthen the partnerships, as indicated by principals, the meetings should have specific objectives set for all of the meetings at the beginning of the year and have action items from each of the meetings. Principals suggested that an overview of meetings with clearly identified objectives and action items would help them to determine the appropriate staff to attend the meetings and also to understand the benefits of attending each meeting.

Membership

In a successful partnership, membership is supported as the partners embrace their roles as stakeholders. Membership is demonstrated by commitment of time and resources so that all partners take ownership of the collaboration.

As the school partnerships have evolved, MSCD faculty has become increasingly involved in the schools. In several of the UTP schools, faculty have established relationships in the schools through the development of centers or programs at the school and holding teacher preparation classes on site. In the new Zone schools, faculty are demonstrating commitment through the faculty liaison role and building stronger relationships by allowing time and conversations to develop buy-in.

Developing centers or programs to meet school needs

Literacy support for high school students through a writing center. UTP faculty members from the English department began a writing center at North High School in 2008. Since its inception they have also piloted a strategy for a Writing Center at Lake Middle School. UTP faculty and students demonstrate their commitment to the school through their time and effort. This has led to increased efforts to align Metro State English courses required for students preparing to teach in secondary education schools to field experiences that can be better applied in authentic settings such as North High School. In conjunction with the writing center UTP faculty and students lead a Brown Bag Book Club and poetry workshops with students.

Through these programs middle and high school students are introduced to published authors and classical and popular literature, and provided with opportunities to analyze and discuss their perceptions. North High has also benefited from having the Writing Center located

within their building because UTP students work directly with classroom teachers and students to support the development of student writing one-on-one and in small groups.

School administrators attribute increased student achievement to contributions from the UTP faculty and students in the writing center.

Out-of-school enrichment through computer gaming program. The *Mi Casa Neighborhood Center* housed at Lake Middle School offers afterschool and summer enrichment programs for youth and ESL and GED classes for adults. One UTP faculty member from the math department initiated conversations with the director of the program and developed an after-school computer gaming program which he teaches. The program addresses the need to increase the mathematics achievement of at risk students and to increase their interest in STEM careers. In addition to providing supports to Lake Middle School students, the program also provides an opportunity for CUE students to get involved in community based programs.

The UTP faculty member has also been able to capitalize on the program to expose Lake Middle School students to the college campus and courses and even to a state conference. Students from the program

participated in a class at MSCD and assisted the professor by answering questions about the gaming software that they were using. Students in the program also co-presented at a state conference to teachers of mathematics.

The UTP faculty member stated that “The students have done some tremendous projects.” Four students presented their projects at the Colorado Council of Teachers of Mathematics.

Holding teacher preparation classes on site

The MSCD secondary faculty began holding teacher preparation classes on-site in the 2008–2009 school year and found them to be a means to (1) cultivate a partnership with schools who host field experience students and student teachers, (2) strengthen the alignment of the coursework with the field experiences, and (3) increase pre-service teachers' understanding of the school context. UTP student enrollment in classes taught on-site has increased since their inception in 2008 (see Figure 2).

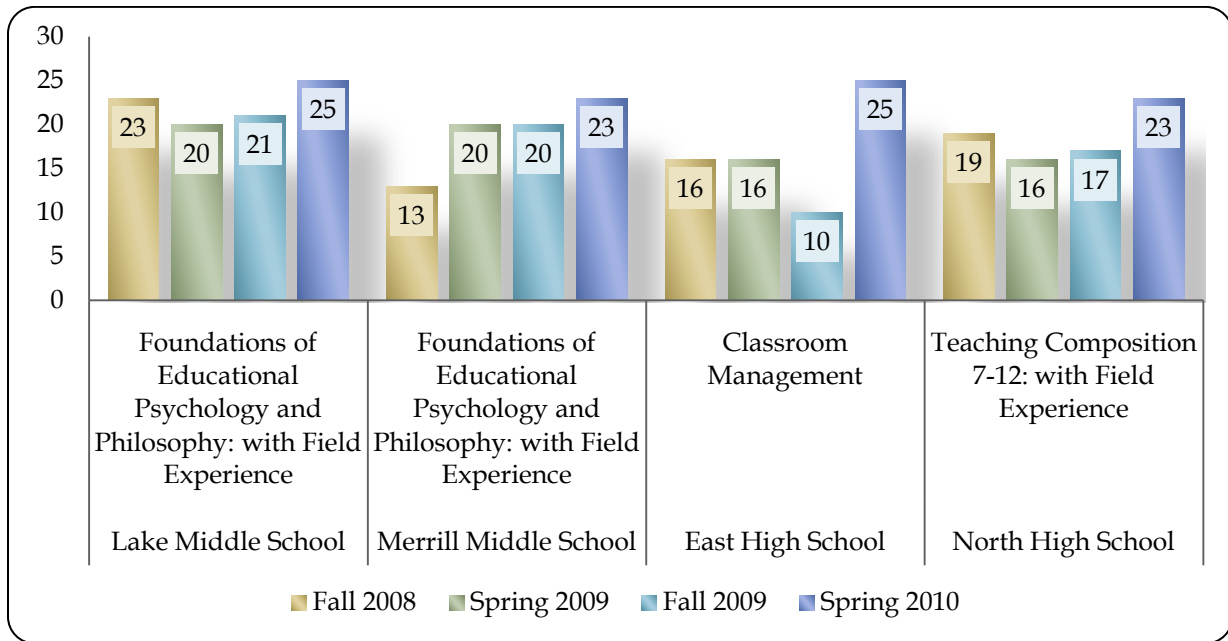


Figure 2: Pre-service teachers enrolled in onsite classes at CUE schools

Not surprisingly, the on-site classes facilitated better communication between the school and MSCD faculty. As the MSCD faculty members became increasingly involved in the schools, they were seen as valuable collaborators and members of the school team. This level of visibility allowed the faculty to be viewed as competent classroom educators and helped administrators and teachers in the school see the value of the university-school partnership. In addition, placing students in their field experiences at a partnering school has proven to be much easier because students are in the school weekly, and their supervising faculty member is just a short walk down the hall.

A UTP graduate noted, “One of the reasons why my transition from observing to student teaching is so powerful and so positive is because I did my observation there. I felt like I had been in the school the entire time.”

A cooperating teacher in one partnering school said, “When I had my student teacher last spring, and the professor was the professor who was actually teaching a college course in our building, I had a much better relationship with the professor and the student because we saw each other all the time.”

Oftentimes, teaching a class on-site is only the beginning of how MSCD faculty members demonstrate their commitment to the partnership. In East High School, one MSCD faculty member cultivated a strong relationship with leadership on several levels. In addition to teaching a course on-site, he conducted a site-based research project analyzing the outcomes of heterogeneous learning in this urban high-needs high school. The outcomes of his study will be used by the school's leadership to strengthen content and course offerings and in academic advisement to ensure that more students (especially low-income, first-generation students of color) have access to, and success in, a curriculum that will prepare them for success in college.

At Lake Middle School, the MSCD faculty member, who teaches a class on-site, participated in training to administer the Colorado English Language Assessment (CELA) and helped in administering one-on-one tests in the spring of 2010. She saw this as an opportunity to provide assistance to the school and to further develop her understanding of the assessment. In turn, her deeper understanding helps her better prepare students in the courses she teaches on-site on linguistically diverse education. In addition, she assists in the English Language Acquisition classes at the school in classes where they don't have enough Spanish speaking paraprofessionals to provide the needed level of assistance.

The help received from the MSCD faculty member and the UTP students in administering the CELA and CSAP make up exams helped to increase the participation rates in state assessments for one partnering school.

This model of holding teacher preparation classes on-site in partnering schools has proven to be beneficial to strengthening the UTP partnerships. By holding teacher preparation classes at the school sites, the partners have been able to identify discrete and mutually beneficial roles and align educational resources. Schools and school personnel provide the environment, tools and mentoring support to test and develop diverse teaching strategies with the aim to strengthen teaching effectiveness and increase achievement for high needs students. College personnel and pre-service candidates contribute invaluable instructional resources to expand the capacity of educational services that otherwise would not be available in these high poverty schools and communities.

Establishing a Faculty Liaison Role

With the addition of new schools as part of the development of the P-16 Zone for Student Achievement, MSCD faculty recommended that they assume leadership roles as faculty liaisons in the schools. The faculty liaison role did not get started until the spring semester 2010, which limited time to develop relationships. Each school was assigned an individual or team of MSCD faculty to work side-by-side with

leaders, teachers and (in some cases) community representatives to develop relationships and identify areas to link school needs with college resources and the CUE.

Faculty Liaison Roles

- Reviewing School Improvement Plans (SIP), School Performance Frameworks, and other documents that frame school-wide plans for student achievement
- Regularly meeting with school leaders/teachers on school goals and activities.
- Observing classroom practices
- Attending school meetings and events
- Guiding pre-service student teaching in their field experiences (in partnership with cooperating teachers)
- Developing out-of-school or in-school enrichment educational support programs for students; these efforts are also aligned with pre-service student field/clinical experiences
- Participating in professional development programs and initiatives – in some cases, developing new PD in partnership with leaders/teachers
- Developing and participating in site-based applied research on educational initiatives aimed at improving student achievement
- Identifying quality placements of pre-service students in field assignments in the schools

Most of the faculty liaisons have been provided reassigned time by their departments to work in the schools. This is an important faculty and department investment that conveys the value of this partnership to the college, the Denver community and to the needs of the children in these schools. Despite the late start of this role, principals described the liaisons as helpful. Though the work of the faculty liaisons is still in an emerging stage, the strategy demonstrates further investment by all partners to strengthen the collaborative to achieve the program goals.

In one school the liaison helped to identify successful strategies related to the school's needs by using networks that the liaison had in other schools. The liaison was able to talk with leaders and teachers in other schools where she supervised students and brought back information to the principal. The principal found this information very helpful in planning.

Founding new Partnerships: Expanding to Pre K and Elementary Education

Previously the UTP included only secondary schools, but as partnerships expanded to include feeder schools in the Zone, this necessitated the involvement of early childhood and elementary education faculty at MSCD. Through lessons learned when UTP partnerships were established, these new partnerships in early childhood and elementary started by allowing time for partner school staff to embrace the new relationships, the school leadership time to buy-in to the work, and establish key personal relationships with leadership and teachers in partnering schools. Additionally, this meant MSCD faculty needed release time to build the relationships and demonstrate commitment and ownership to the partnership.

Successful partnerships are best supported by developing a strong foundation that builds relationships and mutual trust where the parties collaboratively address a targeted need. One example where mutual trust and collaboration was established was at Colfax Elementary School where UTP students and MSCD faculty worked with pre-school teachers to assess their early learning students on language arts skills and shared the findings of the child assessments with teachers and parents and helped them to understand the data. Additionally, MSCD faculty conducted science fairs and pen pal writing activities with young learners, and other enrichment activities to further build relationships with the school staff.

MSCD faculty also worked with ECE, kindergarten and elementary teachers at Cheltenham Elementary School to support the quality of literacy programs. They began by first contacting the principal to determine what services could be provided by UTP students that would best meet the needs of the early learning teachers. Collaboratively they determined that teachers needed support with classroom arrangement and management. Additionally, they provided support on how to connect literacy assessments and district goals with appropriate literacy opportunities, as well as how to integrate the new state standards. Establishing these relationships will allow better placement of UTP pre-service students in subsequent years, benefiting both partners mutually.

New partnerships in early learning were founded on mutual trust. To establish strong foundations ECE faculty liaisons collaboratively worked with staff of partnering schools to determine where support was needed, including running a science fair and providing training on how to integrate new state standards in instruction.

Though these partnerships are just emerging, they will be supported by a strong foundation due to increased faculty presence and demonstration of commitment to the partner school's needs. In subsequent years this foundation will support a pipeline of MSCD graduates whose beliefs will be aligned with the teachers currently teaching in the school to build a more unified teaching team.

Process and Structure

In a successful partnership the process and structure includes an administrative organization to the way partners work together, embodies a shared decision making process, and incorporates systematic procedures for making changes to the program goals, objectives, activities, and timelines by participating in an ongoing process of evaluation and reflection.

The CUE team continuously reviews data and information to identify opportunities for changes to program structures and activities that will lead to greater success in achieving the program objectives. Four such opportunities are described below.

Continuous improvement to the field placement process

As part of the two-year teacher preparation program, UTP pre-service students in secondary education conduct 180 hours of field experiences (including classroom observations, small group teaching, one-on-one tutoring, test monitoring, and other teacher practices) prior to their semester-long student teaching assignments (see Figure 3 for number of students placed over the years). At the start of the program many challenges were faced in coordinating the placement of the students in the partnering schools. A UTP field placement coordinator position was created in 2007 to guide the field experience process; in 2008 a former DPS principal was hired to serve as the coordinator. The current coordinator was sought out as a highly regarded leader in the district. With her experience as a leader and understanding of the school culture and district policies, she is easily able to build relationships and establish stronger connections at the partnering schools. Additionally, she is able to provide insight to the CUE team related to context and policies in the schools. During the 2008-09 school year the coordinator convened three meetings with school leaders, staff working with placing students, and supervising faculty to identify additional areas for improving the placement process. During the 2009-10 school year, these meetings were continued. These meetings resulted in an effort to improve the Secondary Education Field Experience Guidelines. A draft revision was presented and feedback was received from school leaders and staff to guide future versions.

A former DPS principal was hired in the field placement coordinator position to strengthen relationships between partners. Her knowledge of district policies and the unique culture of each school added valuable insight into the placement process.

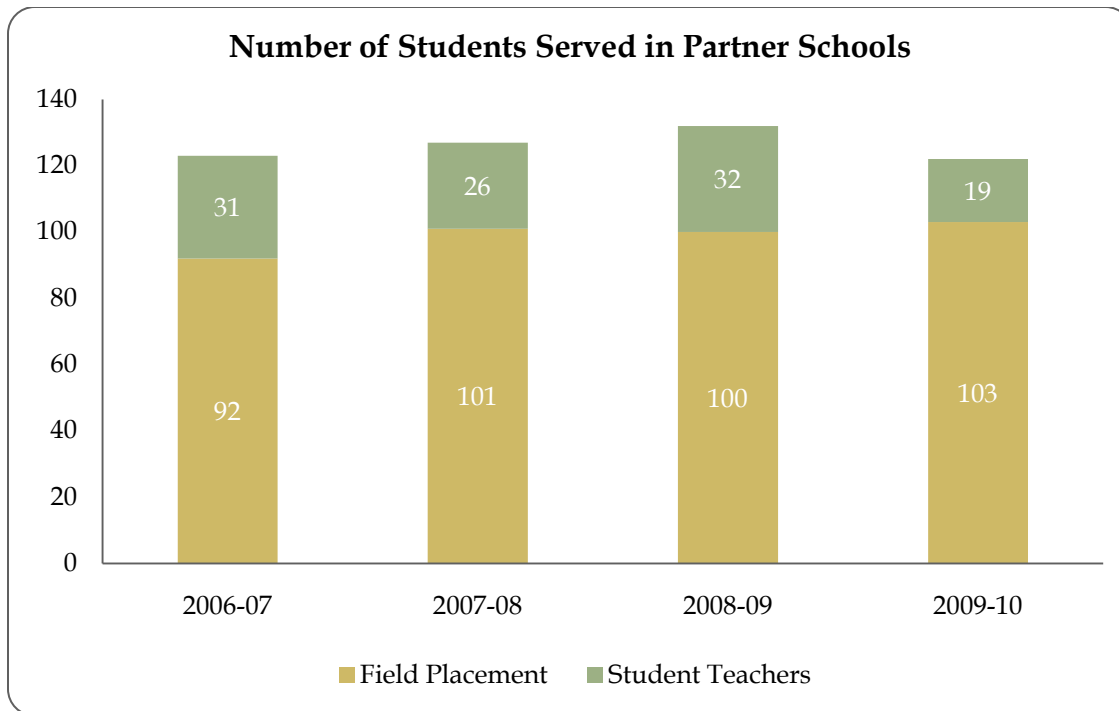


Figure 3: Number of UTP students placed in partnering schools

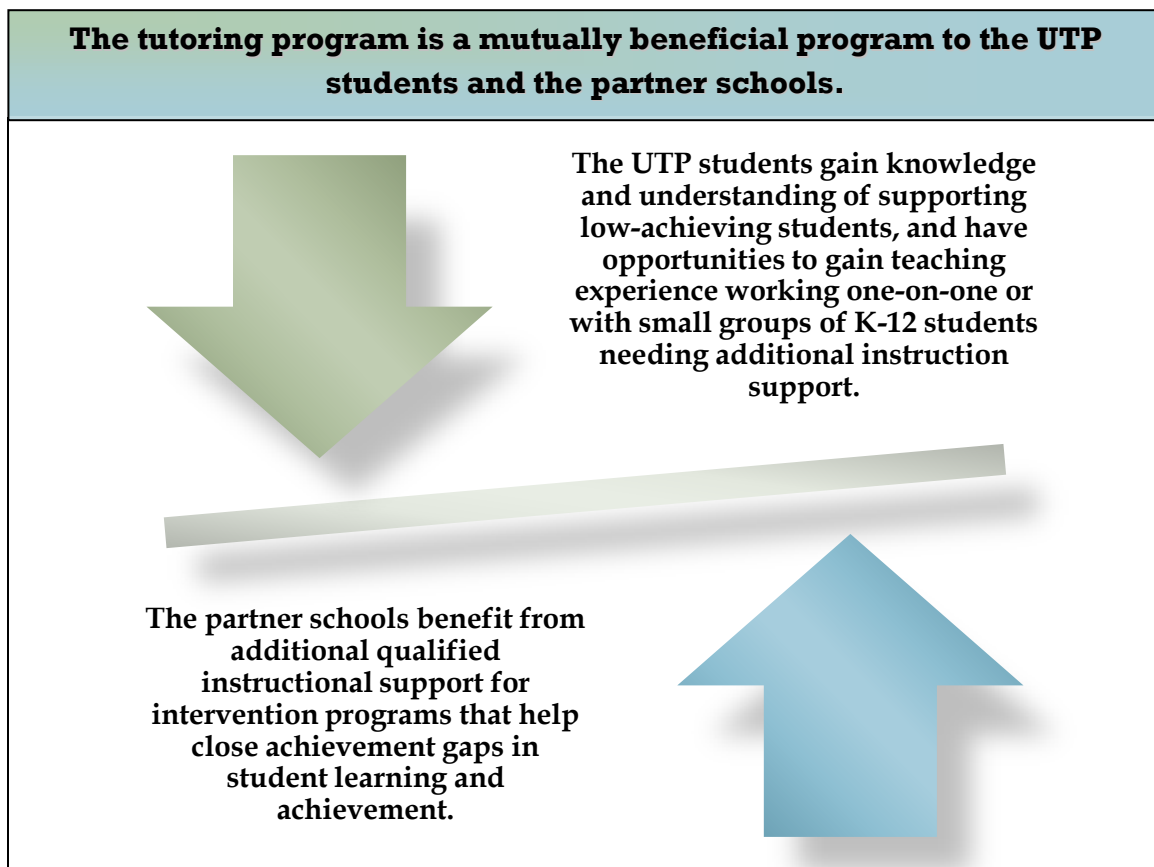
With the expansion to new partners and changes in the budget structure for current partnering schools, the coordinator and director worked with school leaders to identify staff members at each school who would be willing to take on the role of being the single point of contact at the school. In this role, the staff member would identify teachers who were willing to serve as cooperating teachers and allow a field placement student in their classroom, and work with the field placement coordinator to place students accordingly. In some schools the principal serves in the role of placing students. Having principals play a pivotal role in placing students increased their awareness of the program and of the students who were working in their school. Principals serving in this role stated that the process allowed them to understand the benefits of having field placement students in the schools and that they did not feel that it took up too much of their time. The principals believed that the benefits of serving in this role outweighed the small time burden involved.

Expanding field placement experiences into tutoring opportunities

Since the spring of 2008, pre-service UTP students have been given the opportunity to serve as tutors in partnering schools. The UTP team worked with partner schools to identify tutoring needs within the schools. UTP students apply to serve as tutors and are offered a paid position for up to 10 hours per week. Thomas Jefferson High School has worked with UTP students since the start of the program, and has identified ways to involve additional students in the tutoring center at the school.

Thomas Jefferson High School (TJHS) has served as a partner school since 2006. As a partner school, TJHS has hosted several field observation students and student teachers. The site coordinator at TJHS described how the philosophy regarding placing UTP students in both field observations and student teachers has developed into a more inviting culture in which staff members have become actively involved in the education of potential teachers. Further, the site coordinator and principal noted that the process of having student teachers and field observers may promote self-reflection in teachers as they are more intentional about their lessons and instruction when they are modeling for future teachers.

During the 2009-2010 school year, a UTP graduate in a teaching position at TJHS opted to serve as a coordinator for UTP student placements. As a previous UTP student she felt that her field experiences in Denver Public Schools had prepared her for her current position at TJHS. However, she believed that UTP students would benefit from more teaching time and time to develop relationships with students during their field observations. As such, she worked with the CUE team to strengthen field observations at TJHS by involving more UTP students in tutoring for the AVID program or Reading Recovery. Changes were made to allow UTP students to spend time in the tutoring center as part of the field observation hours.



Almost all UTP students at TJHS spent some time in the tutoring center as part of their field observations or student teaching in 2010. In the tutoring center, field observation students are taught skills to provide individualized instruction. They gain more experience working with students and develop relationships with students through the process. This change benefits both the UTP students and the students in the tutoring center at TJHS. UTP students gain more hands on experiences, and tutoring center students have additional adults to provide the instruction that is needed. With the success of the program at TJHS, there is a high demand for UTP students to serve as tutors in other partner schools as part of their field experiences to assist with intervention programs aimed at increasing student achievement.

Building and utilizing cohort supports

As the process for placing students into field observations evolved, more emphasis was given to placing students from one course into the same school. In schools where classes were taught on site, most students did their experiences in that school. Field experience students in these courses shared common experiences in the schools that they were able to discuss as a cohort in their classes. The practice of grouping students into cohorts for their field experiences is beneficial because it allows students to support each other and to have more involved conversations about their experiences (Howey, 1996; Darling-Hammond, 1999). Students in these field experience classes were able to be more involved in the school through activities such as assisting with the Colorado State Assessments and providing supervision during field trips. After these activities, students discussed what they learned and posed questions to receive support from their cohort, school staff, and MSCD faculty. The involvement of all of these groups leads to powerful conversations that connect theory and practice in ways that benefit these students as they transition into teaching.

Building generations of teachers

Building generations of teachers who are effectively prepared for urban schools directly demonstrates how UTP is sustaining collaborative mechanisms for renewal (goal 3 of the federal grant). Most of the partner schools have hired UTP graduates, but at Bruce Randolph School five UTP graduates joined the school community since 2006. As a group, they recognized that they could help guide the preparation of the next generation of UTP students. They approached school leaders requesting roles as mentors and cooperating teachers for UTP pre-service students. Over the past two years, they've enhanced pre-service field experiences by coordinating orientation sessions, responding to questions, helping pre-service students connect what they were learning to teaching practices.

Graduates of the UTP program now teaching in Bruce Randolph were eager to serve as mentors and cooperating teachers for pre-service teachers in the program.

Shared Vision and Mission

In a successful partnership the partners establish common goals that are recognized and developed cooperatively. There is mutual interest, a clear focus, and a manageable agenda to achieve set outcomes.

The strength of the partnerships between the CUE and the partnering schools is apparent in the level of communication and networking that has developed among them. Two schools in particular have recognized common goals and have worked to identify areas for further partnerships with the CUE by seeking additional grant funds to develop and expand services offered.

Collaborative development of career programs

Effectively preparing urban teachers and preparing high school students for college and career readiness provided the foundation for the partnership between CUE staff and faculty and the principal and assistant principal at the CEC Middle College. The school leaders expressed an interest in leveraging the capacities of both partners and potentially seeking additional funding to develop career programs that would help their students gain the knowledge and skills needed for the 21st century global economic environment. The first of what the partners expect will be an expanding portfolio of joint initiatives focus on computing and a grow-your-own teacher career path.

Computer Gaming Career Program. Capitalizing on an existing afterschool computer gaming program at neighboring Lake Middle School, MSCD computer science and mathematics faculty jointly developed with CEC Middle College a career education block for 9th to 12th grade students focused on computer gaming careers. The class is team-taught with support from pre-service students in the Urban Teacher Partnership program.

Teacher Career Path. CEC is currently seeking to revise the teaching career track program and has expressed interest in involving MSCD as a partner in developing this new path with a focus on a pipeline for increasing the number of teachers of color for urban schools. This would be an opportunity for CEC staff to work in conjunction with MSCD teacher education and letters, arts and science faculty to identify and develop the curriculum needed to prepare students for entering college and a teacher education program. The faculty would also have opportunities to co-teach courses in CEC.

Expanding instructional support for teachers aimed at closing the achievement gap at North High School

With the writing center already in place, leaders at North High School are interested in additional ways to utilize the partnership with MSCD faculty and pre-service students to help increase achievement among their students. North High School leaders met with the CUE director and faculty members at different times throughout the 2009-10 school year to determine how to use pre-service students to enhance instructional capacity in language arts and mathematics classrooms. In Fall 2010, the CUE staff collaborated with North High School leaders to develop a proposal for a state grant to establish professional learning communities (PLC) in which teachers and pre-service students would collaborate to differentiate instruction within classes. UTP students would help develop lessons and, assess students' understanding (using "student clicker" technology), and work with small groups or individual students to review and reinforce instruction. The proposal was not funded, but partners continue to work on plans to implement the strategy.

Resources

In a successful partnership resources are important to provide equity and demonstrate commitment among partners to support the success of the collaborative.

All partners involved in the CUE program offer resources to support the implementation of the efforts. Partnering schools offer cooperating teachers for student placements, space for classes offered on-site, and host collaborative meetings. The CUE team focuses on ensuring that the schools are receiving beneficial resources from the program as well. As such the schools were provided with mini-grants to support school improvements, as well as additional access to resources across the college campus.

Resources to Partnering Schools to Improve Student Outcomes

Recognizing the need for partners to commit to sharing resources and aligning programs, the Center for Urban Education staff worked with school leaders to identify strategies that would strategically connect CUE to the schools.

CUE asked schools to provide resources such as coordination and placement of CUE students for field experiences, space for site-based teacher education classes, partnership meetings, and principal and staff time. In exchange for this commitment, each school was provided with a mini-grant that they could use to support the critical needs identified in their School Improvement Plans. School leaders found many ways to use the funds to support their efforts, for example:

Building Parent Engagement: Cheltenham enhanced the genre of literacy (books and writing materials) in the pre-school and elementary programs. They sought to deepen parent involvement by developing a Writing Center that will be run by parent volunteers. CUE faculty helped identify materials and provided professional development support to teachers.

Deepening Literacy Capacity: Colfax deepened their recruitment and communications outreach to parents and the surrounding community by using CUE funds to purchase a marquee. They also used funds to expand their school library. CUE faculty helped identify materials and provided professional development support to teachers.

Strengthening Intervention Support: Merrill Middle School used the funds to help support a tutoring program in which teachers were paid to stay after school to help students further prepare for the state assessment (CSAP).

Reinforcing Professional Learning Communities: Hill Middle School used funds to strengthen the professional learning communities among their teachers and convened a multi-day retreat centered on cultural competency. CUE students participated in the retreat and used the opportunity to build relationships with teachers who would serve as their mentors during field and student teaching assignments.

Expanding Opportunities for Professional Development: Fairview used the funds to support half day professional development sessions for their teachers. A hidden cost in this half day professional development is transportation for students, which is otherwise not covered.

Other schools have primarily used funds to support student engagement activities, personnel such as site coordinator or substitutes for professional development opportunities, and to cover other costs associated with professional development (i.e. travel and registration fees). The funds helped principals address important needs in the schools. But school leaders indicated that they did not see the funds as a necessary condition to continue to partner with the CUE. Bringing the college into the schools expanded their human capital and professional capacity to improve student achievement. For example, having college professors and pre-service students in the schools enhanced the schools' ability to deliver differentiated instruction, and tutors provided needed intervention support.

Leveraging College Resources to Support Partner Schools

As an urban land grant institution, Metropolitan State College of Denver is focused on embedding their students and faculty into the community and providing resources to help solve needs in the surrounding urban community. The CUE shares this mission and continuously seeks opportunities to provide partnering schools access to college resources.

Coordinating campus-based initiatives to promote strong teachers and schools.

CUE has coordinated campus-wide meetings to learn about the many programs that have connections to Denver schools in an effort to expand its work, leverage existing initiatives and avoid duplication. Through these meetings, staff has identified potential areas for extending support to teachers, students and their parents in the high-need communities where it is preparing teachers, for example:

- MSCD's Athletic Department will partner with CUE to identify needy schools in the P-16 Zone for Student Achievement where student athletes can offer support on team-building skills, structured play and mentors.
- MSCD's Office of Student Activities and the English Department partnered with CUE to invite teachers and parents of students from partner urban schools to campus presentations of special speakers focused on enhancing learning, including recent presentations by Sandra Cisneros, author of *House on Mango Street* (and others); Po Bronson and Ashley Merriman, authors of the best-selling book, *Nurture Shock*
- MSCD's Student Support Services is working with CUE to connect low-income, first generation students enrolled in college-based TRIO programs to learn about opportunities for teaching careers through the Urban Teacher Partnership

Linking teachers to urban community resources. Along with those listed above, the college has many programs that give students the opportunity to conduct community-service as part of their academic experiences, The Center for Urban Connections helps coordinate these activities by developing an inventory of community-based learning classes, partnerships and resources available at MSCD. Recognizing a shared mission, the CUE team invited the co-directors of the Center for Urban Connections to work with staff and school leaders to discuss a community walk-around process, which is used to increase awareness of and align resources available in the community with school needs. Participants in the meeting had discussions around the following questions:

- *What are the benefits of a community walk-around to help advance teaching and learning in Zone schools?*
- *How do we structure such a walk-around in the Zone?*
- *How do we document the learning achieved from the walk-around?*
- *How do we incorporate the learning achieved into teacher preparation coursework and other services aimed at building student educational success?*

Preparing Latino Teachers for Latino Communities. In 2009, Metropolitan State College of Denver was part of a national study conducted by *Excelencia in Education*, to examine emerging Hispanic Serving Institutes (HSIs) and to identify strategies for HSIs to support access and success of high needs Latino students. To further leverage the opportunities provided by the national study, CUE contracted with *Excelencia in Education* to conduct specific analysis focused on efforts to build support for Latino success in the CUE program and to create a pipeline for Latino students to enter the teacher workforce in the Denver community. As a result of this

work, a data collection template was developed that will help identify classes where Latino students begin their college experiences, where they struggle, and support services that can help guide them into the Urban Teacher Partnership and future teaching careers in urban schools.

Sustaining the Partnerships

Preparing and supporting quality teachers as a means to close the wide achievement gaps that exist in high need urban schools has never been more important. Universities and school districts must work collaboratively to develop teacher education curricula and training programs around shared ideas, mutual respect, and a common vision to ensure the educational success of children in high needs urban schools. The UTP program has learned the lessons of creating a successful collaborative through the experiences of early partnerships with middle and high schools and have applied the lessons to strengthen and continue this work by expanding to early childhood education and elementary programs, under a comprehensive new organization, the Center for Urban Education.

CUE leadership understand that each Zone and UAS school has unique needs and it is important to establish mutual goals for each partnership that will benefit both partners. Communication is key at all levels and resources in the form of both finances and faculty time are important to demonstrate commitment. Ongoing communication about potential opportunities for developing and strengthening the partnerships has allowed the CUE leaders to collaboratively develop proposals with Zone schools that will continue and expand the work of the CUE. Continuing this level of communication will enable the partners to identify resources and opportunities that can be shared to the mutual benefit of all partners. Already the partnership is progressing in the following ways:



DPS school leadership has asked the CUE to explore the development of a second Zone for student achievement located in the far northeast area of Denver. Additionally, the principal at Rachel B. Noel School of the Arts has asked if the CUE could place pre-service music, visual arts, and other art students.



Additional classes in secondary education will be taught on site including a multi-cultural class at CEC Middle College and a math methods class at TJ High School that will be aligned with the tutoring program.



Early Childhood and Elementary Education faculty have redesigned their programs to support the CUE Fellows program. Early Childhood and Elementary Ed classes will be held in three of the four northwest Zone elementary schools next fall. The program focuses on building relationships in the schools, as well as in the surrounding communities.



The CUE will continue to support the Great Teachers for Our City Schools National Summit to strengthen a national network of urban educators and experts and allow them to share promising and best practices. The CUE has hosted three successful summits in which partnering schools were provided with funds to support their attendance.



The CUE continues to sponsor seminars and workshops on key issues facing teachers in urban classrooms, specifically DPS. Seminars are taught by MSCD faculty, DPS staff, and experts in the field of urban education.

More information on seminars can be found at the following website:
<http://www.metrostatecue.org/index.cfm/id/49/>



National organizations have asked for CUE representation on new initiatives. The Harvard Family Research Project will include CUE work in a new policy brief on integrating the involvement of family and community into teacher preparation programs. The Association for Institutional Research (AIR) is conducting a study with the NAACP to examine strategies to prepare teachers to support the learning needs of students of color, researchers have asked the CUE director to join the conversation and offer input on the research design.

CUE is represented on the Higher Education Council for the National Comprehensive Center for Teacher Quality and is represented on a statewide selection committee for teacher quality awards.



Resources from across the college campus are being leveraged to support in school and out of school programs. MSCD Student Services will invite partner teachers, parents and community to attend special speaker series and presentations. The Academic Departments invited partner teachers and children to special author series. The Center for International Studies will include partner teachers in seminar series.

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses, income, and any other financial activities.

The second part of the document provides a detailed breakdown of the accounting process. It starts with the identification of the accounting period, followed by the collection and classification of data. The next steps involve the recording of transactions in the journal, the posting of these transactions to the ledger, and the preparation of trial balances to ensure that the debits equal the credits.

The third part of the document focuses on the preparation of financial statements. It outlines the steps for creating the income statement, the balance sheet, and the statement of cash flows. Each statement is explained in detail, showing how the data from the ledger is used to calculate various financial metrics and ratios.

The fourth part of the document discusses the importance of internal controls and the role of the auditor. It explains how internal controls help to prevent errors and fraud, and how an external auditor can provide an independent opinion on the accuracy of the financial statements.

The fifth and final part of the document provides a summary of the key points discussed throughout the document. It reiterates the importance of accuracy, transparency, and adherence to accounting standards in all financial reporting.