

Fourth National Survey of School-College Partnerships

Most Frequently Named Program Models

Model	Times Named
Tech Prep	68
TRIO Programs	33
GEAR UP	14
Project Advance (Syracuse University)	10
Holmes Group	9
America Reads	8
Professional Development School	8
School-to-Work	8
National Writing Project	6

School College Partnerships A Look At The Major National Models

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School College Partnerships A Look At The Major National Models:

School-college Partnerships Franklin P. Wilbur, Leo M. Lambert, M. Jean Young, 1988 Descriptions of school college partnership efforts are presented and 11 ways that schools and colleges can work together to benefit high school students are identified for school principals The information was obtained in 1986 via the National Survey of School College Partnerships a copy of which is appended Approximately 85 programs are described and high school and college contact persons are identified The programs are grouped under the following categories inservice education faculty development academic alliances programs offering college level instruction to precollege students minority disadvantaged and at risk students gifted and talented students articulation programs research on teaching and learning adopt a school consortia coordination of collaborative activities national writing project and miscellaneous cooperative programs SW

School-College Partnerships Franklin P. Wilbur, 1988 **Resources in Education** ,2001-10 **Jsl Vol 4-N6**
JOURNAL OF SCHOOL LEADERSHIP, 1994-11-01 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **A Model of Technology Integration at the High School Level** Carol Antoinette Treasure, 2000 *House of Commons - Education Committee: School partnerships and Cooperation - HC 269* Great Britain: Parliament: House of Commons: Education Committee, 2013-11-06 The Government wants schools to take more responsibility for themselves and each other in delivering a true self improving school system It wants schools to look not to local authorities for expertise but to each other We have no problem with that vision and think the wide range of models and structures already in place is a strength and proof of vitality We support moves to give schools more freedom to innovate but we argue that the creation of a self improving system needs a degree of coordination and strong incentives to encourage schools to look beyond their own school gate Otherwise there is a danger that many schools will operate in isolation rather than in cooperation Academy chains are generally performing well but raise particular questions and need specific solutions We recommend that it should be made clear how academies can leave chains either with or without mutual consent We also call for the Department for Education to monitor more effectively the extent to which convertor academies meet the expectation that they should support other schools The report calls for amongst other recommendations that Ofsted to be given the powers to inspect academy chains and for Government to formalise procedures for schools to leave academy chains by mutual consent and to set out how an outstanding school can leave a chain against

the wishes of the chain management **A Study of Post Secondary Enrollment Options for Saint Paul High School Students with Emphasis on Minority Students' Participation** Luz Maria Serrano,1992 *Handbook of Research on Teacher Education* W. Robert Houston,Martin Haberman,John P. Sikula,1990 *Teacher Education Quarterly* ,1997

Research Strategies ,1997 Innovations in Teacher Education Dennis Thiessen,Ann Kilcher,Ontario. Ministry of Education and Training,1993 Innovations encompass all phases of teacher education with emphases on induction activities for new teachers and inservice activities which create new roles for experienced ones they involve collaborative integrative reflective experiential and inquiry oriented practices and they emphasize teachers as leaders in their own development and schools as learning places for all Complex networking of institutional structures enriches school based teacher development other innovations aim to improve teacher education practices and change working and learning conditions some are guided by a vision of teachers as reformers The report concentrates more on the state of innovative activity with only general references to the prevalence and impact of these changes **To Advance Learning** Manuel N. Gomez,1990 *School Teachers' Review Body - Cm. 8813* School Teachers' Review Body,Patricia Dame Hodgson,2014-02-13 In this report the Review Body considers wide ranging changes to the teacher pay framework focussing on three issues pay for the leadership group allowances and safeguarding and non pay conditions The report builds on principles set out in its 21st Report on pay for classroom teachers increased autonomy for schools to respond to local circumstances within a broad national framework appropriate reward allied to accountability and simplification of the existing pay system so governing bodies can use it effectively and with confidence School led improvement is creating a variety of new roles including leadership of multiple schools and encouraging wider collaboration to spread best practice The impact of academies is beginning to shape the market for able leaders The recommendations in this report provide a clear and usable framework for setting the pay of school leaders enabling governing bodies to match pay to accountabilities and the local needs of the school as well as offering appropriate reward to high quality leaders who are so crucial to raising standards b provide greater freedom in setting the level of Teaching and Learning Responsibility payments whilst retaining the main allowances used by schools and the existing safeguarding provisions c remove unnecessary detailed guidance on non pay conditions whilst retaining the core statutory protections on teachers working hours and time for planning preparation and assessment These proposals will enable substantial simplification of the School Teachers Pay and Conditions Document so it provides an accessible handbook for governing bodies leadership teams and teachers to exercise professional judgement at local level *Collaboration, Building Common Agendas* ,1990 Educational Foundations ,1990 *Journal of School Leadership* ,1994 *The Teaching-related Work of a Scientist who Collaborates with K-12 Teachers* Pamela Castori,1998 **ERS Bulletin** Educational Research Service (Arlington, Va.),1983 Concurrent Enrollment Programs Arthur Richard Greenberg,1989 A discussion of concurrent enrollment programs in which high school students can enroll in college level courses before

graduation and simultaneously receive credit for their diplomas and receive college credit shows how such programs can address concerns about high school college articulation and describes several program models in action Two aspects of articulation are addressed high school college curriculum redundancy and the changing demographics of the college population affecting the appropriateness of many introductory college level courses Benefits seen in concurrent enrollment programs include acceleration of progress for students reduced tuition costs reassurance for parents concerning their children s ability to handle college level academic responsibilities relief of high school senior ennui productive interaction between high schools and colleges improved high school faculty status enhanced high school standing facilitated student recruitment grant opportunities school college faculty interaction enhanced college community relations and social equity Programs at Syracuse University New York Florida International University Kingsborough Community College New York LaGuardia Community College New York Seattle University Washington and the Minnesota and Florida statewide programs are described Suggestions for designing implementing and evaluating a concurrent enrollment program are given 19 references MSE *Transforming Students' Lives* Janet E. Lieberman, Julie Yearsley Hungar, 1998 The story of the Exploring Transfer project a 12 year collaboration between Vassar College and LaGuardia and six other community colleges that has resulted in student transfer and graduation rates three times higher than the national average Describes the strategies that make it a success and demonstrates how other institutions can adapt it

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