

# Building Sustainable Urban District- Higher Education Partnerships: A Collaborative Using Channel Analysis

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# **Project Overview and History**

- 1. Creation and Maintenance of the Urban Teacher Partnership (UPT)**
- 2. Teacher Career Lifecycle and Developmental Continuum – The Janus Education Alliance**
- 3. Instrument/Technical Design of Research Project**

# Research and Development Project Goal

To improve the student achievement of K-12 students in the Denver Public Schools by creating a formative data collection system that provides feedback to DPS and its teacher preparation channels (Alternative and University-based)

# How did the University Partnership Team Come to Be?

- Disconnects and misalignment
  - Existing partnerships
  - Hard work but no traction
- Urban Teacher Partnership
  - Grant Goal: Disseminate collaborative teacher preparation and retention model beyond the participating institutions
- Council of Great City Schools
  - Request for Deans' Focus Group
- RESULT:
  - Develop a systemic approach to university partnerships
  - Birth of Deans' Roundtable (DRT) and University Partnerships (UPT)

# Teacher Career Lifecycle and Developmental Continuum – The Janus Education Alliance

- Data Driven Work Linked to Preparation and Career Support
  - Recruiting
  - Induction and Mentoring
  - Career Pathing
- Channel Management
  - University-based Programs
  - Alternative Teacher Prep Routes
  - Residency Programs

# Instrument/Technical Design of Research Project

- Stage 1 - Channel Analysis (*spring '09*)
  - *Matching of DPS novice teachers to prep programs and identification of all pipelines within partners*
- Stage 2 - Understanding Experienced Teachers' Successes (*spring & summer '09*)
  - *CLASS training and veteran teacher observation*
  - *Development of new tool focused on culturally responsive classrooms for achievement and engagement*
- Stage 3 - Analysis Across Channels (*spring '09-'10*)
  - *Finalize research design, sampling, teachers to be observed*
  - *Use CLASS and new tool to observe teachers from channels*
  - *Final analysis and collaborative research*

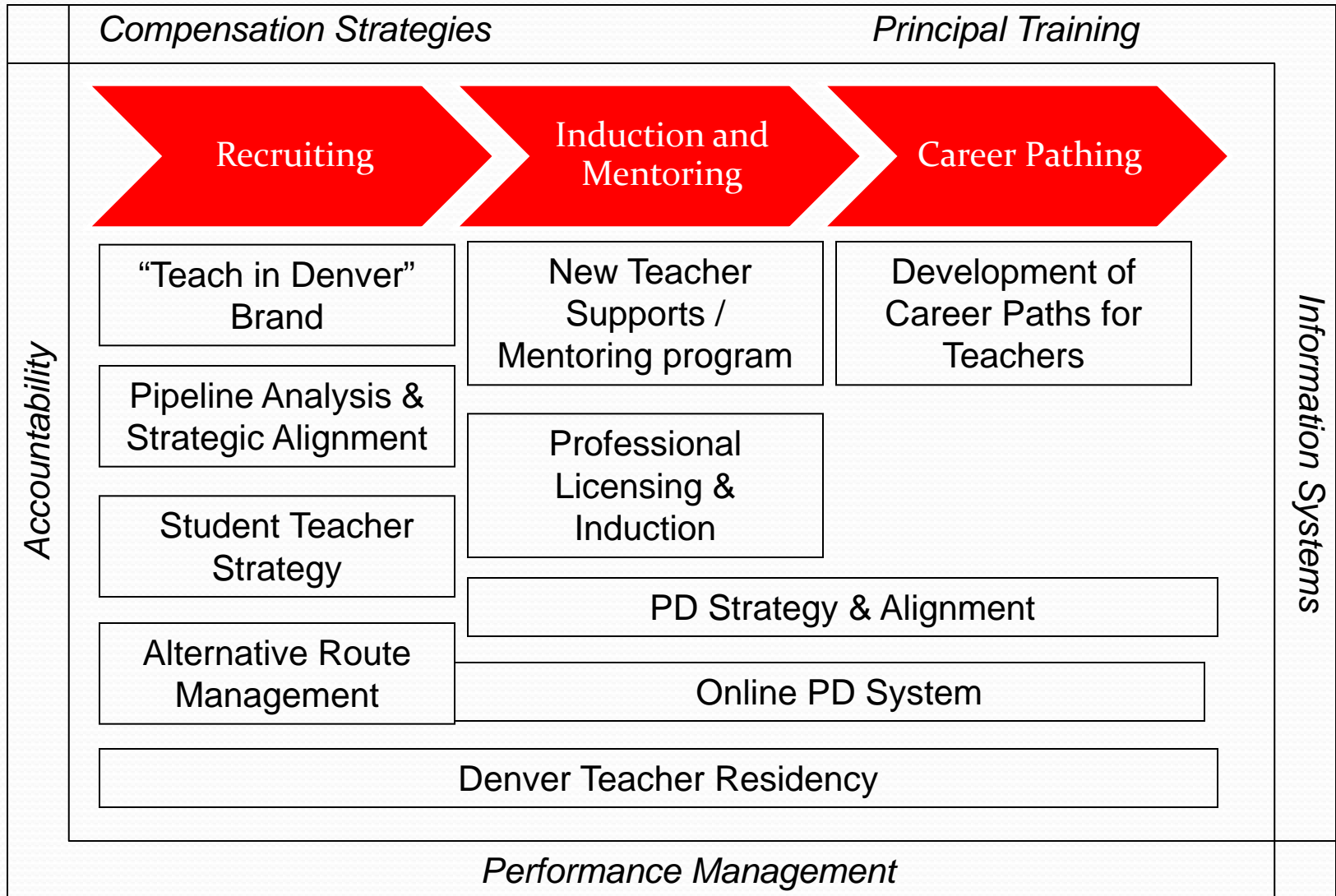
# Small Group Presentations

- Opportunity to learn more about two of the three aspects of the project (Two, 25 minute rotations)
  1. **Creation and Maintenance of the University Partnership Team (UPT)**
  2. **Teacher Career Lifecycle and Developmental Continuum – The Janus Education Alliance**
  3. **Instrument/Technical Design of Research Project**

# Creation and Maintenance of the Urban Teacher Partnership (UPT)

- Deans' RT and UPT
- Years 1 and 2
  - Defining the work and establishing relationships
  - Subgroups
    - Recruitment and Field Work, Induction, Professional Development, and Principal Leadership Development
- Years 3
  - Trust and Goodwill
  - Commitment to the achievement of K-12 students

# JEA Strategy



# Instrument/Technical Design of Research Project

## **Experienced Teacher Classrooms & Teaching**

- 1) CLASS observation ratings on about 100 classrooms + overlap for IRR.
- 2) Interviews w/ subsample of 15+, until no new themes emerge. Some of these will be with a video of the classroom observe time to discuss.
- 3) Additional collection in classrooms focused on ELL / minority student groups
- 4) Focus groups: conducted w/ diverse groups of students, teachers, parents
- 5) School level data on resources, culture, leadership trust (Elbot, 2008)

Diverse group of interdisciplinary experts & field practitioners develop pilot tool based on data from Stage 1

**Validate** (predictive: student engagement/achievement; concurrent: CLASS) pilot tool in experienced and novice teacher classrooms.

**Data collection w/ validated tool** to complete analysis of teachers from traditional & alternative programs.

# Large Group Reflection

- Q and A on our Initiative
- Reflective Questions
  - What successes and challenges have you encountered in your District-Higher Education partnerships?
  - In your experience, how have university-based and alternative preparation programs been invited to work together?

# Final Thoughts

- Opportunities and Challenges within the State
- The Denver Public Schools (DPS) is owning the results
  - Implications for Induction and Professional Development
- All partners will use the data to reflect on their preparation of teachers for DPS
  - Implications for Curriculum, Field Placement/Student Teaching , and Induction

# Additional Primary Investigators

- Heidi Barker, Professor, Regis University
- Ashley Oliver, DPS Project Coordinator, Teach for America
- Thalia Nawi, Director, Denver Teacher Residency Program
- Sasha Sidorkin, Professor, University of Northern Colorado