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EDUCATIONAL CHANGE IN URBAN PUBLIC HIGH SCHOOLS THROUGH
COLLEGE AND SCHOOL PARTNERSHIP: A STUDY OF THE BOSTON
SECONDARY SCHOOLS PROJECT.

A Dissertation Presented

by

JAMES B. ROTHWELL

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May, 1991

School of Education

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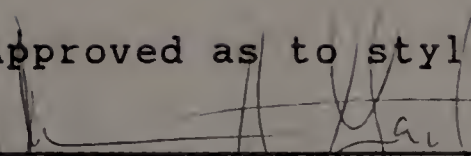
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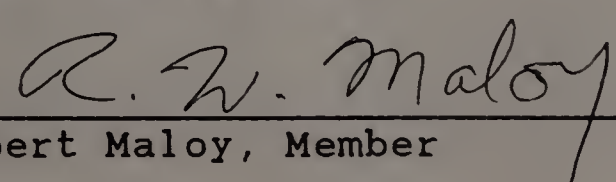
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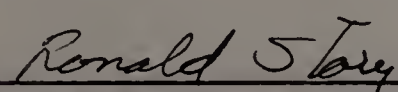
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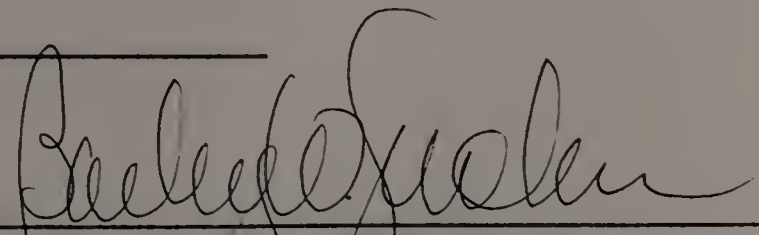
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DEDICATION

This dissertation is dedicated to my wife Roberta whose constant support and encouragement through some very difficult times made its completion possible.

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I would like to thank Dr. Atron Gentry, Dr. Robert Maloy, and Dr. Ronald Story for serving on my dissertation committee. They provided me with constant support, and reviewed and evaluated my work while expressing enthusiasm for its content.

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ABSTRACT

EDUCATIONAL CHANGE IN URBAN PUBLIC HIGH SCHOOLS THROUGH
COLLEGE AND SCHOOL PARTNERSHIP: A STUDY OF THE BOSTON
SECONDARY SCHOOLS PROJECT.

MAY 1991

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Urban public secondary education has come under constant scrutiny from government agencies, foundations, and educational researchers for more than a decade. It is the quality of public education that is now in question. In conjunction with this trend, is the concern for how this decline of public education may influence the future development of our nation. This dissertation provides some understanding of the complexities of developing and maintaining collaborative programs between academia and the urban secondary schools attempting to achieve effective change.

Through an in-depth study of one collaborative, the Boston Secondary Schools Project (BSSP), the study shows how the role of the university or college is of pivotal importance in providing assistance to secondary school educators developing needed changes. In an attempt to remain objective, all aspects of this collaborative were investigated. Included in the study is the organizational structure, growth, evolutionary changes, and the impact of the BSSP on the Boston Public Schools. Additional research was also conducted regarding the value of the program to the participating graduate students.

The BSSP has retained its longevity due to the dedication of the University of Massachusetts School of Education faculty, and to the perseverance of the graduate students in their determination to retain the program. The collaborative has been able to include the most essential elements needed to maintain a successful partnership. The program has provided a clear agreement of goals, maintained administrative support, operated under a system of coequality between university and school faculty, worked to overcome the continuous obstacles to its objectives, and has continued to focus on realistic expectations of stated goals.

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LIST OF ABBREVIATIONS

ARC	Alternative Resource Center
BPS	Boston Public Schools
BEPPA	Boston English Preservice Program Alternative
BSSP	Boston Secondary Schools Project
CAEP	Cleveland Alternative Education Program
CETA	Comprehensive Employment and Training Act
CRLS	Cambridge Rindge and Latin School
CSEO	Center for Secondary Educational Options
EHS	English High School
EHSP	English High School Project
EHS/U.MASS	English High School/University of Massachusetts
GSA	Graduate Student Assembly
GSSP	Greenfield Secondary Schools Project
GTS	Gifted and Talented Students
HHORC	Hubert Humphrey Occupational Resource Center
LAT	Language Assessment Team
MASH	Medical Alternative Seeking Help
MOA	Memorandum of Agreement
MODEL	Methods of Developing Effective Learning
NIE	National Institute of Education
PATF	Parent Awareness Task Force
REPC	Racial Ethnic Parent Council

SPED	Special Education Department
SSC	School Site Council
TAG	Talented and Gifted
TDS	Typewritten Document Signed

CHAPTER I

DESCRIPTION OF THE STUDY

Introduction

Urban public secondary schools in this country have been under scrutiny by government agencies, national foundations, and educational researchers. These critics are concerned that the quality of public school education is inadequate. Most of them see a need to change current school conditions because they fear that poor secondary education may mean fewer economists, scientists, and engineers graduating from college. With fewer engineers and scientists, the United States economy could fall behind those of other industrialized nations.

Public awareness of the problems in secondary education increased with the release of A Nation at Risk; the Imperative for Education Reform in 1983. This study, produced by the National Commission on Excellence for the U. S. Department of Education, was extremely critical of how our secondary schools provide educational programs. As stated in the report: "The ideal of academic excellence as the primary goal of schooling seems to be fading across the board in American education."¹

It was the view of the Commission that our high school curricula have become "homogenized, diluted, and diffused to

the point that they no longer have a central purpose."² Compared to other industrial nations, the Commission believed that our students spend less time working in school, use their time less effectively, and lack the study skills needed to compete in a modern technological society. This Commission has also found that our students tend to shift from the more technical and academic courses to those that are more general in nature.

Other studies concerned with excellence in education have also been extremely critical of how our secondary schools provide education to students. These numerous reports reflect an urgency to change our schools now before the damage is irreversible. Frequently cited is a concern for the alarming number of young people failing to complete high school, and that too frequently our graduates are ill-suited to compete in college due to their inadequate preparation. Too many of these poorly prepared students are entering colleges but are dropping out before they complete their freshman year. Often remedial programs for freshmen students have been instituted in an attempt to retain many of these ill-prepared students, a practice colleges have been forced to follow due to the high percentages of freshmen lacking basic academic skills. In our secondary schools there is a great need to change how we provide for

the educational training of students. Educational researchers seem to be in agreement that changes are needed but they are unable to isolate specifically from which area of education changes must come.

With these ever-increasing reports on the decline of public college and university faculty have developed an interest in finding ways of participating in the renewal of public schools. Over the preceding decades, as the quality of public education seemed to be declining, public high schools graduates were becoming less prepared to handle the rigors of a highly competitive college academic life. Because of this decline, many colleges and universities instituted programs designed to deal with the great number of ill-prepared freshmen, developing programs which were intended to provide them with remedial training in many of the skills that these students should have mastered in high school. Too often these programs are predominantly composed of minority students who, in most cases, had received their high school education in an urban setting. An apparent need exists to provide college preparatory assistance to these minority students. It is in these urban public high schools that the greatest challenges for change exist, and it is here that colleges and universities concerned with educational change should concentrate their efforts.

This study deals with the role of the university or college in assisting urban high schools to achieve effective changes through exploring examples of cooperative efforts that have shown some degree of success. To acquire a more comprehensive insight into the complexity of college and school partnerships, one existing collaborative program, the Boston Secondary Schools Project, will be studied from its inception to the present.

Statement of Purpose

An understanding of effective collaborative efforts between schools and colleges as models for achieving improvement in secondary education is fundamental to this study. To accomplish this objective it is necessary to have a clear cognizance of the complexities in developing and implementing innovative ideas in our modern urban secondary schools. Concurrent with this, it is essential that, through this research a distinct picture of some of the more successful programs presently existing as college and school partnerships be studied. Educators must comprehend why these programs are achieving effective change in urban high schools.

Through the research of current educational literature, a necessary foundation examining educational change through college and school partnerships provides an adequate

background for the study of the Boston Secondary Schools Project, a collaborative program between the Boston Public Schools and the University of Massachusetts School of Education at Amherst. This study attempts to provide a greater comprehension of the purpose, goals, accomplishments and setbacks of these collaborative efforts which ultimately are designed to improve secondary education. This type of research is valuable because it contributes to our knowledge of successful college and school partnerships, which "will generate new understandings, improve the educational quality of schools, and negotiate means and goals toward a future society."³ That future is dependent on the degree of commitment our colleges and universities are prepared to provide to these partnerships. It is through the resources, facilities and faculty knowledge that these institutions voluntarily provide to school partnership programs that the restoration of our troubled urban public high schools can be accomplished.

Rationale and Significance of the Study

Research in the field of college and school partnerships tends to be concentrated in documenting a variety of different programs. An historical study that covers a decade or more is usually not done. There is a need to know how these programs came into existence, the problems overcome

during their developmental stages, how they surmounted a multitude of obstacles that could hinder growth, and what they did or are doing to continue receiving funding necessary to continue operating.

Through a longitudinal study of one such college and school partnership, the Boston Secondary Schools Project (BSSP), an attempt is made to examine this program from its inception to the Spring of 1990 to provide a greater understanding of the intricacies of developing this type of partnership. This study is directed toward not only concentrating on successes but in understanding the difficulties which must be overcome to have a successful program.

Before considering the formation of a partnership, colleges and universities must acquire a thorough knowledge of the complexities of developing and maintaining collaborative programs such as the BSSP. They require more detailed information on what does and does not work. This can only be accomplished if colleges/universities are provided with a full and detailed study that delineates where there has been failure as well as success. A study of this nature also provides some insight into the various forces that tend to impede progress by putting obstacles in the way of colleges and schools working in partnership, whether or not that resistance emanates from the college or school level.

Urban secondary schools are in desperate need of reform. Yet too often a gulf exists between colleges/universities and secondary education. School and college faculties tend to want to operate in complete isolation from each other, each being separately funded, independently governed, standards established internally, and biased toward what they perceive as their own unique mission in education.

The problem is that colleges and universities are dependent on secondary schools providing quality education, because it is from these schools that they obtain their undergraduates. Among these freshmen undergraduates are many minority pupils who have received their high school education in public schools "staffed with less qualified and experienced teachers and with everchanging faculties, ... receiving an education unequal to that being given to white pupils."⁴ Despite this, many colleges and universities, with a few exceptions, tend to avoid close contact with our urban public high schools beyond recruitment programs designed to attract the few most gifted students these schools can provide. There is a dire need for a fuller commitment by a greater percentage of our colleges and universities toward the renewal of the nation's secondary school systems.

The lack of adequately educated high school graduates, especially in math and science skills, has reached the

crisis stage. Shortages in skilled labor and engineers in many high technology industries have been directly attributed to the poor preparation of high school graduates today. Much of this can be attributed to the fact that in this country, "high school science and math standards are far below those of Japan, the Soviet Union and many of the European countries."⁵ Due to the shortages of skilled labor and high-tech skilled engineers, many corporations are now compelled to recruit the personnel needed from outside the United States.

In the United States Armed Forces, due to the rapid development of sophisticated technical equipment and the decline of adequately educated high school graduates, a problem has developed with the ability to maintain this equipment. First, the armed forces are dealing with a growing decline in the number of youths between 18 and 24 years of age who are attracted to military life; secondly, these are the same young people sought after by industry; and finally, the recruits they do receive are poorly prepared in both math and science skills and have low reading levels. During the past two decades both the United States Navy and Air Force have dropped the reading level of their technical manuals from the twelfth grade to the fifth grade level due to the poor reading skills of recruits.⁶

We must either start to upgrade the existing standards of our secondary school systems or accept the consequences of our inaction. Our lack of action can only lead to the United States becoming a second rate economic and military power. This warning was given six years ago with the release of A Nation at Risk, in which it was clearly stated that

the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our future as a nation and a people. What was unimaginable a generation ago has begun to occur...others are matching and surpassing our educational attainments.

Colleges and universities have a unique opportunity to reverse this trend, having the capacity to improve standards in our secondary public schools. One of the most effective methods to accomplish this is through partnership programs. If colleges and universities continue to be indifferent to nurturing closer ties with our public secondary schools, we must accept the consequences of this inactivity. How we educate our youth today may have a direct bearing on future international shifts in power. The United States may soon find itself no longer predominant economically or militarily.

The scientific, economic and political changes in this world are too rapid to be ignored by our nation, as we are already seeing in the economic effects caused by our Asian competitors and the recent developments in Europe. This

nation will face a competitor even more potentially ominous than those in Asia when the nations of Europe unite into a unified economic market in 1992. This will mark the true beginning of the development of the United States of Europe, which may make them the greatest national power on the planet. With their growth and power our economic difficulties will be compounded as they begin to take over the markets on which we now depend.

The brain drain that affected both Asia and Europe decades ago is reversing. Some of this nation's best engineering colleges and universities are now predominantly enrolled with non-American students, while graduates from American secondary schools are a minority in many of these institutions. The nations of the world are sending their best high school graduates to the United States to receive the latest knowledge in all fields. Upon graduation they return to their own countries where they help to produce those high-tech products which are in direct competition with our own industrial production. Simultaneously, many of these same countries are receiving billions of dollars in both Federal and corporate funds in the form of grants and contracts.

Either we begin the process to revamp how we educate our secondary school students, raise the standards, and

graduate a greater number of literate graduates, especially those prepared in science and math skills, or we will no longer be able to compete in the world market and will need to accept a slow decline in our current standard of living. The change from mediocrity and complacency can be achieved through active college and university partnerships with all public high schools, enabling them to produce the quality educated graduates that this nation needs now.

Notes

¹U.S. Department of Education. The National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform. Washington, D.C.: Government Printing Office, 1983, 14.

²Ibid., 18.

³Jones, Byrd, L., and Maloy, Robert W., Partnerships for Improving Schools. N.Y.: Greenwood Press, 1968, 18.

⁴Smith, Marshall J., The Boston School Decision. The Text of W. Arthur Garrity Jr.'s Decision of June 21, 1974 in its entirety. The Community Action Committee of Paperback Booksmith, 1974, p.[52].

⁵"On a losing course; In science and math, U.S. is finding it must play catch-up in classroom:." The Boston Globe, 23 March 1989, pp.1, 19. The statement is from Marshall Smith, Dean of Education at Stanford University.

⁶"Handleman, Chester, "The Decline in Academic Standards". Education 100 (Fall 1979): 58.

⁷A Nation at Risk, 5.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

An understanding of college and school partnerships necessitates a review of the literature emphasizing urban public schools and educational change through college and school collaboration. This review of literature provides the background information needed for an in-depth study of the Boston Secondary Schools Project (BSSP), which has as its chief objective educational change and is a partnership between the University of Massachusetts at Amherst and the Boston Public Schools System.

It is clear that there is concern for the quality of education provided at the secondary level and changes must be made. Just as teachers cannot effectively work alone to achieve educational changes, neither can schools be expected to operate in a vacuum without some kind of outside assistance. The type of assistance may vary; but in every instance there is an attempt to furnish the expertise needed to develop effective changes in our schools.

To insure that the schools' objectives are clearly defined and have some chance of success, any "external assistance must have continuous contact with the school-level implementers. To be effective at the school level, the

assistance offered must be personal and practical" (Clark, 1984, 55). One of the most effective avenues of external assistance to high schools have come from the local universities and colleges.

Colleges and Universities Working with Schools

Both Goodlad (1987) and Boyer (1983) have stressed the need for colleges and universities to become more directly committed to assist our secondary schools. Educational quality provided at the secondary level should be of extreme importance to these institutions. In the past colleges and universities have attempted to assist public secondary schools through "conferences, conversation, and collaborative projects" (Boyer 1983, 251). Boyer (1983) attests that, this commitment to assist our schools must be

strengthened in order to establish academic standards, permit students to move more flexibly from one level to another, enrich the work of the classroom teacher, and strengthen education programs at the local school (253).

If secondary education is to have any chance at raising academic standards, schools must be ready to collaborate with colleges and universities. What transpires at our secondary schools has a direct affect on the quality of the students received at the college level. Colleges and universities also must be prepared to raise their standards. With secondary schools working toward improving their own

quality, they cannot be

. . .expected to maintain the preparatory standards necessary for an effective college education unless the colleges and universities hold to those standards in the criteria for admission (Silber 1988, 25).

John Goodlad is convinced

. . .that progress with the hard educational problems requires a school/university collaboration but also that the responsibilities of these two institutions for improving the quality of schooling are inseparable (Goodlad 1987, 9).

One area in which Goodlad believes that the university can focus is the methods teachers in secondary education use to teach. His interest is concentrated on how the colleges prepare teachers, which leaves them with a "range of teaching behaviors...so narrow that the diverse ways humans learn are not adequately cultivated" (9). Goodlad believes change is necessary in both the classroom and in what is known and taught by educational professors at the college level. Universities and colleges need access to secondary schools to exhibit the best teaching methods, while schools need "ongoing access to alternative ideas and knowledge" (10).

Much of the research conducted by Goodlad has disclosed some hesitation by educators to have close school/university cooperative efforts. There is resistance from those who believe that such collaboration will allow professors to simply lecture to secondary school educators. There seems to

be a tendency to place demands on the schools by 'experts' who are not there when educators attempt to make these change projects work. At the university/college level many believe that once you get involved too closely with secondary education you will never be able to find solutions to the infinite problems that seem to defy resolution.

There is a persistent belief by public educators that the problems in education can be traced to "university training" (Boyer 1975, 1) of teachers, and to university personnel and that these problems are due to the "disappointing performance by teachers and administrators" (1). The reason that these perceptions continue to exist is because "each entity [the school and the university] attempted to function autonomously from the other" (1).

The gap between the university and secondary schools must be bridged before it will be possible to achieve those changes needed to improve public education. The best of all possible choices is to have an increase of university/college involvement in all areas of secondary education rather than token assistance and an acceptance of the status quo. That assistance should be directed toward working more closely with the classroom teachers who, according to most of the research in education, are best able to bring about innovative changes.

The Development of College and School Partnerships

During the middle of the last century our cities became increasingly burdened with a rapid rise in population due to an unprecedented influx of immigrants. The need to provide public education for the children of America's crowded urban areas precipitated a crisis because of teacher shortages. Few colleges at that time supplied enough graduates trained to teach, and few other graduates showed a predeliction to enter the teaching profession. This was directly due to the fact that "both public and private universities for many years implicitly assumed that teaching is an occupation that requires little professional knowledge or preparation" (Blatt 1974, 6).

Due to the shortage of teachers for urban public schools, and the failure of colleges and universities to provide sufficient teacher candidates, many municipalities resorted to other alternatives and developed their own teacher training programs. From this need to train individuals to become teachers cities developed normal schools which were two year schools of education owned and operated for and by municipalities. This system for preparing teacher candidates was quite successful in serving the needs of the overcrowded cities. The first example of this unique program for teacher preparation began with the Oswego

Normal School (New York) in 1848, clearly an institution operating outside traditional higher education (6). The continued growth of the normal school program was due to an unprecedented need for teachers and because no other agency could or would prepare teachers. Essentially, the universities turned their collective physical and ideological backs on this problem (6).

As the normal school movement spread, some colleges and universities began to reassess their role in the teacher training area and slowly began to expand degree granting programs in the field of education to train more students at the college level for the teaching profession. They believed that only at the college level could the proper foundation in educational theory and methodology be provided. Their purpose was to provide quality in teacher preparation programs which they believed did not exist at the normal schools. With a multiplicity of colleges offering four-year educational programs, the need for normal schools declined. The normal schools either closed or transformed into degree granting four-year colleges offering teacher training programs (7).

It was due to the expansion of these schools of education in colleges and universities that the idea developed to work in partnership with urban public schools.

Colleges were able to provide students with an intensive program of academic study, educational theory, and courses on methodology, but were unable to provide practical teaching experience which was available only in the existing public school systems. Possibly the earliest example of cooperation between colleges and secondary schools originated in the Commonwealth of Massachusetts in 1884. In that year the Massachusetts Classical and High School Teachers' Association attempted to arrange a meeting with the presidents of nineteen New England colleges. Only three colleges bothered to respond to the invitation. From these few began the "first high school/college conclave...called 'The Committee of Ten', which brought together educators from both levels" (Boyer 1981, 556). This Committee initiated discussions on how they could "promote cooperation among school and college teachers" (556).

Teacher Internship Programs

During the mid 1950's cooperative programs were instituted between colleges and urban public schools to prepare student teachers. One of the earliest examples of these teacher internship programs was started at Temple University in 1955 (Boyer 1975, 314). Internship programs provided students with opportunities to experience teaching in urban public high school classrooms. Although the

experience for teachers to practice their skills was important, too often it was limited in nature. The time devoted to this experience was most inadequate to prepare them for teaching in our urban public high schools. Yet even this was better than having new teachers begin their professional careers with only their college training as a foundation. Aside from these internship programs, college and university faculty tended to avoid close contact with urban high schools, believing that the problems in these schools were not their concern. They did not want to become involved with the troubles of secondary education, nor attempt to change what they viewed as endemic and unchangeable.

The Shift to College and School Partnerships

When college enrollments began to decline in the 1970's a greater number of college and university administrators started to realize that they must reach beyond the self-imposed limits of having the prospective student initiate contact for admission. As a result they began to seek closer relationships with urban public schools to find students to recruit. One way to achieve this objective was to initiate partnerships with public schools and work with their most gifted students (Hagberg & Walker, 563).

Too often these partnerships tended to have college faculty acting as if they were the educational 'experts' prepared to provide the answers for the problems plaguing urban high schools. Many partnerships were in name only, the true purpose being for college recruitment, educational research, and a place for the internship programs to operate. Few college and school partnerships were designed for school improvement or the improvement of entire school systems, instead structured solely to serve the needs of the colleges. (Wilbur, 1981, 39; Stanfield 1981, 45-6; Hagberg & Walker 1981, 563; Boyer 1981, 556).

A few college and university partnerships have had as their main objective an improvement of public education. In many of the communities where these partnerships have been successful "the universities have recognized that, by making their human resources available to public schools, their own educational programs would be enhanced" (Ishler and Leslie 1987, 617) and they have consistently focused on working with school faculty. Frequently, by providing much needed resource materials, they have shown an optimistic commitment to help in instituting changes in urban public high schools even when the problems within these schools seem insurmountable.

Examples of Partnerships

There are many colleges and universities that have developed partnerships with public schools and school systems with the specific objective directed toward seeking solutions to the many problems that plague urban secondary education today. These problems are seldom addressed in many of the other collaborative programs. Too often colleges and universities have developed cooperative programs with urban public schools merely to serve their own needs, e.g. teacher internship, recruitment of gifted students, and continuing educational research. Partnerships that have had a broader view, recognizing the needs of both college and school, tend to focus on the improvement of secondary education, pursuing the improvement of program quality, and introducing innovative ideas that will rejuvenate our urban secondary schools.

Following are some examples of colleges and universities working in partnership with schools to improve education in general. These are only a few examples of the many types of programs that currently exist. The examples given should provide some insight into the complexities that exist when developing and implementing changes in urban secondary schools.

Teacher Corps Project

The Herbert Hoover High School (San Jose, California)/Stanford University partnership involves members of the Stanford faculty, graduate assistants, Hoover High staff, and Teacher Corps interns. Ninety percent of the salaries of these intern teachers is paid by the United States Government through the Higher Education Act of 1965 which was instituted to encourage interns to work in low income areas while in training. The project was formed to develop solutions to problems of mutual interest to college and school faculty. To avoid having the Hoover High School staff feel as though they were being directed by the college faculty, a structure was formed in which the school staff had control over the program. By intent, this was to be a "mutually supportive collaborative process which equally serves the related needs and interests of both the school and the university" (Hagberg and Walker, 1981, 563). Work study teams were formed in the following areas: Mathematics, Language Arts, Social Studies, Bilingual, open space and community involvement.

Team structure allowed teachers to have a majority vote. Stanford faculty "provided resources and adapted research to help solve specific problems related to school improvement" (563). They provided in-service training

programs, and started field based research. Teams were to work constantly on problem solving, making assessments, defining problems, setting priorities, reviewing research, finding solutions to problems, getting support of related groups, implementing possible solutions, and evaluating the program's accomplishments (563).

From the teams' work has emerged some general views on how to make college and school partnerships work:

1. There must be an understanding that both parties in the partnership are necessary and equal.

2. Final decisions must be made by the school staff, not by the college faculty members. It is for this reason that teaching staff should be given the majority vote on every committee. It is the school staff that needs to maintain a commitment to the students, unlike the college faculty.

3. There must be mutual trust, and relationships must develop over a period of time.

4. Both parties must be willing to take on new roles, especially college faculty, who have not experienced the high school environment (563).

Greenfield Secondary School Project (GSSP)

Begun as a college/school collaboration in 1977, this project involved the School of Education at the University

of Massachusetts/Amherst and the Town of Greenfield, Massachusetts public secondary schools. Support was given, in the form of grants, from the Massachusetts Department of Education. Conceptually, the project goal was to institute a system in which changes could be made in the Greenfield Secondary Schools. Based on research conducted on change strategies, it was designed around a network of "groups affected by secondary schools in Greenfield, that is, staff, students, community members, and administration," (Seldin and Maloy 1979, 21) working in committees with college faculty to seek solutions to some of the problems existing within the Greenfield secondary schools.

When the program began it received a great deal of support from students, school staff, administration, and members of the community. By the middle of the second year the enthusiasm for the program diminished and it began to flounder because

Interest in the participation process of the Project had declined to the point that only two committees, a small student committee and a larger executive committee (originally the Steering Committee), continued to play an active role (22-23).

Decline of participation in the project was due to several reasons. First, there was a lack of local control of the GSSP. Secondly, the concept of having students, faculty, and community members working together was not yet acceptable to

all participants, and finally, there were those who questioned the entire idea of a collaboration involving the University, State and Town.

Greatest resistance came from the school faculty who were not ready to accept change. From the faculty emanated

open cynicism, even hostility, toward the possibilities proposed by the project. Change for those professionals was not perceived as inevitable. Rather, it was viewed as a negative thing, which the GSSP either should be suggesting, or could not realistically expect to provide (24).

Faculty resistance made it difficult by the end of the school year "to find sufficient people to continue with even a nominal process of committee meetings" (25). At the very point where the program seemed to be at an end, it was revitalized through an unexpected change in the project. All participants in the GSSP were able to have access to 'mini-grants', which began to attract the attention of all school staff, but not community members.

As interest redeveloped in GSSP participation, the Greenfield Public School Committee voted to pay half the salary of the project director. In August, 1979 the Federal Government supplied the GSSP with a \$106,000 grant to develop a CETA (Comprehensive Employment and Training Act) program. They were to provide a

work experience program, employing in-school students who were at risk of dropping out of school [and] to construct alternative physical education and recreation for...Greenfield (31).

Once the resistance to change was overcome by the staff of the Greenfield Secondary Schools, the project was able to expand its goals and objectives. By 1981 funding had exceeded \$250,000 in grants and had greater community support (Maloy and Seldin 1982, 65).

The following are some of the programs started by the GSSP to serve the needs of the Greenfield Public School System:

1. Trades Program. "This is the 'work/study program designed for high school dropouts that builds participants' job skills in carpentry, construction, and building maintenance" (65). The program is funded through a CETA grant.
2. Drug and Alcohol Education. An in-service program for teachers conducted in cooperation with the Franklin County Public Hospital.
3. Sex-equity Assistance. Consultant and planning service is provided "to help the Greenfield School System meet federal and state mandates on sex equity" (65).
4. Teacher Center.
5. Art in the Curriculum Program.
6. Vocational Education for the Handicapped. This is a three year effort to provide career information to handicapped high school students, and is funded through grants from the Massachusetts Department of Education.
7. Teacher Certification Program. In cooperation with the Greenfield School Department, and the School of Education at the University of Massachusetts/Amherst this program was initiated to provide an "off-campus certification program for secondary teachers, the program is housed in the Greenfield High School" (66).

When the GSSP was formed it met with the full support and cooperation of school staff, students, and community members. Yet interest was lost until funds became available in the form of 'mini-grants'. Through these funds a fuller cooperation and participation in the GSSP was realized.

Queens College/Louis Armstrong Middle School

Although this is an example of a college working in partnership with a middle school, it can serve as an example of what could also be accomplished through effective partnerships at the high school level. Beginning in March, 1979, the New York City Public Schools Chancellor, Frank Macchiarola, requested the help of Queens College to "assess the role of middle schools and develop more effective ways of educating pre-adolescent and adolescent youths" (Wilber 1984, 37). One reason for this request stemmed from a dispute between two local school districts, each claiming control over the newly constructed Louis Armstrong Middle School. Another reason motivating some change over control of this school was due to the NAACP and its litigation against the Board of Education, in a quest to get the school fully integrated. The courts settled the dispute by requiring that the school be fully integrated but this decision angered some local community members who were unable, in many instances, to have their children attend

this local school. Ultimately, "the Central Board of Education assumed control and asked Queens College in March 1979 to join with it in developing the facility" (Trubowitz 1986, 19).

Sidney Trubowitz was made project director as well as Queens College Center Director of the Queens College School of Education. Due to his position he had the resources of the college at his disposal. He developed a model for collaboration with the school aimed at changing the curriculum to emphasize "balancing effective and cognitive learning" (19).

To achieve his objective he believed that the college and school partnership should involve parents, community groups, programs running from 8 A.M. to 5 P.M., and that handicapped students should be mainstreamed into the school program. The Armstrong Middle School with which he was dealing was located in the inner-city of New York City, had a low level of academic achievement, and was composed of 55% minority students and 45% white students.

Today the Armstrong school has been transformed. College faculty work in the school up to three days per week dealing directly with the teachers, students, parents, and members of the community. Queens College has provided student teachers and graduate interns to run the pre-school program which starts at 8 A.M. each weekday. The pre-school

offers karate, dance, chess, art, music, and tutoring. School faculty have full access to Queens College facilities and serve as "adjunct professors at the college, and publications are emanating from the school co-authored by teachers and professors" (19).

The impact of this college and school partnership on the Louis Armstrong Middle School has been dramatic: student attendance climbed to 93%, reading scores improved with 75-86% of the 8th graders now reading above grade level, applications for admission to the school number over one thousand and over 50% of the graduates pass tests and/or interviews for acceptance to high schools with selective criteria. The change in this school has been such that it has been cited by the U.S. Department of Education as one of the best schools in the nation (19).

There are many reasons why this partnership has been successful. When the program began it had the complete support of the Queens College President and the resources of the college were made available to students, staff, and the community. The school staff was considered from the start as co-equal to the college professors, with the college faculty being very careful to avoid the 'expert' approach and being constantly accessible to the school staff and students. Everyone concerned with this project showed a commitment to

achieve success and all accepted the concept that problem solving is complex while acknowledging that changes needed to be made slowly. In addition, there was a comprehension that teacher-generated change was rarely sufficient and a realization that a much broader-based effort must be used in approaching school problems.

This Queens College/Armstrong Middle School project did not proceed without difficulties during its formative stages. There were those who did not want change, resulting in a degree of hostility and skepticism towards the project from the start. Parents of students attending the school were distrustful of the whole idea of having a college come in to make changes.

They expected to be involved in the development of school policy. Their previous experience had made them sensitive to anything that might be interpreted as giving them second hand status in school matters. This sensitivity was evident in their concern that the college would not attempt to run roughshod over their rights (38).

Another problem had to do with the fact that a "conflict of goals between the Central Board of Education and Queens College existed from the start" (42). Queens College wanted to develop a program devoted to the development of the child, while the members of the Board of Education "were interested in programs that might provide panaceas; they were less interested in the development of a

total school environment that might help children become more fully themselves" (42). The difficulty was compounded because the Board had little experience in dealing with colleges and projects of this magnitude. A great deal of give and take had to happen before the project could work. There were those who "tried to include the college as a full partner, but collaboration was something both the college and Board of Education had to learn to do" (43).

School staff had had enough of dealings with big name universities bringing in 'experts' to show the staff how to improve the school. They had a long history of dealing with college professors who entered the school, conducted research and then were gone. The teachers considered these college professors as "naive neophytes in regard to conditions in the classrooms" (138).

It was among the college faculty that the greatest problems emerged. Within the college faculty could be found those who accepted assignment and then proceeded to project superior airs, to question the value of the collaboration, and focus on things to criticize. It became clear faculty who would work in the school needed to be chosen carefully (138).

Professors who were not truly committed to the goals of the project were replaced by others who were more sensitive to the needs of both the college and the school.

The way Trubowitz dealt with resistance to the program was to ensure that both the college and the school faculty were treated as equals from the start. College professors were expected to work with teachers in the classrooms and teachers were given opportunities to teach at the college level in the late afternoon or as guest lecturers. With treatment as co-equals, "roles merged, the opportunities for dialogue increased and people communicated out of common experience" (Trubowitz 1986, 20). A trust developed between college faculty and school staff in which both began to understand that Queens College faculty "are not at the school merely to deliver sage advice but to learn and to help, and the professors gain respect for teachers hard-won skills" (20).

Emerging from this is the knowledge that understanding change in urban secondary schools is complex. Several facts emerge that necessitate consideration before such collaborations are initiated. Both the college and the school must accept the idea that change is a constant struggle. One does not have control over everything that affects change programs. There must be an understanding that the same people who start a change project may not be there to see it concluded. Faculty members retire, transfer, go on sabbatical leave, and many simply lose interest. New

problems can come along just as one is attempting to deal with the older ones; the process being never ending and in constant flux.

When Sidney Trubowitz arrived at the Louis Armstrong Middle School his goal was to develop a model for all middle schools. What he discovered is that one program cannot be replicated and applied elsewhere. The best one can do is to "borrow" some of the ideas tried elsewhere and attempt to adapt them to the unique needs of one's own program.

Programs Developed to Deal with Students at Risk

The two programs discussed below show how colleges can work on specific problems or school needs and still produce dramatic results. These two programs are concerned with the potential drop-out student. Each has conducted a unique program to deal with the at-risk student.

Middle College High School

The La Guardia Community College (New York) initiated this program in 1974 to work with students that are classed as 'at-risk'. The program became "New York's first school-college program for high-risk students who have difficulty succeeding in traditional high schools" (Wilbur 1988, 19). The two program objectives are: to reduce the drop-out rate, and to improve student performance. The key to the program's success has been that every student is given peer models,

attends small classes, and is given the complete support of the faculty of the college where the classes are held. Out of four hundred and sixty students in the program 85% have gone on to graduate from high school, 75% of those graduates going on to attend either La Guardia Community College or other college programs.

Cleveland Alternative Education Program (CAEP)

This program was created by Cleveland State University to work closely with the Juvenile Court System and the Board of County Commissioners. They work with "13-18 year olds who are not attending school (or) have contact with the juvenile justice system" (23). The type of student they seek are those who do not fit into other types of programs.

There are approximately eighty-five students and four teachers in the program. All students take basic courses in Mathematics, Reading, English, and History and may remain in the program for varying lengths of time, depending on their individual needs: the whole semester, the entire year, or longer, if necessary. In addition to the full-time students, an additional two hundred to four hundred students are provided with part-time tutors. All attendance and grades are sent to the schools these students would normally attend.

Elements Needed to Have Partnerships Succeed

College and school partnerships can successfully achieve innovations that can have an immense impact on improving urban secondary education. There is a great need for these collaborations when both institutions are truly concerned with quality public education. There is little doubt that:

Most colleges will applaud any school that awards its diploma only on the basis of the exhibition of substantial accomplishments; college admissions officers are as exasperated as anyone else with the current credit-collecting system that masks mastery (Sizer 1985, 236).

To achieve the necessary changes through these partnerships it is required that certain elements common to most successful programs be utilized. Below are some of the elements that are most prevalent in these more successful programs:

Agreement on Common Goals

Before a partnership can be productive both parties must have some concept of what it is designed to do. Both the college and school must have mutually agreed upon objectives which must be realistic in their expectations and balance the needs of each institution. Too often there is something lost between what is "the conceptualization of an intervention and what is finally put into place" (Pink 1984, 103). The participants must have a clear idea of what can be

realistically accomplished before initiating changes. Each institution must agree on what changes are to be attempted first and what the long-range goals will be. Part of this process requires that teachers accept that they are part of a team effort since "when teachers recognize what they can do together the presumed advantages of partnerships are made real" (Maloy and Jones 1987, 23).

Teacher Involvement

Teachers having a role in these partnerships is critical to their success. When they are isolated in the classroom they will find few solutions for the changes needed in their school. They must become active in the work of these partnerships to experience changes.

At the same time, college faculty members who are involved must recognize that teachers should have some flexibility in "choosing activities and goals appropriate to their students and community needs" (21). The teacher has direct contact with students and is the "staff person who most often will be required to acquire and implement changes" (Courter and Ward 1983, 189). Therefore, any college and school partnership that does not include teachers in an active role from inception to implementation is most likely not to achieve much in the way of successfully achieving change in urban public high schools.

Administrative Support

Support needed to keep a partnership program from floundering must come from different levels: the President of the College, Dean of the School of Education, Superintendent of Schools for the community, school administrators, parents, teachers and students. Without their full and active support success of the program can not be insured. Continued progress toward college and school collaboration "can be measured by the satisfaction of the teachers, administrators, parents, children, and professors who were part of the venture" (Trubowitz 1984, 60). Too often administrators tend to show a surface commitment to a new program, to delegate the project to someone, and then expect that person to deal with all the details necessary for success. Successful partnerships have had administrative support with actual administrative participation in the partnership's activities, and are not systems that are based on delegation of authority from above (60).

Mutual Respect

Based on their past experiences with college faculty working in urban secondary schools, teachers have become, by nature, distrustful of new programs designed by these 'experts'. College professors simply come to these schools, do their research or in-service programs and then leave to

write their scholarly paper for a journal, never to be seen again. Teachers often feel that they are being treated unprofessionally by college faculty members since the teachers are left out of the process needed to initiate changes.

Seymour Sarason holds the view that some college professors are self-defeating in their role as 'experts'. This attitude is ineffective "not only for the ambivalence it engenders in the non-expert (better yet, inexpert), but for the insensitivity it can produce in people and their settings" (Trubowitz 1984, 20). While college professors do want to be helpful and school personnel efficient, there tends to be a continued problem

that the value judgements inherent in the distinction between 'higher' and 'lower' education--one is better, or more important, or more socially worthy than the other--are mirrored in the way relationships between people in the two cultures are perceived and structured when they interact (20).

For any successful partnership it is necessary for the college faculty to drop any appearance of being 'experts' and for teachers to start to trust those who show a true interest in seeking solutions to the problems plaguing urban education. The process requires that they work together, as experts in their own areas of educational experience.

If a university enters into a collaborative arrangement with a school district, and does so with the attitude that it is there to serve the

school district, then it would be better not to begin the relationship (Wu 1986, 61-62).

Teachers must be prepared to accept new roles which may require them to work outside the classroom, while college faculty must also be prepared to experience life within the urban high school classroom. Since this process of cooperation is on-going, a colloquial relationship will develop between members of each group.

Common Rewards

College and school faculty cannot be expected to remain committed to the frustrating work necessary to develop meaningful change without some kind of recognition for their efforts. This is far more important to the teacher who is seldom given recognition for the daily task of teaching in our troubled urban schools. Many collaborations have managed to have the college recognize the unique role of the teacher and to grant them academic status, access to college facilities and staff resources, and reduced tuition for college courses. University/school collaboration is no guarantee that changes will be realized in the school but they are able to

reinforce teacher initiative and innovation and reward the seriousness of rigorous intellectual pursuit. It can encourage collegiality among teachers without which there is little hope of lasting change in schools (Evans 1986, 87).

College faculty have also gained special recognition from

their colleges for the work they are doing in the schools, receiving tenure credit, some unique academic status, and research opportunities while working in the urban public schools.

Realistic Expectations

Each college and school partnership cannot be expected to achieve every objective initially stated. There must be an acceptance by both groups that with success also comes some failure. There are many setbacks, but that should not hinder the determination of the partners to continue to seek solutions to problems that have an impact on improving public education. It takes adequate time, personnel, and resources to have successful change programs.

Conclusion

College and school partnerships can and do have an effective impact on the improvement of urban public secondary education. Currently there are over one thousand college and school collaborations, many of these concerned with changes in urban schools, while others still exist to serve the needs of the college over the needs of the schools. Even with the great number of programs, only a few schools and school systems are affected by them. There is a need to expand these types of programs to reach all urban secondary schools in this country.

Collaboration between colleges and schools can work effectively if studies are made of those programs and partnerships that have already proved successful. The lessons learned through experience can be applied to newer partnerships, while some of the same pitfalls can be avoided. Research on partnerships exists, the programs exist, and the urban public schools are in need of help. What is lacking is the commitment to bring together colleges and schools to develop new partnerships. Working with students in our urban public secondary schools has never been easy. What problems the schools encounter today have troubled the same schools before; so positive changes are constantly needed and through these partnerships some solutions can be found. Not all that is troubling urban school systems can be resolved through partnerships alone, but it can be an effective way to begin.

Future partnerships may have an expanded role in the operation of urban schools if the current project of one university proves successful. Boston University is attempting to broaden the concept of university/school collaboration by having it encompass an entire school system, not simply focusing on a few selected schools. The school system the Boston University administration proposes to change is the Public Schools of the City of Chelsea,

Massachusetts, which is located just outside of the City of Boston, with a population of 26,000.

At the present time Chelsea is the community with the lowest per-capita income in the Commonwealth, which leaves little for them to offer their students in the way of quality education. Chelsea has "15% pregnancy of teens, over 50% dropout rate and 50% do not use English as a primary language" (Silber 1989). The schools, as they existed, were not "educational institutions but warehouses" with "no indication that this [was] changing" (McGurn IX-1). After ten months of extensive research into the conditions of the Chelsea Public Schools, Boston University found that the school system was in desperate need of help:

In an era where educational excellence is a cornerstone to America's revitalization, Chelsea's acceptance of its schools' demise is appalling. To change this condition, improved educational leadership at all levels must be top priority (McGurn III-1).

Approval for the B.U. plan was first given by the Chelsea School Committee on March 29, 1989, by the Chelsea Board of Aldermen on April 24, 1989, and, after a period of lengthy hearings, the enabling legislation passed both houses of the Massachusetts Legislature and was signed into law by Governor Dukakis on June 13, 1989. Under this plan, Boston University was given a share in the authority over all Chelsea Public Schools. The Chelsea School Committee

retains veto power over everything that B.U. plans to implement in the school system. The members of the Chelsea School Committee "oversee B.U.'s actions, vote on decisions made by the management team, and, by a 4-3 vote [are] able to fire B.U." (Greene December 11, 1988, 6). The role of the current superintendent essentially remains "the same under the laws of the state but he [answers] to the Boston University management team instead of to the Committee" (7). The B.U. management team is headed by the Dean of Education, Peter R. Greer. On August 15, 1989, the North Zone Superintendent for the Boston Public Schools, Diana Lam, was selected to become the new Chelsea Public Schools Superintendent taking office on September 1, 1989. Diana Lam is uniquely qualified to hold this position, since she "has been a teacher and administrator" and is fluent in "French, English and Spanish" (Boston Herald August 17, 1989, 39).

Boston University believes that this plan "represents a comprehensive/sustained approach in a school system of manageable size" (Greene 1989, 4). This is not a program managed exclusively by faculty from the B.U. School of Education, but includes faculty from

The Medical School, the School of Management, and Boston University's twelve other schools and colleges...working with faculty and school personnel, community agencies, parents, and business men and women in Chelsea (4).

The project calls for work to begin with the improvement of all school facilities starting in the first year of the contract. Included will be the construction of a new elementary school, new high school, and the renovation of the existing high school. All schools, except the high school will be K-8. Starting in the first year of the project the plan calls for the formation of three committees "to make recommendations in the areas of leadership, curriculum and personnel." (McGurn III-1). These committees are comprised of representatives of "Boston University, the School Committee, administrators, teachers, parents, students, and community" (III-1).

The University is requesting that all the key elements of Chelsea, "political, educational, philanthropic, business and local community members" (III-6), join in a compact committed to the improvement of education in the Chelsea Public Schools to

assure that all children of Chelsea, every student in the school system, families, and teachers and administrators in the school, receive the support necessary to make the town of Chelsea a model of urban educational excellence for the 21st century (III-6).

Boston University is not replacing school staff in Chelsea with college faculty, since the plan calls for upgrading the skills of existing school staff through on-going training. This training will be conducted in "clinical

schools" located in Chelsea. Starting in the fall of 1990, all salaries have increased to a more competitive level with other urban school systems. The role of the teacher has been enhanced through the establishment of career paths

. . . independent of administrative responsibilities or seniority, that would provide greater incentives for competent teachers, and would include ways to increase teacher involvement in decision making (IV-6).

There is a great deal of concern by B.U. that both

The superintendent and building principals [be]... committed to appropriately involving staff in the decision-making process. Teachers must be viewed as professionals and must be asked their opinions on educational matters (IX-5).

Some opposition to the plan had come from the Hispanic community which was

concerned that Hispanic parents whose children make-up 50 percent of the school population--did not have time to read a Spanish translation of the contract (The Boston Globe, 30 March, 1989, 1).

With the appointment of an Hispanic as Superintendent this opposition vanished.

Teacher unions in opposition to the plan include the American Federation of Teachers, the Massachusetts Federation of Teachers, and the Chelsea Teachers' Union. They wanted assurance from Boston University that they would retain their current union powers. They claimed that under the plan

BU seeks to run Chelsea's schools without being financially liable for any lawsuits that may result

from the management plan, without having to comply with the state's records or open meeting laws or without having to make a statement about tenure for teachers (21).

Boston University's refusal to open its records of the School of Education for public inspection is one reason the unions oppose the program as well as other sections of the proposed contract. The Chelsea Teachers' Union has attempted in the past to get court action to stop the plan but have failed. Their latest action has been "a union lawsuit pending in Suffolk Superior Court [which] seeks to stop B.U. from implementing the plan" (21). Boston University President John Silber has stated publicly that he is willing to "open all our books on the Chelsea Project but not the other ninety-five programs that we are involved in" (Silber 1989).

Some of the elements that help school and college partnerships work exist in the proposed Chelsea Project. The program has the complete support of the B.U. President, Dean of the School of Education, Chelsea School Committee, Board of Aldermen, the Commonwealth of Massachusetts, and the Chelsea Parent-Teacher's Association. Teachers, parents, students and community representatives are all expected to take part in the development and process of the program. Boston University is prepared to use all of its resources for the program, to acquire additional funding beyond the

normal school appropriations, and plans to work on the improvement of public education in Chelsea for a period of ten years. John Silber is so committed to the success of the program that he has openly stated: "If B.U. fails...he will recommend to the Board of Trustees that the School of Education be closed" (The Boston Herald, 11 December 1989, 7).

Colleges and universities working in collaboration with urban schools will have an important impact on the improvement of education in this nation. These collaborative efforts must continue to be studied by educators. Successful collaborative efforts should be emulated by those seeking to initiate collaborative programs.

CHAPTER III

METHODOLOGY

Introduction

The purpose of my research is to provide an historical study of the Boston Secondary Schools Project (BSSP) from 1975 to 1990. This may help to understand whether school and university partnerships are a useful method for improving urban education. This is accomplished through a longitudinal study of the BSSP. The Boston Secondary Schools Project is the type of program that has exhibited years of experience in working with urban public secondary schools, having been in existence for over fifteen years.

Research into the BSSP may help other scholars to understand the complexities that are encountered in the development of collaborative programs with urban schools, the difficulties found in continued funding, and the many obstacles to be overcome from constant opposition to the goals of these programs. This research is a process of discovering what works and what does not, expecting that in the development of any new program there will be failures as well as successes.

Knowledge gained from this research may provide others with a basis for future formation of collaborative efforts with urban public schools, and may be of some assistance in

generating new approaches and increasing college and university cooperation with urban public high schools which are so desperately in need of assistance.

My intent has been to gain knowledge regarding the project's goals, if they were achieved, and to understand to what degree the program had an impact on school improvement in the Boston Public Schools. The longevity of the BSSP can be seen in its ability to receive state funding; to maintain a commitment to its graduate students, who are also full-time educational practitioners; and to provide consistent involvement of the faculty of the School of Education, who continue to travel weekly from the other end of the Commonwealth to Boston to provide the instruction and administration of the program.

Fundamental to my research is the proposition that colleges and universities may have an effective influence on educational change in urban secondary schools when they work with schools in programs of partnership. Most often this influence tends to be more positive than negative, and may possibly be one of the the best methods for school reform of our urban public schools today.

Methodology of Data Collection

Before the study of the Boston Secondary Schools Project began, a few assumptions about collaborative

programs were made. Based on a study of existing programs working with urban public high schools, compared to the vast number of colleges and universities nationwide as well as the great number of urban public high schools, a clear need exists for more college and school partnerships.

Unfortunately there is a reluctance by some educators to commit themselves to participate in any such cooperative venture. The reasons for avoidance of collaborative programs may vary from simple neglect to a deliberate indifference or possibly a purposeful attempt to remain separated in all aspects except those that are deemed essential to both. Most colleges and universities seem to hesitate before working directly with urban secondary schools where they see an endless source of 'unsolvable problems'.

In an attempt to maintain an objective view of the Boston Secondary Schools Project, it was necessary to investigate all aspects of the program, e.g. the organization of the program, the work completed by graduate students in the program, and the various goals and objectives of the program. A simple cataloguing of the success of the program would not achieve this objective, since it is important to know where, during the programs design and evolution, it had encountered some forms of failures or setbacks. Individuals participating in the

program experienced various degrees of difficulties during its long period of growth; and sharing their experiences with other researchers may assist them in avoiding replication of unneeded aspects of this type of program.

To prepare for the study of the BSSP program it was necessary to have an understanding of the process of educational change, as well as some insight into some of the other school and college partnerships which have shown, to some degree, to have had a positive impact on urban public secondary education. This phase of my research is covered in the review of literature. This review concentrates on college and university collaboration with urban secondary public schools.

Any historical study of the BSSP necessitates at the outset an understanding of the conditions of education in the Boston Public Schools which led to Federally mandated desegregation and the start of university and college involvement in the restoration process. This was accomplished through an extensive research of the history of that period which is currently available in literature, as well as of the records of the Federal Court which was involved, and of the records contained in the files of the Boston Secondary Schools Project.

Most of the research on the Boston Secondary Schools Project was conducted on records on file with the BSSP both in Boston and at the School of Education at Amherst. Additional source materials were obtained from records of the Boston Public Schools, when it was possible, and from other materials which would assist me in understanding the program, and from whatever sources that became available during my research. An additional source of valuable information on the BSSP was obtained from a doctoral dissertation completed by a BSSP graduate.

As questions developed about certain aspects of the program during my research, I sought interviews with three individuals who had participated in the BSSP over the years, especially during its formative years, to provide additional information about the program that was not available in written documentation.

The interviews were conducted with Dr. Richard Clark, Director of the BSSP from 1976-1982; Dr. Atron Gentry, Director of the BSSP from 1982 to the present; and Mr. Peter Clune, graduate student in both the English High Secondary Program (EHSP) and the Boston Secondary School Project (BSSP). Mr. Clune received his M.Ed in 1984. Some of the information sought in this research included: to clearly understand what the original goals of the BSSP were and

whether or not these goals had been reached; to study the unique nature of the program, which was designed to serve the educational practitioner exclusively, and see if this has been continued to the present; to provide some understanding of the role of the faculty members from the School of Education who administer the program, instruct the courses, and provide much-needed guidance to the graduate students; and to garner some idea of the commitment of both the faculty and students that has kept the program active for so many years.

Once data on the BSSP was collected, a document analysis was conducted in preparation for the writing of the history of the program. This history shows whether or not the BSSP has had some positive impact on school improvement in the Boston Secondary Schools. Also it reveals whether the program did serve the needs of its graduate students.

As data was gathered on the BSSP it became necessary to provide various forms of lists, tables and graphs. This material is included in an appendix to the dissertation. Attempts to keep the inclusion of such material to a minimum were made. Once this data had been collected an historical study of the BSSP was completed which should provide some useful information on this unique university and school collaboration.

CHAPTER IV

THE BOSTON SECONDARY SCHOOLS PROJECT (BSSP), 1975-1990

Introduction

Collaboration between the School of Education of the University of Massachusetts-Amherst and the Boston Public Schools has been in continuous existence for over fifteen years. This long-lasting partnership is dedicated toward the improvement of urban education. While existing under different titles, it has always retained as its central goal the continued commitment to assist urban educators in their efforts to bring about effective changes. Through staff development skills, acquired by the Boston Secondary Schools Project (BSSP) participants, many effective innovations and positive changes have been made in the schools of Boston. There may be similar programs in operation elsewhere, but the BSSP remains unique since it maintains a balance between the needs of the university and those of the schools.

The BSSP began as a three year commitment from the University of Massachusetts to work directly with the English High School in Boston. What started as a short term pilot program, to assist the school through staff development training as it developed alternative programs, has grown into a city-wide staff development program directed toward effective change in Boston's secondary

schools as well as other schools within the Boston Metropolitan Area. Unlike other graduate programs that only offer theory, this program drew upon collegial relationships that can exist between university and school practitioners who participate cooperatively to bring about the improvement of urban secondary education. It is due to this significant relationship between the university and the school professionals that the program has been able to retain its longevity.

Throughout its development the program has been hindered by unexpected obstacles. These obstructions have taken many forms, political, economic, and administrative. Any one of these impeters would have been enough to terminate most university/school partnerships, but that did not happen with the BSSP. From its very inception the Boston Secondary Schools Project has always been able to overcome every hindrance toward continuance of the program through the active determination of its participants who act as their own advocates.

When the University of Massachusetts began to express an interest in working directly with the Boston Public Schools on a mutually beneficial project, the School Department showed enthusiasm but was ill-prepared to finance such a venture. Due to certain educational disparities in

the running of the Boston Public School system, the Federal Court took control of its operations. Funding for the project, unavailable until then from the city, was provided by the Commonwealth of Massachusetts through the Department of Education due entirely to the Court's involvement.

The existence of the Boston Secondary Schools Project is directly attributable to the Federal Court's activities with the schools of Boston. Federal action came about because of suits filed by parents with children in the school system. Their dissatisfaction with the quality of education provided for the children furnished the reasons for the Court's action. There is little doubt that the University of Massachusetts would have considered a partnership without this evidence that the school system had problems. Yet due to the condition of education in Boston the need for the BSSP became essential.

Boston Public Schools Before University Involvement

Boston has for some time been able to retain a reputation for having a great concentration of world-renown institutions of higher learning. This distinction has also carried over to its public schools, for it is here that America's first public school, Boston Latin School, began. This school system that was once a model for public education has eroded in quality and struggles to regain the

place it once held. The problems in education found in the Boston Public Schools are not unique to this city, for the same conditions can be found in almost every large urban center of the nation. In these cities, as economics, politics, and population changed, so too did the public schools.

In Boston, as in most urban areas in this country, it has been the ethnic, racial, economic, and cultural differences that have had the greatest impact on how the city's schools have altered. These schools have experienced a growth in minority students: "in 1950, about 13-15 percent... and in 1980, about 27 percent of the under eighteen population was minority."¹ As each new group of arrivals came to the city, they settled in the areas that best met their needs ethnically, culturally and economically. Since public education in Boston has traditionally been tied to the neighborhoods, the quality of public school education has been affected by the needs of children from the diverse sections of the city.

During the years following World War II, a great influx of Black Americans came from the southern states to settle in Boston. Most of the newer arrivals were poorly educated and this placed a great burden on the public schools to provide remedial services. As they arrived they settled in

areas of the city where they could find affordable housing, public transportation, and the possibility of employment.

Children of these new arrivals to the city were ill-prepared for the educational demands they encountered in the Boston Public Schools. Academic quality in many neighborhood schools began to decline. This was in sharp contrast to other areas of the city, where the more established residents resided. Degrees of quality in education were clearly dependent on where one went to school. Although the needs of certain school children were clearly greater than others, little was being done to improve their situation.

During this period the citizens of Boston began to observe how the city was

drained for years of its talented and motivated children, and [was] torn between two sets of educational enterprises that [left] it, more and more in a have-not condition.²

Parents perceived that the schools were failing them by not addressing the needs of their children. Many parents looked for alternatives to the Boston Public Schools. In the Black communities, the dissatisfaction led to a movement to bus poor Black children out of the city through a Metropolitan Cooperative called METCO, to attend what they believed to be better schools in the suburbs. Others started to open private academies as public school alternatives to educate the children the way they thought best. By the end of the

sixties the Boston Public School System had changed dramatically. Like "other urban areas, public education in the core of the city [had] increasingly become dependent on what is essentially a system of pauper schools."³

While many neighborhood schools were in a state of educational decline, there still existed an elite system of schooling for some. This excellence could be found in the three examination schools: Boston Latin, Boston Latin Academy, and Technical High. Unfortunately, these schools only attracted the most gifted students in Boston. Attending these schools was a disproportionate number of children previously enrolled in private schools, and a small number who represented the minority population of the city. There was a clear understanding by all that the best quality education could be obtained in the private schools in the metropolitan area, not the public schools.

Boston Public Schools were no longer respected by city residents as they once had been. Public officials were less interested in working to improve conditions, complaints from community leaders were ignored, and the School Department continued to carry on as it had in the past. Occasionally there was talk of innovation but little evidence to prove that change was actually taking place.

In most areas of the city the schools were "on the whole rigid, obsolete, and often irrelevant, and their performance given the urgent cultural insistence on education [was] a disaster."⁴ Many in the Black community wanted a change, with improved educational conditions. When the city failed to consider making the changes needed, these community leaders turned to the Federal Court for action.

Based on a suit brought by Black parents against the Boston School Committee, U.S. District Judge W. Arthur Garrity made a decision on June 21, 1974 that

the evidence established that the school authorities had knowingly carried out a systematic program of segregation affecting all the city's students, teachers, and school facilities and had intentionally brought about or maintained a dual school system.⁵

After this ruling the Federal Court virtually took control of the entire Boston Public Schools system. Because of the Court's involvement in the school system, colleges and universities, in time, would take part in the process of change. This involvement began in January 1975, Phase II of the desegregation process. The Court appointed two prominent educators

Dr. Robert A. Dentler, Dean of the Boston University School of Education, and Dr. Marvin B. Scott, Associate Dean of the same school, to assist the masters, and the court in the tasks of adopting a student desegregation plan for September 1975.⁶

The court-appointed 'experts' assisted the court in the selection of a panel of masters. In an order issued "on February 7, 1975"⁷, Judge Garrity selected four prominent individuals to be the 'masters'. Included in the selection were retired Supreme Judicial Court Justice, Jacob J. Spiegel; a former United States Commissioner of Education, Francis Keppel; a former State Attorney General, Edward J. McCormick; and a professor of education at Harvard University, Dr. Charles V. Willie.

After two weeks of public hearings between February 10, 1975 and March 31, 1975, the four masters filed a report with the court providing their recommendations for developing a student desegregation plan for the Boston Public Schools. The basic model selected by the 'masters' was to have Boston develop a series of magnet schools. It was the contention of the masters that

In order to develop true 'magnets'--programs distinctive and attractive enough to draw ample applications--the plan [called] on the expert aid of colleges and universities and the city's business and cultural communities.⁸

Each magnet program would be developed with a distinctive theme or emphasis based on what the school perceived as its strengths and interests.⁹

To assist in the efforts of schools to develop magnet themes, the court paired colleges and universities in the

greater Boston area with individual schools. As part of this Phase II process, English High School was paired with the University of Massachusetts. This would help the University of Massachusetts to cement a partnership they were already attempting to make with English High School which was already approved by the Boston School Committee in 1974.

Collaboration with English High School

In the spring of 1973, while a new ten story \$24 million high school neared completion on the Avenue Louis Pasteur, the Boston School Committee voted to designate this new school as Girls' Latin High School (now Boston Latin Academy), not English High School, as anticipated. This new modern structure had been

constructed as part of a plan to alleviate racial imbalance in high schools and accordingly qualified for increased state financial assistance, 65% of the cost instead of the usual 40%¹⁰

Redesignating the new building as an exam school upset the parents of the English High School students, since they wanted it to remain designated as English High.

The Supreme Judicial Court, on July 16, 1973, reviewed three suits involving "the new building due to open in September 1973",¹¹ and ruled that the Boston School Committee could not open it as Girls Latin High School because it must comply with the agreements made with the

Commonwealth when it received 65% funding. Therefore, it opened as the English High School of the Arts in the fall of 1973. Designating it as an Arts magnet school was the idea of the Superintendent of Schools, Dr. William J. Leary. Under his plan the school would

provide a curriculum unique in the city and consistent with the needs of our students. He recommended, therefore, that the ten-story building across the street from the famed Boston Latin School be designated as a High School of the Arts.¹²

Interest in a cooperative venture between the University of Massachusetts and the Boston Public Schools developed from an idea presented by Dr. Dwight Allen, Dean of the School of Education at a luncheon attended by Dr. Leary.

Dr. Allen's idea was to develop a university-school system collaboration in which teachers would receive advanced degrees while working on developing new programs for their students. Dean Allen saw such a program as a way to effect reforms both in public schools and in teacher education programs. Leary was intrigued with the idea¹³

When the English High School opened in the fall of 1973 the University initiated discussions with the BPS on collaborative "efforts in school reform."¹⁴ These discussions were held during the 1973-74 school year and involved "John Kerrigan, a member of the Boston School Committee and a degree candidate at the U. Mass. Amherst, as

well as Dr. Richard Clark, Dr. Atron Gentry, Dr. Harvey Scribner, Dean Dwight Allen, Superintendent William Leary, and members of his staff."¹⁵ These meetings generated enough interest that in the fall of 1973

Allen, Gentry, Scribner, and Bob Mackin of the Alternative Schools Program developed an outline of a program which would develop an alternative high school and would include mass enrollment of teacher staff in degree programs at U. Mass.¹⁶

The program proposal was presented to the School Committee with the full support of School Committeeman John Kerrigan, Superintendent William Leary and "the Boston-based Institute for Teaching and Learning and the Amherst-based School of Education."¹⁷ The School Committee fully endorsed the plan February 17, 1974. Under this plan the University of Massachusetts School of Education and the Institute of Teaching and Learning were to work in cooperation with the new English High School of the Arts. The plan had two specific goals: first, concern was directed toward school reform, and second, consideration was focused toward developing teacher education reform programs. This agreement committed each party to a three year program. Known as the English High School/University of Massachusetts project, it was concerned with two closely related objectives:

(1) the development of an identifiable process for the internal, on going reorganization of an urban high school as a model of a public school offering alternatives in education and participating, planning and (2) the development of a novel, performance-

related form of school-based in-service staff development directly tied to school reform objectives and culminating in graduate degrees for participating teachers.¹⁸

The School of Education, University of Massachusetts-Amherst, agreed to offer the following: (1) staff members participating in the program would be able to achieve "the next highest sequential graduate degrees,"¹⁹ e.g. that staff members with Bachelors degrees could obtain a Masters degree, those with Masters could obtain C.A.G.S. and those with C.A.G.S. could receive Doctorates; (2) programs for aids and volunteers would be instituted; (3) an intern teacher placement program would exist at English High School; (4) a full-time coordinator would be provided by the School of Education; and (5) the University of Massachusetts personnel would assist in program development, joint proposals, and other staff development programs.²⁰ Although the School Committee approved the agreement between the University of Massachusetts and the Boston Public Schools, the agreement did not provide for funding. An attempt was made to obtain funding from the National Institute of Education (NIE) but the proposal was rejected. Other attempts were made to receive funding from sources such as the Ford Foundation, but these proved equally fruitless.²¹ Therefore, rather than starting in the 1974-75 school year, the plan did not have its real debut until the 1975-76

school year when an unexpected source of funding was found, the Commonwealth of Massachusetts.

On July 26, 1974 the Massachusetts General Court passed an amendment to the Racial Imbalance Act of 1965, which allowed the

Massachusetts Board of Education...subject to appropriation, [to] make grants for the cost of providing magnet school facilities...for the purpose of reducing or eliminating racial imbalance or racial isolation.²²

Through the passage of this law, public schools would be allowed to fund magnet programs which were clearly directed toward attracting students from diverse neighborhoods to attend racially balanced schools. The collaborative program agreed to by the University of Massachusetts and the Boston Public Schools clearly fell within the parameters of this law.

Now that a possible source of funding for the program seemed to be assured, a meeting was held at the office of the President of the University of Massachusetts on May 8, 1975 involving representatives from English High School and the University of Massachusetts. Attending the preliminary meeting were individuals from: the University of Massachusetts, President Robert Wood and Vice-President Peter Edelman; the School of Education, Acting Dean Louis Fischer, Academic Dean Grace Craig, Academic Vice-President

Lynton, Professors Harvey Scribner and Margaret Cassidy, the U. Mass/Boston Director of the Institute for Teaching and Learning and Professor Cy Witts; and representing the English High School were Headmaster Robert Peterkin, and Assistant Headmaster, Christopher Lane.²³ The purpose of this meeting was to prepare for the future collaboration to be funded under Chapter 636, and for the start the program in the fall of 1975. The result of this meeting was a commitment by both the University of Massachusetts and English High School to prepare for the collaboration by having a planning session to be held before the fall opening of the school.

Acting Dean Fischer and Academic Dean Grace Craig appointed three professors to direct the School of Education's "involvement in the Boston High School Project,"²⁴ the title now given to the program by the University of Massachusetts. The three appointees were: Assistant Dean Richard Clark, Professor Donald White, and Professor Harvey Scribner. Each would have an impact on how the program would be structured.

To comply with the directives of the Boston Public Schools' Superintendent, Dr. William J. Leary, concerning the selection and composition of the program planning session, the summer workshops included "University of

Massachusetts faculty, parents, students, and staff from English High School."²⁵ After six weeks of these workshops, which were held at English High School, a sixteen page project proposal was completed in August, 1975. This document was sent to the Commissioner of Education, Gregory R. Anrig, to accompany an application for funding of a magnet program at English High School, once the the project was approved by the City of Boston. All the planning and supervision of the summer workshops were conducted by Robert Peterkin, Headmaster of English High, "and Professor Harvey B. Scribner, coordinator of the planning project from the University of Massachusetts."²⁶

The proposal outlined the general objectives of collaboration which were

to develop a process of alternative education at the English High School...To increase racial, economic, ethnic, and geographic diversity in the overall student-body...open to all students...[and] to meet each student's learning style so that he/she may develop to his/her maximum potential.²⁷

Alternative programs to be developed at English High School also had specific objectives. All participation, from both students and faculty, was voluntary. Students in the program were also given an opportunity to participate in the decision-making process of developing alternatives.

Unique to the program was an opportunity for faculty members to obtain graduate degrees while participating. Each

graduate degree candidate was expected to enroll with the University of Massachusetts and take courses provided at English High School. Courses offered were "aimed at improving the professional on the job and the programs planned [would] be consistent with identified needs of the individuals."²⁸ Anyone qualified to seek a doctorate degree was expected to follow a more rigorous program:

Students for the Ed.D degree [were] expected to participate in conceptual or quantitative research efforts, engage in teaching and/or some form of field experience, become familiar with contemporary problems in education and take a comprehensive exam prior to writing a dissertation.²⁹

For the university the challenge was to develop a graduate program that "relates to and supports the school's effort to create alternatives and which has academic integrity."³⁰ A few problems had to be overcome before the graduate degree program could commence. There was the question of changing existing "University graduate policies...geared exclusively to traditional, campus-based graduate education."³¹ In addition, a great deal of effort was expended to "get substantial numbers of University faculty out of their 'safe' Amherst offices and classrooms and into the more highly charged Boston environment."³² Some changes in University graduate policy were suggested and implemented. This program had an open admission policy which allowed any staff or faculty member at English High School

to participate. Due to the distance between the University campus and the school, consideration was given to "reconceiving the doctoral residency requirement."³³ Program planners believed that "for the purpose and goals of the collaboration to be achieved, residency would have to be redefined to include holding a teaching or administrative position at the high school."³⁴ To fulfill its commitment to the project, the School of Education was expected to develop the methodology to implement these changes.

As part of the plan student teachers from the School of Education were given an opportunity to complete internships at English High School. Supervising teachers received "a waiver for three credits of course work which [could] be applied to any regular University course."³⁵ Teachers receiving waivers were required to use them within one year.

Once the project was funded by the Commonwealth of Massachusetts under Chapter 636, it "would allow the University and the school to participate jointly in managing implementation of the programs included in the proposal."³⁶ One important aspect tied to funding was the placement of a full-time School of Education faculty member at English High School as the on-site coordinator, a

full-time faculty member, teaching, advising, and listening...[for] a three year period a faculty member whose base of operation is removed from the campus, yet who will be subject to the expectations, norms, and reward systems of the

campus, with whatever modifications we can invent.³⁷

Although still unfunded, the English High School Project began with a 'pilot semester' in the fall of 1975. Four graduate courses were offered to the faculty and staff of the school. These courses stressed both the needs of the graduate student preparing for advance degree work, as well as the necessity of preparation and planning for the alternative programs (see Appendix C). To supervise in the development of this three year obligation, the School of Education appointed "Professor Harvey Scribner, former Chancellor of the New York City Public Schools, as project director" and assigned five University-supported "teaching assistants to work on the project."³⁸

The University's role in the project was defined early. Both the school and the University understood that each had to fulfill its own role while working collaboratively. Basic to this premise was that "the University-English High partnership" was based on the idea that "each institution fulfill its role and meet its goals more effectively through working together rather than separately."³⁹ While each institution functioned differently they also had their own specific objectives to achieve. To clarify the difference in objectives each agreed to the following:

All aspects of High School operation and policy are unequivocally the primary business of the

Boston Public Schools...the University may influence; conversely, all aspects of graduate program operations and policy are the primary business of the University...and its participating graduate faculty members. The high school may influence.⁴⁰

In an effort to understand the needs of the graduate students, each student who enrolled in the fall 1975 semester began with program planning seminars designed to help them "clarify and indicate the areas in which they wished to pursue graduate study."⁴¹ The results from the questionnaires given to this first group of participants reflected a broad area of educational interests. These needs were addressed by the "English High School Policy Advisory Group at Amherst and other University faculty."⁴² The English High School Policy Advisory Group was concerned with how to provide the support that would be required to serve the needs of these graduate students at English High. It was agreed that areas of concentration would be offered each semester in the following five areas: curriculum, teaching and learning, leadership and administration, evaluation and research, as well as foundations for urban education.⁴³

While the university was more concerned with the process of change at the schools than with a degree program, some high school faculty had the opposite view. They "were opposed to the stated goal of the program-the development of alternative programs, but were eager to participate in the

degree component."⁴⁴ Questions were raised by graduate students during the first semester concerning "degree requirements, future course offerings, communication"⁴⁵ and other concerns which were not full addressed by the university representatives. Faculty and staff at English High School were less committed to enroll in spring semester courses, at a time when the future of the program seemed jeopardized. Any threat of reduced enrollment for the spring semester would impact program development.

Because of the graduate students' concerns, the School of Education redesigned the program to meet their needs. Due to the fact that

there were a series of decisions that happened on the Amherst Campus regarding the graduate program, there were some disagreements, and Harvey [Scribner] decided he did not want to go with the program the way it was redesigned.⁴⁶

Dr. Harvey Scribner's resignation from the English High School Project (EHSP) was effective on February 2, 1976. Dr. Richard Clark was appointed as the new director of the project, which was now funded under Chapter 636 as the "School of Education/Boston English High School Project,"⁴⁷ (see Appendix D). A twenty-six page program booklet was prepared by Dr. Clark for the graduate students in February 1976. This handbook contained an

outline of graduate requirements in the U. Mass.-English High program. He also defined staff responsibilities in writing, [and] arranged to

be at English High School on a once (or twice) a week scheduled basis.⁴⁸

A complete listing of courses to be offered in the fall of 1977 was also completed and in "May a more formal program was instituted. Many students were encouraged to visit the Amherst Campus and to form doctoral committees."⁴⁹

During this spring semester English High School staff and faculty were offered four courses. These dealt with urban sociology and education, alternative programs, administration, and independent study (see Appendix C). The number of students enrolled in the spring semester dropped from sixty students in the fall of 1975 to 49 in the spring of 1976, yet "students and teachers felt that the quality of courses offered was very satisfactory."⁵⁰ The English High School Project now seemed to be getting off to a propitious start.

During the summer of 1976 a series of workshops were held to work on implementing curriculum objectives at English High. Considered during these workshops for future alternative programs were: (1) a Medical Alternative at English High (MASH) Program, (2) the development of an urban studies center, and (3) a Flexible Campus program. The purpose of each would be "to provide more academic and job related experience"⁵¹ for the students. There was now a greater concern for focusing on student needs at English

High School than when the project began. The new stated objectives for the program were to include:

1. Improvement of students' basic skills.
2. Increased mainstreaming opportunities for students with special needs.
3. Increased students' awareness and valuing of our multi-cultural and multi-racial society.
4. Enhanced learning for students whose first language is not English.
5. Increased preparation for student educational and career options.
6. Establishment of a process for increased communication between staff, parents, and students, and between the program and the school as a whole.⁵²

Alternative programs for English High School were based on a set of principles: (1) Choice, students and staff must voluntarily participate; (2) Non-Exclusivity, no one, student or staff member, would be denied access to these programs; (3) Academic and Social Skill Building, all alternative programs would "promote competency in reading, writing, and mathematical computation, to prepare students for a positive societal role," and (4) the Willingness to be Evaluated.⁵³

Under the reorganization of the English High Project, now directed by Dr. Clark, a full-time paid staff member was located at English High School. Rudolph F. Crew, a graduate doctoral student from the University of Massachusetts,

Amherst, was appointed as the first on-site coordinator-director. Assisting him with all administrative matters was Ann Harris, a staff member from the University campus. An Alternative Resource Center was opened to the faculty and staff of English High, with a full-time coordinator, Margaret LeGendre, an English High faculty member. Dr. Clark hired Dr. Kathleen D. Lyman of Simmons College as the Chapter 636 Evaluator for the project, a position she held until 1980.⁵⁴

Starting in the fall Semester of 1976 another new teacher education program was introduced, known as BEPPA. This was a program that involved

U.Mass student teachers placed in alternative programs...Six student teachers were placed at EHS, four of them in the alternative programs⁵⁵

During the spring semester of 1977 the number of student teachers in this program increased to twelve.

Extensive visits were made to other school sites by University and School faculty during the Fall Semester. Their intent was to learn from the experiences of others involved in various programs directed toward school change. Some of the sites visited were

South High School in Worcester...to see in operation a Teachers Corps Project; Home Base, the Alternative Learning Group in Nauset; the National Alternatives School Program based at the University of Mass-Amherst; and the Institute of Learning, U.Mass-Boston.⁵⁶

Also included in these visits were Boston Public Schools which had change programs. They included: South Boston High, Madison Park High, Charlestown High, and West Roxbury High.⁵⁷

Not only did the Alternative Resource Center (ARC) provide coordination for the graduate program, it also provided information on courses offered, as well as other informational needs. To provide a continued source of information on the English High Project and the Alternative Programs being offered, the ARC in the Fall of 1976 began the publication of the Flexible Flyer.⁵⁸ In time this center developed into the English High School Teacher Center with expanded resources for the faculty, staff, students, and parents connected with the project.

Formal evaluation of the second year of the English High School/University of Mass undertaking was completed by Dr. Lyman in the Summer of 1977. From her report it was clear that the program for the faculty graduate students was very successful and

the course work [had] helped to create a new climate at English High where teachers [were] beginning systematically to examine what they [were] doing and to ask for help in areas where they [saw] needs.⁵⁹

Teachers at the high school experienced something new through involvement in the English High Project. Teachers

spoke of how the course work had benefited them by "helping them to get to know and work with other teachers both within their departments and across disciplines."⁶⁰

Dr. Lyman pointed out that there was only one weakness in this project--lack of community involvement:

Neither the University of Massachusetts-Amherst staff or the English High Staff (not in alternative programs) found time this year to identify and utilize parental or community resources. The close contact between parents and teachers in the Freshman Cluster focused on the behavior and learning of individual students and did not move to the level of involving parents in the larger educational program.⁶¹

With the start of the 1977 fall semester the English High Project continued with some significant changes. Commitment to a "multiple magnet approach (offering varied teaching strategies and classroom structures)"⁶² was now the norm at English High School. The Project participants referred to this approach as "M.O.D.E.L. (Methods of Developing Effective Learning)," which sought "to individualize the learning process by offering enhanced educational opportunities through the exercise of choice."⁶³

What had been known as ARC (Alternatives Resource Center) was now known as CSEO (Center for Secondary Educational Options). Its name change reflected the expanded role the center now held. The CSEO's function was to

- (1) provide assistance to English High faculty in the alternative program development.

- (2) become the information center for all activities for both school staff and outsiders.
- (3) provide training needed to carry out the goals of the alternative programs.
- (4) act as an evaluator of the U.Mass/English High Program.⁶⁴

The CSEO had now become a true 'Teachers' Center' for English High. Not only did it serve as a central location for project activities, but it also was open to the entire teaching staff for their use. Located in the Center were "work areas, curriculum resources sections, and a corner with comfortable couches and coffee."⁶⁵

Continued communication between the faculty and the Center was always extremely important. To keep the faculty at English High informed of courses and assistance available at the Center, two new publications were produced. A daily bulletin called Centering was advertised throughout the school and was an effective tool to keep teachers informed of these activities and services. Periodically, the Center also produced People/Programs which was "a more extensive bulletin...which described in greater depth what teachers were doing."⁶⁶

The 1977-78 school year saw some remarkable work done in both the MASH program and Freshman clusters. MASH had its students training outside the High School "at Boston City Hospital and courses [were held] at EHS which [were]

directly relevant to the student needs and interests in the health professions."⁶⁷ The students spent two days a week at the hospital working as volunteers in various departments. The program also gave credit to the CSEO and the collaborative for assistance in grant writing and curriculum design.

The CSEO worked closely with the cluster program to provide needed training for cluster teachers. This training was provided through graduate degree courses of interest to cluster teachers and relative to their needs. Also the CSEO assisted the cluster teachers through the development of curriculum material and grants.

Providing mini-grants to the teachers and departments of English High School was a significant new feature of the collaboration. These grants were for "the development of curriculum, new activities, field trips, or programs for students."⁶⁸ The Math and Economics Departments were two departments which had already received grants. Seventeen grants were given to twenty-one teachers, each ranging from \$50.00 to \$500.00. Due to the availability of these grants, the project now "involved 15 teachers who never before participated in the activities of the collaborative."⁶⁹

The grants were awarded by the CSEO and were of four types:

- (1) Developmental grants to encourage curriculum

development within a department (2 grants @ \$1000 each).

- (2) MODEL grants for curriculum improvement (up to \$250.00 per grant--\$2,500.00 total).
- (3) ARC grants for Alternative Programs (up to \$500.00 per grant--\$1,000 total).
- (4) Micro-grants for innovations in the classrooms (up to \$50.00 per grant--\$500.00 total)."⁷⁰

A needs assessment questionnaire which was sent to every teacher at EHS, showed the availability of "in-house grants for teacher planned projects was the most popular aspect of the project. Second came the CSEO help in grantmanship".⁷¹ According to the Chapter 636 evaluator, these mini-grants awarded to teachers by the CSEO "had the most impact on teachers."⁷²

Other significant events during the 1977-78 school year had an impact on the English High School Project. First was the promotion of Robert Peterkin to the position of District Superintendent in December of 1977. A brief period of uncertainty existed at EHS while a replacement for his position was considered. On January 3, 1978, Christopher Lane, an Assistant Headmaster of English High School was appointed Acting Headmaster. Later in January an Assistant Headmaster died. This was followed by problems resulting from two major record-breaking snowstorms on January 24th and February 6-8th. Due to these storms all Boston Public

Schools were closed for over over three weeks, coupled with the loss of all heat in the English High building. During the school year the project began to open its courses to teachers outside English High School. These courses "were advertised in many middle and high schools throughout Boston."⁷³ Teachers from Madison Park High School were greatly interested in the idea of participating with many of these teachers enrolling in writing workshops. At least one of these classes was held at Madison Park, the first time the University partnership was providing instruction outside the English High building.

Expansion of the Collaborative

Once teachers from Madison Park High were permitted to enroll in graduate courses taught at English High, the English High Project began to change. This change evolved into a program centered on the work of school-based teams. While this was not the intent when the program was initiated, as the number of graduate students increased, the program was expanded to accomodate their needs. As more schools opted to enter the program, reorganization of its' structure was considered.

What was first known as ARC (Alternative Resource Center), later changed to CSEO (Center for Secondary Resource Education Options), was once again renamed in the

fall of 1978 the English High Teachers' Center. Under the new organizational plan two coordinators were appointed to run the center. Christopher Lane, Acting Headmaster, appointed Margaret LeGendre as one of the coordinators, and she reported directly to him. In the spring of 1979 she was replaced by Beverly Mawn. Representing the University as center coordinator and English High School Project Director was Philip J. Stec.

The Teachers' Center objectives did not vary much from those of the ARC and CSEO. The Center was to

provide assistance to all EHS faculty in the development and improvement of programs and activities with unique and innovative characteristics, ...disseminate information on magnet programs and activities to the EHS community, ...assist the faculty of EHS to meet better the educational needs of their students, [and provide]...the opportunity for all EHS staff to participate in a variety of staff development activities.⁷⁴

Dissemination of information still relied on the distribution of the Centerings and the People & Programs newsletters published by the Center. Plans were made to begin a new periodical The English High Journal to be produced by the Teachers' Center. This periodical was concerned with "reviewing appropriate literature and research (including original papers by EHS faculty)."⁷⁵ As part of the process of disseminating information the Teachers' Center planned to communicate with parents,

students, and English High School staff. To accomplish this, plans were made to form the "Parent Awareness Task Force [PATF] composed of parents (including REPC member(s), students, and faculty."⁷⁶ (Note: the REPC was the Racial Ethnic Parent Council).

English High School in the fall of 1979, received a permanent headmaster, Dr. William A. Lawrence, who worked closely with the project. English High School Project activities remained essentially the same as in the previous school year. The grants program continued as well as involvement with the community. Unfortunately not all the programs offered as alternatives were retained during this 1979-80 school year..

The Teachers' Center continued to be the focal point for many faculty members, becoming the place to (1) keep current on school happenings, (2) interact between teachers of different departments, (3) hold meetings, and (4) provide resource material and equipment or to just grade papers and have a cup of coffee.⁷⁷ The Center continued to produce the Centerings on a near-weekly basis, and the People & Programs periodically. By the spring of 1979 The English High Journal was in process but still not ready for publication. An additional publication was produced by the Teachers' Center known as the Teacher Center Gazeteer. This publication

"informed staff of future center activities, described recent events, and published relevant articles."⁷⁸ All Teacher Center publications were distributed to other Boston Public Schools.

The Teachers' Center conducted seminars that proved to be both varied and practical. These included seminars on

- (a) Cardio-pulmonary resuscitation (CPR)
- (b) Semiotics--the branch of medicine concerned with symptoms
- (c) Thermofax
- (d) Legal aspects of discipline
- (e) Critical thinking⁷⁹

Center activities also included the development of the Reprographic Center.

It was

developed as a cooperative effort between the Business Dept. and the Special Education Dept. [This center] trains special needs students with other students on the use of reprographic machines, while coordinating copy service for EHS.⁸⁰

During the 1979-80 school year, one of the alternative programs was no longer offered. The MASH program which had grown and prospered at EHS was unable to continue by the end of the school year because of this program's dependency "on particular English faculty members and did not survive when the original faculty moved to other opportunities."⁸¹

By the spring of 1980 the English High School Project had a proven record of positive affect on the educational climate at English High School. This program proved

that an external university program can effect change on, at least, three levels: personal growth (for adults and students), the teaching-learning process, and organizational change.⁸²

The isolated aspect of the project seemed to be a problem, since all graduate offerings were available solely on-site and the project lacked "a diverse doctoral peer group which [could] serve as the basis of professional contacts for years after the program."⁸³ In the fall of 1980 the University collaboration was no longer centrally located at English High School. The program at this point expanded to include educators from many other Boston Public Schools, and with this outreach came the concept of team building along with the additional training provided by the University to assist teachers and administrators in seeking innovative change ideas for their schools.

Growth of the Boston Secondary Schools Project

Expansion of the English High School Project into a city-wide program was due in part to the growing interest in the program. Since the spring of 1978 Madison Park High School teachers and administrators had taken courses offered by the EHS Teachers' Center. Other schools in Boston were equally interested in participation, especially when English

High administrators recently transferred to these schools were already in the program and verbalized their enthusiasm for the project. These administrators wanted to shift the emphasis of the program from a concentration on staff development through degree-level courses, to a program designed to meet the needs of the teachers and administrators within their own schools.

In the fall of 1979, the faculty of the School of Education met

with several headmasters in a weekly seminar to examine the knowledge and skills required for effective urban leadership and processes by which these can be developed.⁸⁴

The headmasters, in consultation with the Dean of the School of Education, Mario Fantini, developed position papers which became the basis for the changes which affected the collaborative program for the next decade.

When the time came to present a proposal to the Commonwealth for funding under Chapter 636, the decision was made to change the emphasis to a city-wide program to start in the fall of 1980. The School of Education now referred to the program as the Boston Secondary Schools Project (BSSP). Under the new plan the BSSP would continue to support the work of the Teachers' Center at English High, while opening the program to a greater number of other secondary schools in Boston. To accomplish this transformation, the proposal

submitted to the Massachusetts Department of Education contained a new project title: "Staff Development in the Boston Public Schools."⁸⁵ Two major components made up the program: Component "I. English High School Teacher Center, [and Component] II. Central Planning for Staff Development."⁸⁶

This reorganized plan was presented as a

"pilot test and further plan of an extension of the English High School Model by generalizing its staff development program for use in other schools in the City of Boston."⁸⁷

The explanation given for the change from a single school to a city-wide program was that the new plan would emphasize concern for the needs of other teachers and administrators outside of English High School. Expansion of the program would allow others "the opportunity...to engage in a serious analysis of the dynamics and effectiveness of their schools."⁸⁸

Under this plan the premise developed at English High School that "school improvement is best achieved by a combination of people who work within the school itself,"⁸⁹ would now be applied to the BSSP. To accomplish this, it required that each school engaged in the project establish a school-based team. Each team's chief objective was to work toward strategies for change within their own schools. One area of expressed concern in the proposal was the role of

parents and community in the project. Reference to their involvement was simply stated that, "Parent and community participation in the Boston Public Schools should be increased."⁹⁰

Under Component I of the Fiscal Year 81 proposal the English High Teachers' Center remained essentially the same, except that all graduate degree courses were offered in another location as part of Component II. There was a continued commitment to "support the development of MODEL programs available to EHS students."⁹¹ This meant continued support from the Teachers' Center to help in the production of curriculum guides/activities packets, and to "explore the feasibility of developing a MODEL in leadership (for the gifted and talented)."⁹² It was planned that through the continued publication of the Teachers' Center Newsletters, parents and community would be kept informed of programs available to them at English High School and at other Boston Public Schools. Center activities also included the granting of MODEL grants with "emphasis [to] be placed upon infusing basic skills, non-sex stereotyped concerns, and career education into the MODEL curriculum."⁹³

As part of Component I of the new plan the Teachers' Center also continued to provide workshops and other professional staff development assistance to English High

School faculty who were able to obtain graduate credit in the spring of 1981.

Component II was to provide all future graduate level courses for the BSSP. Acceptance into the BSSP now required that each school form a school-based team, with headmaster/administrator participation. Each team was to

analyze the dynamics of their own school and develop school improvement plans, with particular emphasis on curriculum, teaching and learning, and development of basic skills in a desegregated, multi-cultural setting.⁹⁴

Membership in a team also allowed the participants to enroll in graduate level courses provided by the University of Massachusetts and admission to the graduate degree program of the School of Education.

On August 22, 1980 the Massachusetts Department of Education authorized BSSP funding under Chapter 636. With this funding came the task of recruiting a greater number of Boston Public Schools teachers and administrators. The BSSP Director, Richard Clark, and On-Site Director, Philip Stec, met at various Boston schools with faculty members to explain the objectives, structure, and importance of the BSSP. The result of these informal, yet informative meetings, was that educators from seven secondary schools made the commitment to join the program.

The first seven schools to start school-based teams were English High, Boston Latin Academy, Charlestown High, Jamaica Plain High, Hubert Humphrey Occupational Resource Center (HHORC), Madison Park High and the Lewis Middle School. Early in September all participants of the BSSP met for the introductory seminar which was held in the basement auditorium of the University of Massachusetts building at 250 Stuart Street, in the Back Bay section of Boston. At this first gathering, the BSSP faculty detailed their expectations for graduate students in the program. Conceptual importance of team building was explored, although a full understanding of how this was to be accomplished was achieved much later.

The BSSP faculty present at this meeting included: BSSP Director Richard Clark, On-Site Director Philip Stec, Professors William Fanslow and Atron Gentry, and Adjunct Professors Robert Peterkin and Brunetta Wolfman. Teachers and administrators attending were later split into three small groups, each group representing the degree program in which individuals wanted to work. The program offered graduate programs for the Master of Education, Certificate of Advanced Graduate Study and the Doctor of Education Degree. Faculty members, acting as advisors, explained the University policy for admission to these graduate programs

and delineated the courses each student needed to take in future semesters and explained the qualifications necessary for obtaining these advanced degrees.

The first participants were given an outline of program requirements. Classes were offered at the Stuart Street site bi-weekly each semester from 3:00-5:00 P.M. after schools closed for the day. In the first semester two graduate level courses were offered. Graduate students were also informed that they were expected to attend a two day Mini-Sabbatical at the Amherst campus once each semester.

Unlike the U.Mass/EHS Project, the courses in the BSSP were opened only to those who met certain prerequisites. Non-degree status was not an option. The prerequisites in the BSSP included:

Permission of faculty, registration for both courses together, [and] participation... limited to team leaders or team members in the Boston Secondary Schools Program.⁹⁵

Before any school was allowed into the program they were expected to have both school administrators and faculty prepared to enroll in the University's graduate program.

The most important feature of the reorganized program was the emphasis given to school-based teams. Headmasters and other administrators were considered essential to the success of these teams. Therefore in the program they were

expected to provide leadership to school-based teams; provide records of all team meetings; and

meet individually twice during the semester with the UMASS faculty team to present programs and issue reports.⁹⁶

In the fall semester of 1980, teachers were provided with training, given in three phases, to develop effective teamwork techniques. Phase one dealt with problems and issues to be identified by each team. This was achieved by having

school teams...generate sets of problems and issues which warrant concentrated attention at the individual school level. Concurrently, all participants [studied] experiences of other schools and systems in an effort to identify which sets of problems and issues have the greatest potential, when solved or resolved, for improving student outcomes (academic and social).⁹⁷

The second phase focussed on the organizational processes through training in the use of 'key results' planning. Key results plans permit teams and individuals to illustrate: current conditions, anticipate activities directed toward change, and the measure results achieved from these activities. As a final phase of the training, the application of key results by each team was directed toward planning change strategies for each school.

By the end of the fall semester of 1980, each school-based team had identified a plan of action directed toward school improvement. Projects presented were:

Boston Latin Academy--Determine Reasons for High Dropout Rate

Charlestown High --Solutions to Problems of Student Tardiness

English High (2 teams)--Impact of New Graduate Requirements ; Student Attendance Issues

Humphrey Center--Steps to Achieve the Core Mission Statement of H.O.R.C.--Production of Curriculum Guides

Jamaica Plain High--Problems of Communication Within the Building

Lewis Middle School--School Climate and Disruptive Students

Madison Park High--The Variable Necessary to Improve School Climate, Including Student Mainstreaming, Parental Involvement, Curriculum Development and Improved Staff Effectiveness⁹⁸

The team effort had a positive impact on the faculty of the seven schools in the program. Each school experienced a greater interaction among staff members, and uniformly the headmasters indicated that their teams showed "increased awareness of school issues, the impact of decisions, and increased constructive communications among staff members."⁹⁹ Results from the training given during the first semester of the BSSP showed that both teachers and administrators continued to "support the concept of school teams as the basic unit for school improvement...a most effective method for professional development and school improvement."¹⁰⁰

On Friday, November 21, 1980, the first two day BSSP mini-sabbatical commenced at the University of Massachusetts--Amherst. After checking into rooms at the local Howard Johnson's Inn where they were met by Philip Stec, each participant was given an information packet, a name tag, and then went to the Campus Center. At the Campus Center, the Dean of the School of Education, Mario Fantini, welcomed those present and discussed the weekend program. Each team leader was given an opportunity to present three minute summaries of the each team's school activities. A panel that included "Mario Fantini, Sheryl Riechman, Gerald Wensteem, [and] (Robert Peterkin, Chair) responded to these presentations."¹⁰¹ The rest of the evening was given over to discussion during dinner on the top floor of the Center.

On Saturday, November 22, 1980, the BSSP participants and U. Mass faculty met at Furcolo Hall, at the School of Education. The first ninety minutes provided four options for those present: (1) teachers could meet with various resource people, (2) brief presentations were given to open discussion on participants' concerns, (3) small group discussions were held, and (4) some were given an opportunity to explore the resources of the University library. This library tour included:

- (a) visit to Bond Center (see what [there is] re: Boston and/or ideas re: their school plans)

(b)library: overview of resources there and example of doing ERIC search (re: school plans)¹⁰²

This first mini-sabbatical was the prototype for all future ones held at the campus. Each provided an opportunity for teachers, administrators, and university faculty from the School of Education to have time for informal conversation, to share educational experiences in seminars, and to conduct independent research. Every mini-sabbatical utilized the facilities of both the Campus Center and the School of Education.

In December at the final class session for the first semester of the BSSP, all unfinished business was concluded and everyone retired to a party held in the University of Massachusetts Presidents Conference Room. There was a congenial atmosphere pervading this party, since after only one semester it was clear to all participants that something special was happening in the program. Great enthusiasm, communication between school and university educators, and a feeling of optimism were clearly present. Discussion now revolved around expanding the program to include other Boston Public Schools. Expectations for the future were high, much had already been accomplished, and the participants appreciated the unique structure of the BSSP.

On February 2, 1981, the second semester commenced with an increase in teacher enrollments. The main focus for this

semester was to refine the key results plans started in the Fall which included:

- I...Key Results Plan--successful implementation in schools of each plan by each team--identification of an evaluation team...evaluation designs--, and successful evaluation of each school's plan(s)
- II...Creation of a Headmaster/team leader doctoral program support group with UMass faculty.
- III...Extension of School Problem Solving--team concept to other faculty in each school.
- IV...Broaden the scope of the project and the roles of school personnel to improve school outcomes.¹⁰³

Each BSSP participant was expected to attend the Monday night classes as well as Mini-sabbatical II. Participants also completed a ten page paper on "A Set of Desirable Key Results for..."¹⁰⁴ their own school-based team. The papers were based on training received in a "study of Organizational Development and Expectation Theory concepts."¹⁰⁵ Additional requirements included developing key-results plans for the next semester and work on evaluation teams.

Mini-sabbatical II was held on April 3-4, 1981, at the Amherst campus. Each team presented their key results plans for the coming semester, and the current "individual papers: [of] 'Desirable Key Results'."¹⁰⁶ On Saturday morning, April 4th, the teams were expected to prepare a video-tape presentation, to be seen later in the afternoon by all participants in the program.

Due to the fact that few BSSP team members had ever been before television cameras or knew how to give a video presentation, the results were rather interesting, to say the least. After the dinner and discussion of the prior evening, most participants found time to enjoy some of the local entertainment for a good part of the night, one team seeming to enjoy the evening the most. After only a few hours of sleep and feeling the effects of the late night festivities, this team was the first selected to make a presentation. Under the bright lights of the Media Center, they attempted to present a serious explanation of their school-based team efforts for school change. Their presentation, finally seen by the entire BSSP faculty and students, was well worth the time spent traveling from Boston to Amherst and back.

At the final class and party held on May 11, 1981, the video-taped team reports were once again shown but, unlike the first humorous viewing, the reaction was very subdued. The enthusiasm present in December was lacking in May, all due to the actions of the Boston Public Schools only twelve days before the party at the end of the semester.

Fourteen days after the April 15th contractual deadline between the Boston Teachers Union and the Boston School Committee, 850 tenured teachers received layoff notices.

Acting Superintendent of Schools, Joseph M. McDonough, sent out these typewritten documents signed (TDS) on April 29, 1981, after sending layoff notices to 213 provisional teachers. McDonough's letter stated that:

This action is necessary because of declining enrollment, Proposition 2 1/2, and because insufficient funds are being made available by the Mayor to the School Committee for the fiscal year commencing July 1, 1981. The School Committee cannot run this school system within the available appropriation without the layoff of a substantial number of tenured personnel.¹⁰⁷

Virtually one-fifth of the teaching staff in the Boston Public Schools received layoff notices and twenty-seven schools were projected for closing, therefore, the impact on BSSP teachers and administrators was disastrous. The morale of the BSSP members in the spring semester went from high enthusiasm to low depression in only two weeks. Every team was affected by the massive layoffs, some to a greater extent than others. Not knowing who would return to teach in the fall did not help the BSSP faculty plan for the future. All the hopes and aspirations of the project's first year were crushed by the economic and political realities of public education in the Commonwealth for the 1980's.

In preparation for an anticipated disaster, the BSSP staff planned for the future. Concerned with possible lack of funding from the Commonwealth of Massachusetts and in light of decreased funding for the schools, the BSSP staff

attempted to have the BSSP funded through the National Institute of Education. They submitted a proposal to the NIE in June of 1981 outlining the urgent need to continue the work the BSSP was doing in the Boston schools.

Because of the probability of a layoff of so many teachers, the closing of schools, and the expected transfer of faculty, the need for staff development was never more evident. The BSSP faculty knew the impact of these changes would have a dramatic affect on public education in Boston. They also believed that it was necessary for these schools to receive outside assistance because the

situation may eventually translate itself into the climate of the individual classroom, the school, and the entire system. Without the infusion of outside support and encouragement, the system will either become increasingly rigid, or totally diffuse.¹⁰⁸

The original hypothesis for the program was not abandoned, the program would still be

built around the concept that school improvement will be a result of site-specific efforts by site-based personnel [with] access to knowledge of other researchers, and [prepared] to tap external assistance efficiently and effectively.¹⁰⁹

They knew the program needed to add new teams and new team members to those teams that continued to exist in the Fall. After spending two semesters preparing teachers and administrators to deal with school changes through teamwork, these very same teams were about to be destroyed. All anyone

could expect for the fall semester was the reality that it would be necessary to start all over again.

When the Boston Public Schools opened in the fall of 1981 over seven hundred tenured teachers had been laidoff. With massive layoffs and school closings, it was weeks before all remaining teachers knew to which school they were assigned. Reassignments affected administrators, teachers, and students alike. There was not yet an available source to explain who was where, who was employed, and who was not. Keeping this in mind, the BSSP staff began once again to develop the program.

Dr. Richard Clark and Dr. Philip Stec again went out to the secondary schools in Boston to explain the goals, and purpose of the program. The program was funded by the Massachusetts Department of Education under Chapter 636, yet since August 10, 1981, the BSSP staff had no idea who was still in the program, or where to locate them. Therefore it was necessary for them to begin a restructuring of the BSSP through direct recruitment at each school. This also gave them an opportunity to locate most of the remaining members of the program, even if they were transferred to other schools.

Once enrollments began for the fall 1981 semester, the full impact of teacher and administrator loss to the BSSP

was fully understood. Out of the seventy-four participants from the spring of 1981, fifty did not return to the program [See Appendix H]. If the BSSP staff had not opened the program to all secondary schools in Boston, they would not have had enough remaining graduate students to justify the program's continuation.

English High School is an excellent example of how the system-wide layoff notices affected the Boston schools and the work of the school-based teams. This was "the first school to participate in the Boston Secondary Schools Project, [and] as a microcosm of the system [it was] decimated to the point where [it was] a team of three members."¹¹⁰ In the fall of 1980 English High School had a combined enrollment with Madison Park High in the English High School Project of 102 participants. Because the English High School team had so many participants it had to break into separate sub-teams within each team. These teams were working

on a program to identify and notify the students in the Junior class of the requirements for graduation, [and] to devise a system using the school data processing system to identify chronic attendance problems.¹¹¹

In the fall of 1981 the new team consisting of only three participants found they had to deal with new problems that far exceeded the original concerns of the previous

year's larger team. Their morale was low and they felt inadequate to deal with anything more than a limited task. They decided to concentrate on "a topic where [they] could do something directly for the students."¹¹² The team began to follow-up on the Junior class from the year before to see if they were "currently enrolled in the necessary courses for graduation."¹¹³ Although the team was limited in size, they were able to discover that few seniors understood the requirements for graduation. With the loss of so many BSSP graduate students from English High School it was impossible to support many of the innovative programs they had been involved with in the past. The original twelve BSSP school-based teams experienced similar upheavals due to either the layoff of team teachers and administrators, or to the transfer of these teachers to other schools.

There were eight school-based teams in the BSSP for the fall of 1981, with an enrollment of fifty graduate students. By the spring of 1982 the BSSP had expanded to once again include twelve teams with an increased participation of one hundred students. When the fall semester began, team courses were held on the second floor of the University of Massachusetts building on Stuart Street in downtown Boston. For almost half of those present it was a new experience, therefore, Philip Stec, with the assistance of Robert

Peterkin, began by explaining the goals of the BSSP for the 1981-82 school year. Each team was expected to define a set of goals for their own school, to develop a strategy to achieve those goals by the end of the school year and to present the current conditions existing at these schools. In effect, they were once again preparing the teams to develop key-results plans. For many present this was not a task they were prepared to accomplish.

At these team course meetings, it did not take long to recognize the chief concern of both teachers and administrators in the program. The impact of the layoffs and mass transferrals of teachers, not to mention the closing of so many schools, had a negative impact on those who were still employed by the Boston School Department. Staff morale could not have been any lower and attitudes towards the schools to which these teachers and administrators had been arbitrarily transferred was poor. For the remainder of the semester the concern for teacher morale and the impact of all of this on the quality of education in the Boston Public Schools continued to dominate the program's course work.

Because of the condition of the schools with all these disruptive influences, it was evident that few teams were able to meet on a regular basis at their schools. To provide for some opportunity for teams to meet and work together, at

each BSSP collective meeting at the downtown Boston site, time was set aside for team meetings. This worked out so well that it became a permanent feature of the program and the team course was designed around the idea of having the teams participate both by individual schools and collectively. More focus was now given to team feedback.

An understanding of what was happening in Boston was developing through discussions with the teachers, administrators and U. Mass faculty. Many argued that poor teacher attitudes only resulted in poor student attitudes. Teachers began to look introspectively at their own careers and concerns. The schools started to reflect the low teacher morale and general instability as more and more schools experienced greater problems with students than before the layoffs. Team members reported that their schools had high rates of teacher absenteeism, staff isolation, increased apathy, and few teachers wanted or attempted any social contact within the school.

Teams were asked at these class meetings to brainstorm in an attempt to come up with ideas for combatting the problem of low morale. Each team met for about ten minutes and drew up lists of ideas. The first point dealt with the best and worst qualities to be found in teachers. Emanating from this brainstorming, discussions were held about the

changing opinion that non-educators had toward the value of the teaching profession leading teachers themselves to view their profession negatively which resulted in poor self images. Much of this was reflected in the uncertainty of the future, not knowing if the current conditions were only temporary in nature, or if future employment was also threatened.

On December 5, 1981, the mini-sabbatical was held with its theme centered around the educators' needs. The mini-sabbatical, held at Amherst, was open to all field-based students, not just those in the Boston Secondary Schools Project. This larger gathering provided a greater selection of seminar topics. The Friday night dinner warranted a guest speaker, State Representative James G. Collins, who spoke on the "State of Education in the Commonwealth."¹¹⁴

Seminars on this day included topics such as : "Conquering Burnout; What Happens When Judge Garrity Leaves Boston?; Strategies for Instructional Change; The Faculty/Administration Clash May be the Wrong Battle,"¹¹⁵ and others of equal interest to those present. Even the final address given by Professor Wagschal dealt with the concerns of the time: "Your Future in Education, Bleak, Dismal or Hopeless?"¹¹⁶

The spring semester of 1982 brought a change in the program's emphasis. Since enough had already been done to address the problem of teacher morale, it was decided it was time to return to the work of team building. Along with the changes in the program's emphasis came other subtle changes in the program itself.

Team emphasis returned to working toward measurable school improvement. Each team member was expected to submit papers "summarizing [their] particular role, contributions, successes and frustrations, with evidence, as a member of [a] team working toward school improvement."¹¹⁷ Each team was required to produce reports summarizing goals for the year, and activities they had undertaken. Each report had to be one that "emphasizes and documents with evidence specific school improvement accomplishments to date."¹¹⁸

Formerly the BSSP had placed great importance on headmasters/school administrators working as members of their school team; but this changed. There still was a belief in the importance of these administrators participating as team members, but teams were no longer required to have administrators as members. The program's direction changed toward "teachers, working with the support and direction of headmasters and principals, [to] define a school-based problem, research various solutions...and

develop a plan for school improvement."¹¹⁹ Headmasters and principals were seen as playing "a pivotal role"¹²⁰ to produce change, but it was left undefined how each headmaster/principal would accomplish this.

The mini-sabbatical held on May 21-22, 1982 changed in focus to assist the graduate students in their academic concerns. Once again this was open to all field-based students, complete with a dinner speaker, and multiple options for Saturday seminars. On Friday evening, the panel discussion topic was: "Education and the New Federalism: Impact of National Educational Trends."¹²¹ Saturday's seminars included: course meetings, four different faculty panels, BSSP faculty and advising, exploration and demonstration of the ERIC database, and introduction to the use of micromputers in the classroom.

Spring 1982 also brought changes in Chapter 636 proposals. Between 1980 and 1982, the BSSP had been funded to operate both the English High Teachers' Center and a city-wide staff development program, each operating as separate components of the program. Due to the new guidelines this had to change.

The BSSP staff received notification from the Boston Public Schools that first,

beginning with the 1982-83 school year each district, except District 8, will submit only one proposal. Second, district proposals should

be planned for a three year period, and grants will be made accordingly.¹²²

Now that these changes were effective, the Chapter 636 proposal submitted to the Massachusetts Department of Education had to be structured in a way that schools in different districts would still remain part of the program. English High School could no longer be considered as a separate component of the Boston Secondary Schools Project because it was in one school district, while all other schools represented in the program were in different districts.

The new guidelines restricted proposals to school districts and also required some very specific goals for each proposal. The intent of the Chapter 636 funds was now to be for "district projects developed in response to mandated system priorities."¹²³ Specifically this meant that 75% of the district funds had to be targeted for (a) programs and curriculum, (b) "the development of programs and curriculum materials to reduce the disparity in academic achievement among students."¹²⁴ More concern had to be devoted toward gifted and talented students, and what remained was left for staff development.

These guidelines clearly expressed the concern for magnet programs and innovative ideas. The involvement of parents and students in program choices had to be ensured

since the needs of the students were the key to future funding. Future programs needed to display a "capacity to respond to individual student differences, interests and abilities as well as to sustain comprehensive educational improvement on behalf of present and future students."¹²⁵

Only 40% of district funds under the new guidelines were allocated for collaborative programs if these programs were with "colleges, universities, cultural institutions and community and social agencies. [Also] collaborative programs will largely address system priorities."¹²⁶ Under these new guidelines it was unclear what priority would be given to staff development which was the essential element of the BSSP program. With all the funds directed toward school districts, the BSSP had only one option, making its request for Chapter 636 funds as District (Boston): Central.

Two Chapter 636 proposals were submitted to the Massachusetts Department of Education for Fiscal Year 83, one to continue the support of the English High Teachers' Center, and the other for continued support of staff development in the Boston secondary schools [See Appendix D]. The BSSP proposal continued to reflect the commitment to the development of school teams. They recognized that

Secondary schools in the city of Boston represent the primary clientele for the project. However other metropolitan area schools are participating and their involvement serves to constructively enrich the mix of ideas and potential networks between teams. Up

to five new secondary school teams in the metropolitan area are admitted to the project annually.¹²⁷

The secondary schools which participated in the BSSP for the fall of 1982 made up twenty-nine separate teams. Since the program was open to schools outside the city of Boston, enrollments rose [See Appendix F]. Additional teams were formed representing: Cambridge, Rindge and Latin High School; Weymouth Alternative High School; the Dover-Sherbourne Regional School System; Newton South High; Salem High School; Somerville High School; Taunton School System; and Newton Day Junior High School which joined the program the following school year.

What once existed as two separate teams, the University Faculty Team and the Headmasters/Principals Team, united into the Development Team. This team was

composed of headmasters, teachers, and university faculty, ...focusing on such issues as attendance, failure rates, school climate, curriculum, student achievement and staff morale.¹²⁸

The school teams, like always, were central to the project, with the Development Team's role being to assist the school teams in their attempts to tackle school improvement projects. The BSSP recognized that "secondary schools are the laboratories of the project."¹²⁹

The English High School's Chapter 636 proposal was directed to staff funding for a continued collaboration with

the University of Massachusetts. Under this proposal the Teachers' Center was renamed the Academic Service Center, but continued to offer the same services to the English High School faculty. The center's purpose was to

coordinate and direct the ongoing development and improvement of programs and activities designed to meet the teaching/learning needs of all students and teachers at English High. [And] to provide access to the resources of the University [and] to provide service to department heads and others in supervision and evaluation activities through the Academic Service Center.¹³⁰

The 1982 fall semester also brought changes in the administration of the Boston Secondary Schools Project. Dr. Richard J. Clark, Director of both EHSP and BSSP since 1976, stepped down to concentrate his time on other activities. He became Associate Dean for Program and Development, as well as Chairman of Education of the Coordinating Committee of the University of Massachusetts President. Dr. Atron Gentry, a Professor of Education at U. Mass, who had been involved with the program as a faculty member for many years was appointed Director of the BSSP. He has served in that capacity for the past eight years, bringing with him a vast knowledge of staff development needs.

By the spring of 1983 all reference to the role of headmasters in the program was conspicuously absent. The program was now clearly open to all teachers and administrators. As the spring 1983 program stated:

Elective courses are open to anyone who wishes to enroll. The degree program requires that a group of teachers and administrators from a particular school or in a related field commit themselves to work together as a team. They must commit themselves to the creation, design, development, implementation and evaluation of a plan for the school.¹³¹

This change in the admission requirements opened the program to educators who were not assigned to specific schools. Due to this change at least two non-school-based teams were developed: members of the Central Office of Professional Development for the Boston Public Schools and members of the District V Office, Boston Public Schools. Additional teams were formed in related fields and were grouped as: Middle School Coordinators, Middle School Study Project, Bilingual, Curriculum, and an Administrative Team.

Prior to the spring 1983 semester, graduate students had only one way to complete two courses each semester. Courses were offered only on alternate Mondays. For the 1983 spring semester, graduate students could enroll in two courses and meet on every other Monday with the courses given back-to-back. Normally the team course met between 3:00 P.M. and 5:30 P.M. and the second course met from 5:30 P.M. to 8:00 P.M. For many graduate students this was much more convenient since one needed to look for parking, which was a chronic problem, only once a week and more time could be spent on individual research.

The spring mini-sabbatical was held on May 6-7, 1983. This mini-sabbatical followed the structure of the previous mini-sabbaticals held at U. Mass-Amherst. The Friday dinner speaker was Robert Samples, a "consultant and lecturer in the field of personal and social transformation."¹³² The Saturday seminars included: Library Research Resources; Qualitative Research Methodologies; Computer Literacy on the Eve of 1984; the Comprehensive Examination; the Dissertation Process: An Oral Examination; and How to Use the Microcomputer for your Dissertation.

When the BSSP evaluation was completed in the spring of 1983, several important comments were made about the program. An important strength was that the

close collaboration between faculty, administration, and outside agents, focusing on individual school problems creates an atmosphere of trust in which school improvement can be achieved. The program is not theoretical, but aimed at educational practitioners who serve students on a daily basis.¹³³

The major weaknesses cited included:

The University must assume a greater proportion of the expense for program operation through 'in kind' contributions than is provided by the 636 budget allocations. The program is also growing rapidly and becoming more diverse, taxing the ability of the University to provide needed services.¹³⁴

The program grew to the extent that there were, by the spring of 1983, thirty-seven separate teams, with

enrollments on the rise again, yet the budget for the BSSP was less than half of what was needed (See Appendix D).

Although the BSSP staff wanted more financial and other types of university assistance, they were not discouraged with their accomplishments. They knew the program was working well and was worth the effort for continued university financial support. After two years of experience working with school-based teams the assumption was made that schools

while being different and individual, share common characteristics. The range, content and orientation of each school's improvement plan varies, but...our 'success record' has been extremely encouraging.¹³⁵

During the summer of 1983 three courses were offered (See Appendix C) at the University of Massachusetts building on Stuart Street in downtown Boston. Each course was designed to have the graduate student meet only a few times with the instructor, since the courses operated more as independent studies involving direct research and the completion of a paper reflecting that research.

The seven BSSP courses offered in the fall of 1983 followed the spring 1983 model of back-to-back courses on alternate Mondays. One course, considered the BSSP team course, was required of all degree students while the six other courses alternated with the team course. All BSSP

graduate students were expected to take at least two courses each semester and were expected to attend the mini-sabbatical. These requirements remained in effect as long as the program continued to receive funding under Chapter 636.

Team reports were the focal point of the semester's work. Final project outlines required that

each team...submit a written final project report and be prepared to give an oral overview of the entire semester's work with an emphasis on the key urban education issues that are enabling and hindering the key results. Each individual is expected, as well, to submit a summary of their semester's role in school improvement.¹³⁶

The continued need to provide written reports to the BSSP faculty was due to the major conception of the program that

while every school may share some common characteristics, each school is different and individual. Therefore each school chooses its own problem to address. The activities they opt for range in sophistication and impact.¹³⁷

Because there was no longer an external evaluator, the evaluation process was done by an internal team. Their goals were to provide " [a] review of their peers, examination of a final product by the Headmaster/Principal, and scrutiny by a University of Massachusetts faculty committee".¹³⁸

Headmasters/Principals were still given power in evaluating teams when it was applicable but not every team worked with an administrator and some teams were representative of district offices or central staff personnel only.

The fall mini-sabbatical, held on October 28-29, 1983, emphasized the future of education. On Friday night the welcoming address speaker was Professor Harvey Scribner who spoke on "Restructure/Reform...the Time Has Come."¹³⁹ The keynote speaker was James G. Collins, State Representative and Co-Chairman of the Joint Committee on Education of the Massachusetts General Court. His address was titled: "Evaluating Public Education in the Commonwealth."¹⁴⁰ Saturday's seminars dealt mostly with the usual: preparing to write the dissertation, preparing for the comprehensive exams, and conducting effective research. Two additional seminars focused on: "'Tracking the Impact of Computers on Schools and Society' and 'Career Renewal: Points for Considering Professional Change'."¹⁴¹

In the spring of 1984, Dr. Atron Gentry, the BSSP Director took a one year sabbatical. Dr. Kenneth Parker was appointed interim director of the BSSP. At the same time Dr. Philip Stec resigned as the On-Site Director of the BSSP effective at the end of the fall 1983 semester.

Dr. Gentry stated that Dr. Stec left the program because "he had been here for a long time and did a good job and he went on for a better job."¹⁴² A search committee was formed to select a replacement for Dr. Stec. This committee, consisting of Robert Maloy, Kenneth Parker, Robert Peterkin

and Richard Clark, selected Dr. Susan E. Campbell as the On-Site Director of the Boston Secondary Schools Project. Dr. Campbell was chosen because she had "teaching experience at the high school and university level, administrative experience in running research projects, and international conferences."¹⁴³

By the spring of 1984 increased enrollment made it necessary to break the groups up during the team course. Three team groupings were formed so the "teams [could] meet in groups relative to the length of time they have been working in the BSSP."¹⁴⁴ The teams met in three separate rooms and separated into: Beginning teams (1-3 semesters in program) to report on each team's progress on tasks they had set for semester goals; Intermediate Teams (2-5 semesters in program) to discuss educational planning; and Advanced Teams (4-7 semesters in program) to draft Writing and Documentation.¹⁴⁵

On several occasions during the team course the large group was broken up into five different sub-groups based on five specific school interests. These major areas of concern and the teams assigned to report on these five topics were:

Student Motivation and
Performance

Michelangelo
Cleveland
East Boston
House D/Cambridge Rindge
and Latin (CRLS)

Curriculum Development
and Change/Subject
Matter Enrichment

Cambridge Fundamental
Jeremiah E. Burke
Jamaica Plain
District V (BPS)
Middle School
Cambridge SPED (CRLS)

School Environment/
Climate

Boston Technical High
Barnes Middle School
Somerville Schools
Hyde Park High
Dorchester High
Weymouth Schools

Role of Teachers

Umana High School
Professional Development
Roosevelt Middle School
Mackey Middle School

Parents/Families
Communication

Salem Schools
Internal/External
Cambridge High

Interspersed with these team meetings, held in separate classrooms, were general meetings held in Room 222, a large classroom/lecture hall that could accommodate all BSSP participants. Typically these meetings were lectures or discussions such as "'reform' reports and the needs/task of urban schools in the current reform movement."¹⁴⁶

The mini-sabbatical held on May 4-5, 1984 was a joint conference including both the BSSP and the Boston Higher Education Program. Dr. Mario Fantini, Dean of the School of Education gave the opening address titled "Excellence and School Reform."¹⁴⁷ At dinner on Friday, May 4, the keynote speaker was former University of Massachusetts President, Dr. Robert C. Wood, Professor of Democratic Institutions and

Social Order, Wesleyan University. His topic was "Politics and Educational Reform in Massachusetts: The Case of H.B. 5000."¹⁴⁸ A panel of distinguished guests responded to his remarks including the Honorable Gerard D'Amico, State Senator, Co-Chairman, Joint Committee on Education of the Massachusetts General Court and the Honorable James G. Collins, State Representative, Co-Chairman, Joint Committee on Education of the Massachusetts General Court.¹⁴⁹

The Saturday seminars given on May 5th were almost entirely devoted to graduate students' concerns to completing degree requirements. The exceptions included:

'Women in Management: Where We Are and Where We're Going', given by Professor Irene Carew; 'Beyond 1984, A Forecast on the Educational Marketplace', by Professor Peter Wagschal; and 'Utilizing One's Own Resources in Professional Life', conducted by Professor Doris Shallcross.¹⁵⁰

After a midday meal provided at the School of Education, the program was devoted to class meetings. Students met with specific team advisors, or professors in various classrooms throughout Furcolo Hall.

During the summer semester of 1984 courses were again offered at the BSSP University of Massachusetts site on Stuart Street. Three courses were available dealing with business, curriculum, and computers with an opportunity to conduct independent studies if so desired. Many BSSP members availed themselves of this opportunity to obtain additional

graduate credits during their summer vacation. Others preferred to take courses directly at the University of Mass. campus or at other area colleges. Except for the C.A.G.S. program, credits taken from schools outside the School of Education are applicable to the degree program on which the candidate is working.

September 1984 commenced the last year of the three year Chapter 636 budget for the Boston Secondary Schools Project. The goals and activities of the program retained the same basic structure as in the prior two years. Emphasis was still focused on directing program efforts to the improvement of staff development and the activities of the various teams. Also work continued on the planning and development of the school/university improvement project. At this point there were twenty-three teams and one hundred and thirty-eight graduate students in the program.

There was an unexpected change in the BSSP staff when Dr. Susan Campbell, On-Site Director of the BSSP resigned to accept a fellowship with the Agency for International Development. This was "a once-in-a-lifetime chance to tour the world and work in areas that she is particularly interested in."¹⁵¹ Replacing Dr. Campbell as Acting On-Site Director for the BSSP was John Fischetti.¹⁵²

Based on their experiences of the two prior years, the BSSP staff realized that graduate students working as team members "may have developed individual topic areas unrelated to the team focus."¹⁵³ Therefore to meet the needs of these students during this semester, based on "in-house Project reviews and comments,...each student [would identify] areas of study which interest[ed] them and which relate[d] to and complement[ed] team school improvement agendas."¹⁵⁴ In this way an individual could conduct research that was of benefit to himself/herself in obtaining an advanced degree and still provide assistance toward school improvement projects.

During the 1984-85 school year a University faculty facilitator was assigned to each BSSP team. The facilitator's function was to give

assistance in team building and planning improvement agendas as needed. In addition, teams [took] a 'team course' structured around six major learning modules designed to help teams move from ideas to action effecting school improvement.¹⁵⁵

In the fall of 1984 the first three modules included:

"Organizational Analysis, Conceptualization/Planning, [and] Change Strategies," and in the Spring semester included "Implementation, Process Evaluation/Problem Solving, and Documentation/Presentation/Publication."¹⁵⁶ An additional six elective courses were offered each semester designed to focus in on the interest of the graduate students.

To improve communication among students, faculty, and BSSP staff, a weekly newsletter, the BSSProjection was issued. Editions of the newsletter were available weekly at each team course meeting. Not only did the newsletter serve the BSSP staff well by permitting them to provide announcements of program activities but it also served other useful functions. Regular features included announcements of the time and location of individuals' comprehensive exams, educational conferences held in the area, advanced study programs and fellowships, announcements of dissertation proposals, reference to important new educational studies, and listings of degree recipients.

The mini-sabbatical for the fall of 1984 included members from three off-campus graduate programs, the BSSP, the Boston Higher Education Program, and the Roosevelt Project. Professor Gerald Unks from the University of North Carolina at Chapel Hill, and editor of The High School Journal, was the keynote speaker on Friday, November 16, 1984. His topic was "Back to Basics: But Back to WHAT Basics?"¹⁵⁷ On Saturday, November 17th, all seminar sessions designed to encompass topics of interest to all those present ran concurrently. Included as topics were: "Interorganizational Development: Relationships Among Public Sector and Private Sector; Special Education: Prospectus for

the 80's; Workshop on Women's Issues in Higher Education; and Public School Finance Reform in Massachusetts: H.R. 5704 in November 1984."¹⁵⁸

Starting February 4, 1985 the BSSP began the second series of three modules designed to help the teams move from concepts to concrete school improvements. A great deal of the team course time involved understanding all aspects of change strategies, such as, problem solving, developing educational vision, teacher commitment and teacher performance. The intent was to convey an understanding of the importance of team effort and the process by which team members make changes happen.

On Monday, February 11, 1985, Dr. Harvey Scribner, former BSSP Director, presented his educational philosophy at one of the team course meetings. His philosophy deals with how best to implement changes in secondary education, the importance in believing in change, and how this must become part of the thinking process of the change agents. A comparison was made between schools and a sleeping giant, like the giant there is no telling what schools can do once they wake up.

Additional team course classes dealt with important school team concerns. Some of these concerns were: educational innovation, the measurement of change, and the

development of needs assessments. There was even time for an unscheduled guest appearance and lecture from the Honorable William Bulger, President of the Senate, General Court of the Commonwealth of Massachusetts. His talk zeroed in on constitutional amendments that allow for state aid to non-public schools.

The spring mini-sabbatical took place on May 3-4, 1985. This mini-sabbatical was patterned on the previous one with Saturday sessions which ran concurrently and offered such topics as :

- International Opportunities in Education
- Introduction to In-Depth Phenomenological Interviewing
- Graphing Equations with Microcomputers for Education
- Choice Making Through Values Clarification
- Research Methodologies in Education
- Panel Discussion: Focusing on Procedures and Strategies for Completion of Form II, Comprehensive Exams, and Dissertation
- Panel Discussion: Future Directions for Collaboration Between Education and Human Service Agencies¹⁵⁹

This was also the semester that each BSSP student was asked to help in the effort to develop a clearer idea of the direction the program should take. Professor Frank N. Rife, the BSSP consultant and John C. Fischetti, BSSP On-Site Director, sent every BSSP member a "Proposed Model for BSSP Interactive Research Projects."¹⁶⁰ Some of the characteristics presented in the proposal were: concerns with contemporary schooling, encouraging collective problem solving, "its' priority is on obtaining scientifically

gathered information which focuses on specific educational problems, [and] its' principle advantage is that it provides the practitioner with objective, systematic techniques for solving problems."¹⁶¹ The stated benefits for teachers included: greater stimulation about teaching, as a tool systematic research's efficiency for self-connecting problems, improved confidence, professional recognition, and increased zest for the work.¹⁶² For the faculty the proposed model was viewed as a chance for them to conduct "field-based applied research, research that makes a difference."¹⁶³ They anticipated a chance to publish which could be used as a tool of professional renewal, and, "for BSSP faculty, it may fulfill one of the reasons to be associated with BSSP."¹⁶⁴ Even the schools were expected to benefit from the research since they would have a faculty with improved educational understanding and documented changes within these schools. Data collected from the accompanying three page questionnaire was used by Dr. Rife to evaluate the BSSP and student input of the appropriateness of the proposed model for interactive research.

The 1985 spring semester marked one of the most significant changes to affect the Boston Secondary Schools Project. At a time when the program had over one hundred members in forty separate teams, with many of these teams

showing significant educational changes in their schools, the BSSP funding was unexpectedly terminated. This was the last fiscal year for the program to receive Chapter 636 funds approved by the City of Boston and the Massachusetts Department of Education. In an attempt to understand why funding was terminated, the various evolutionary changes of the BSSP will be presented as well as an analysis of the past and future impact of these changes.

Evolutionary Changes in the BSSP

When the University of Massachusetts first began to work directly with English High School in the fall of 1975, there were a small number of participants in the program. Considered to be a three year pilot project, it was only expected to provide some staff development courses and guidance to school staff, while they developed alternative programs for their newly reorganized magnet school. This English High School Project (EHSP) developed differently from other graduate programs, becoming an indispensable component of the school's attempt to initiate change. At the end of the three year contract period English High faculty members petitioned the School of Education at Amherst to extend the longevity of the program. Once the approval for continuance came, enrollments nearly doubled in less than one year.

During the period between the fall of 1975 and the spring of 1980, the EHSP successfully expanded its services for the English High faculty. Through the work of the Teachers' Center innovative programs were offered to the student body of the school as well as offering graduate programs to all school staff. Participants in the program had the option to enroll as full-time graduate students with the University of Massachusetts, or to take graduate level courses, receive academic credit, and retain non-degree status. For the English High School faculty the program was popular since it was flexible in offering degree or non-degree status. The Teachers' Center, operated by both English High and the University staff, became the focal point of educational interaction within the school. The assistance provided by the Center was indispensable in the development of alternative programs at English High.

Graduate level courses provided through the program to school faculty may have been the most attractive aspect of the project. Educators at the school were provided with an opportunity to obtain graduate credits as well as obtain advanced degrees from an important university, and do all this without leaving the building in which they worked. Each educator viewed the value of the program from individual perspectives.

For those involved in obtaining an advanced degree, taking the courses was essential. Some participants were involved with the newly developed alternative programs, finding these courses best designed to meet their needs. Most of these teachers enrolled as graduate students, while others retained non-degree status. For those teachers retaining their non-degree status the program provided an opportunity to obtain graduate credits that were applied to advancement on the pay scale. The fact that the university was coming to them was too good to pass up.

When the decision was made to open the program to other secondary schools in Boston, the impact of this decision on the English High participants was irreversible. In the spring of 1979, the EHSP had over one hundred two participating teachers and administrators. Eighty-five of these educators were on the staff of English High and an additional seven teachers were non-degree participants from Madison Park High. The spring 1980 enrollment had declined somewhat but was still impressive, seventy from English High, three from Madison Park High and one from Boston Latin School.

Starting in the fall of 1980, the graduate courses were no longer offered at English High School, but were given at a more centrally located site at the University of

Massachusetts on Stuart Street. At this point the Boston Secondary Schools Project (BSSP) began as a separate component of the University of Massachusetts partnership with the City of Boston schools. Operating under a separate component, the English High Teachers' Center was still funded as part of the collaboration. Because of this change English High School participation was drastically altered.

Out of the seventy English High participants in the program only nine remained, although an additional three joined as new members, leaving a representation of only 6.39% from the original group. With the loss of so many, even with the addition of new participants from other schools, the BSSP had fewer enrolled in the program for the fall of 1980 than in the spring of the same year. Opening the program to other schools was designed to expand the enrollment, not see it decline. Relocating graduate courses to Stuart Street was obviously unpopular with faculty members at English High School. With the loss of so many from that school the Teachers' Center eventually was dismantled.

The refusal of so many to continue in the program at this time had a great deal to do with perceptions of the English High faculty. First there was the question of having to take all graduate courses at the Stuart Street site,

English High was easier and less stressful because

of the fact that by the time you got to the Stuart Street building--you're talking about one hour and a half to get parked and back--you're talking about three hours longer in each day.¹⁶⁵

Classes held at English High began only a short time after students left for the day. Having classes there "was a lot less stressful, you just went and it would just roll."¹⁶⁶ For those who did decide to remain in the program continuing meant that they "had to fight traffic, had to park there, you got tickets..., they never fixed the elevator and then you would get there and they would switch the room."¹⁶⁷

The movement of all courses to the Stuart Street site was not anticipated by the English High participants. The collaborative began at their school, was designed to meet the needs of that institution, and there was a camaraderie there that would not be duplicated in the BSSP. Some at English High "figured that the program was betrayed,"¹⁶⁸ because it was initially formed to serve the needs of English High School not the other schools of the City of Boston. For five years the faculty had been closely involved with the collaborative and they were not involved in the decision to move to Stuart Street or to open the program to other schools.

After surviving the impact of the reorganization in the fall of 1980, the BSSP was able to develop enough interest city-wide to have double the enrollment by the spring of

1981. Just when the program was beginning to grow again, the Boston Public Schools had a massive layoff of tenured teachers. Virtually every team in the BSSP was affected by this massive layoff. Over three-fourths of those participating in the spring of 1981 would not be present in the fall semester. For the second time the program experienced a great loss in membership. After a full year of reorganization and training, the university staff was forced to start all over again in the fall of 1981.

Between the fall of 1981 and the spring of 1985 the BSSP grew in numbers, establishing a workable team-based system of school change, and more graduates obtained advanced degrees through the program. The BSSP had become an important link between the University and the schools for the realization of educational innovation. The program received national recognition, attracting the attention of prominent educators who came as guest speakers, and interest in the program reached beyond the confines of the City of Boston. Yet in the spring of 1985, while the program was an unquestionable success, funding for the Boston Secondary Schools Project abruptly ended.

A proposal for funding the BSSP out of Chapter 636 funds was submitted to the Boston Public Schools June 5, 1985. The FY86 Block Grant Proposal was for the BSSP to

"provide continuing professional development for teachers and administrators in the Boston Public Schools."¹⁶⁹ This included twenty Boston Public Schools and three administrative groups of the Boston Public Schools. Activities planned for FY86 included "School-Based University Assisted Teams, Staff Development Inservice Teacher Education Workshops and Planning and Development of School/University Improvement Projects."¹⁷⁰

The proposed budget to cover a period of nine months, from September 1985 to the end of May 1986, was rejected by the City of Boston. The rejection was never explained by the central offices of the Boston Public Schools. A second proposal for a reduced amount was awarded for the period from February 1986 to the end of June 1986. This second revised budget was signed by the Assistant Treasurer for the City on June 26, 1986, and the City Business Manager on July 1, 1986, but was never signed by the City Auditor. The document was returned to the BSSP by the University of Massachusetts, Accounting Department, with the notation: "award executed 6/26/86 but note Auditor has not signed for available funds--returned to sponsor."¹⁷¹

No information was provided by the City of Boston to explain why the funding was terminated. When the Director of the BSSP was asked to provide some insight regarding why

this occurred, his response was "Politics." It was his view that the source of the politics "was from various schools and people that were getting 636 funding and we [the BSSP] were outside of [Route] 495."¹⁷² Unfortunately for the BSSP, Dr. Robert Peterkin, who had been both an Adjunct Professor in the program and a Deputy Superintendent of the Boston Public Schools took the position as Superintendent of Schools for Cambridge, Massachusetts. His transfer to Cambridge left the BSSP with no high ranking official in the Boston Public Schools System to act as a program advocate.

While discussion were being conducted between the BSSP and the City of Boston regarding the funding problem, the 1985 fall semester began as if funding would become available. The sole difficulty was that there were no funds to pay for the On-Site Director or the Administrative Assistant. University of Massachusetts faculty members travelled between Amherst and Boston at their own expense. Except for office space and some office supplies, little was provided by the University. In time only the BSSP Director, Dr. Atron Gentry, with the assistance of Dr. Mohammad Zaimaron, would be available in the Boston BSSP office on a weekly basis to assist graduate students.

Courses offered in the fall of 1985 varied little from previous semesters. The weekly Monday night team course

continued with three subject courses once again offered back-to-back with the team course. Three additional courses were available on Tuesday, Wednesday, and Thursday with the team course once again broken into three separate sections.

One of the semester highlights was the presentation given by a Boston School Committee member. On October 7, 1985, Committeeman Daniel Burke, a district representative to the Committee from Dorchester, spoke about the School Department Budget. As Chairman of the Sub-Committee on Budget, he was extremely knowledgeable about Boston Public School funding. Committeeman Burke eloquently expressed his commitment to program budgetting, school-based management, and praised the experience of Dr. Laval Wilson, newly appointed Superintendent of the Boston Public Schools, in understanding the importance of realistic budgetting. Daniel Burke indicated that it was directly due to Dr. Wilson's skill in school budgetting, something that Mr. Burke believed was Dr. Wilson's strong point, that he had provided support for Dr. Wilson's nomination as Superintendent of the Boston Public Schools.¹⁷³ Ironically, four years later, Daniel Burke as Chairman of the Boston School Committee, would be working to remove Dr. Wilson from his position as Superintendent because of alleged failure to manage the School Department budget effectively.

This fall semester also saw a change in the way teams would prepare the end of term team project reports. It was required that team members keep accurate records of all activities, since each team member was required to maintain his/her own portfolio which would be "an alternative way of maintaining records for evaluation [and would] include any material indicating work performed and learning gained related to the course."¹⁷⁴ Every individual team member was also expected to submit to the BSSP Director

a 5-10 page paper, including bibliography, which critically reports and analyzes...contributions to school improvement goals...and which demonstrates [an] awareness and use of related recent research in this effort.¹⁷⁵

By keeping individual portfolios, teams were better able to provide more comprehensive reports of team activities.

The fall mini-sabbatical was held at the University Campus Center on November 8-9, 1985. The program was once again designed to focus on the needs of various off-campus programs. Present for this conference were graduate students and University faculty representing four different off-campus programs. These included: the Boston Higher Education Program, the Bridgewater Project, the BSSP, and the Roosevelt Project.

The theme for this mini-sabbatical was "Excellence in Education."¹⁷⁶ The keynote speaker at the Friday night dinner

was Dr. Patricia Crosson, Associate Professor of Higher Education, University of Pittsburgh, whose topic was "Efforts Toward Educational Reform: What Post Secondary Education Can and Cannot Do."¹⁷⁷ Throughout the day on Saturday, November 9th, numerous concurrent sessions were provided including: panel discussions on graduate education; presentations on school reform; information on comprehensive exams and the dissertation process; and various seminars dealing with maintaining excellence in education. The luncheon speaker was Dr. Horace C. Boyer, Associate Professor of the Music Department and Curator to the Smithsonian Institute, who provided a fascinating look into "Musical Lecture: Old Ship of Zion: Afro-American Gospel Music."¹⁷⁸

Without the usual stipends given to the Boston Secondary Schools Project faculty members to defray the expense of travelling from Amherst to Boston and back, each individual travelled the one-hundred eighty mile round trip at their own expense. To lessen the burden for these professors, including the BSSP Director and eight others who were actively involved in the spring of 1986, only three courses were offered in addition to the usual team course. Two of these courses were offered in Boston on Tuesdays and one on Thursdays. As a way to allow graduate students to

obtain needed credits, three independent study practicums were offered as well. Each practicum was matched with one of the three additional courses given in Boston. Practicums offered as individual study courses reduced the number of University of Massachusetts professors required to travel to Boston weekly.

At the start of the team course all BSSP participants were given an opportunity to continue with teams representing schools or to assist in the evolution of an existing Boston Public School alternative program. Only three schools continued to maintain a school-based team: English High, Jeremiah E. Burke High, and the Curley Middle School. Remaining participants of the BSSP worked with the Boston Public School alternative program known as Boston Prep. Twenty-two graduate students in the BSSP worked directly with the Boston Prep faculty, and all classes were held at Madison Park High School where the alternative program operated. This was a pilot program with the Boston Prep alternative program operating as the learning site for the BSSP graduate students. It was hoped that if this program was successful, future projects of this nature could be developed for each semester.

Based on the needs of the Boston Prep, BSSP, and individual interests, six areas were selected for

evaluation: Administration, Public Relations and Recruitment, Curriculum Development, Instruction and Delivery of Services, Guidance and Counselling, and Support Services. Each team provided key results plans, a team report, and an oral presentation of their findings.¹⁷⁹ Working directly with an educational program in the Boston Public Schools provided a rare opportunity for all graduate students to experience the role of consultants. All the records, course materials, financial statements, and even the students, were available to help in the evaluation. Reports provided by the teams were extensive and reflected the broad knowledge in education of team members. The Boston Prep faculty utilized these reports to prepare documentation of the alternative program's effectiveness and importance to the Boston School System. This documentation proved to be helpful in the program's retention in the ensuing years. Even without FY86 Chapter 636 funds, the BSSP was still an active program for school improvement in the 1985-86 school year.

The continued lack of funding for the BSSP and subsequent reduction in program staff began to have its impact on the planning and direction of the project. The Monday night team course was offered in the fall of 1986, but by that time only remnants of school-based teams

existed. The requirement of having a team structure was no longer mandated. Participation in the team course was down, with only thirty out of one hundred seventeen graduate students enrolled in the team course. This was in stark contrast to the previous semesters during which every graduate student was required to take the team course until completing the comprehensive exams.

The team course now broke the class up into five separate groups. Each group was expected to work as a team to develop ideas for alternative programs dealing with the problems of secondary education. Because each team was made up of educators from different schools, both inside and outside the City of Boston, all team meetings were held during the Monday night team course. The five groups concentrated on different areas of concern: administrative issues, instructional methods, staff development, the effective classroom, and advancement through proficiency.

The concept was for each group to conduct research into each area to look at both traditional and non-traditional models of change strategies. Groups discussed various views of what should be done, narrowed these down to a few topics, and in time, settled on one overall concern that was of mutual interest to team members regardless of which school system they represented.

The planning for the semester mini-sabbatical was left to the graduate students to organize. Dr. Atron Gentry presented the team class with the idea of having an agenda and planning developed by the students, suggesting the formation of a graduate committee to do this planning. The suggestion met with little enthusiasm with no one expressing a desire to start a planning committee. Therefore, all questions of dates, agenda or theme, speakers, etc. were left undefined. Further action was not taken and the fall 1986 mini-sabbatical never took place. Without the On-Site staff, the coordination of such a program was too much for the Director to handle alone.

During the spring 1987 semester only five courses were given, two on alternate Mondays, the first 3-5:30 P.M. and the second 6-8:30 P.M. Three other courses were given on alternate Tuesdays, Wednesdays, and Thursdays. Only eight faculty members were available to provide instruction. These included the BSSP Director, Dr. Atron Gentry, and his assistant, Dr. M. Zaimaron. In this semester all references to the team requirements, which had previously been considered a vital part of the BSSP, were eliminated.

After operating the project without outside funds for three semesters, the likelihood of finding external funding was no longer considered. Unexpectedly the possibilities of

re-funding under Chapter 636 were resurrected in the spring of 1987. Early in February 1987, Dr. Rudolph F. Crew, the Deputy Superintendent/Curriculum and Instruction, for the Boston Public Schools arrived at the Amherst campus, met faculty members of the School of Education, and presented a proposal for the School of Education to work with the Boston Public Schools to develop a new staff development program. Because of Dr. Crew's unusual action in initiating a collaborative program proposal, Dr. Atron Gentry submitted to the Boston Public Schools on April 15, 1987, a BSSP proposal entitled: "Boston Staff Development Project."¹⁸⁰ This document was submitted to the Office of Curriculum and Instruction, Boston Public Schools, for consideration. The time period for this proposal was from April 15, 1987 through June 30, 1987.

Late in June of 1987 the Boston Secondary Schools Project office received a letter from the Director of the Office of Grant and Contract Administration (OGCA), with the submitted proposal enclosed. Accompanying the OGCA letter was a copy of one they had received from the School Committee of the City of Boston, Office of the Business Manager, explaining that the proposal was being returned and had not been submitted. The Business Office said the proposal was received on time, but stated that "this

proposal, due to our Senior Coordinator was never submitted to the State Department of Education for approval. Therefore it is now too late to be considered for approval."¹⁸¹ The Business Office did not explain why this proposal, received by them on time, on May 12, 1987 was not submitted to the State Department of Education, and in light of the previous rejection, it was clear to the BSSP office that the Boston Public Schools had no intention of funding any future BSSP proposals under Chapter 636. All further attempts to acquire funding through the City of Boston were dropped.

Rather than the traditional mini-sabbatical for the spring of 1987, the BSSP joined with the Graduate Student Assembly (G.S.A.) to conduct collaboratively a two day program. The G.S.A. conducted a full one day "Peer Counselling Workshop"¹⁸² on May 8, 1987. This workshop was organized to provide information needed by graduate students to complete degree requirements. Included in this all-day program were workshops on: the Master and Doctoral Degree forms, with strategies for meeting the requirements of each; the governance and structure of the School of Education; research methodology; properly designed dissertation proposals, and the writing of dissertations; and grant writing as well as fund raising techniques.

Friday evening a joint BSSP and G.S.A. dinner was held in the Campus Center. The speaker was Dr. Richard D. O'Brien, Executive Vice Chancellor and Provost for the University of Massachusetts at Amherst. Dr. O'Brien's comments dealt with the future of all off-campus programs. His statements reflected the recommendations of the Student Enrollment Task Force report which was part of an overall study by the School of Education dealing with "some issues that concerned him and the Board of Regents."¹⁸³ The Task Force recommendations for all off-campus programs included the following:

It suggested that concentrations 'reconsider their support [of these programs], including the possibility of reducing or phasing out the off-campus efforts.' It strongly recommended not allowing such programs to continue based so far from campus.¹⁸⁴

On May 9, 1987 BSSP graduate students met collectively to discuss the ramifications of Dr. O'Brien's comments on Friday night. The consensus was that the BSSP's future was in doubt, because it was one of those programs far from the Amherst campus. A letter was drafted by a committee representing the BSSP graduate students. The letter was addressed to Dr. Joseph Duffy, Chancellor of the University of Massachusetts and signed by the BSSP graduate students. This letter expressed the graduate students' concerns relative to Dr. O'Brien's comments regarding the program's

future. After explaining the merits of the BSSP the letter stated:

The implication that this program is in jeopardy in the Boston area is of great concern to us and we would appreciate an opportunity for a small representative group to discuss these important issues.¹⁸⁵

The Chancellor requested that Dr. O'Brien respond to the letter but did not schedule a meeting with the representatives of the BSSP Student Committee.

Dr. O'Brien's letter clearly stated his position regarding the future of these off-campus programs. In reference to the BSSP which was perceived by the graduate students as being in jeopardy of termination, he stated:

Let me assure you that there is no jeopardy; we have no intention of suddenly dropping the BSSP. However, following our own analysis of the tremendous overloading of the School of Education with graduate students; and the recommendations of the Regent's State-Wide Review of Education and the interest of the University of Massachusetts in Boston in building their education program, we hoped that we may be able to transfer the responsibility for BSSP to the Boston branch of our university. This will be done if it is clear that the new arrangements will be as effective as those which you describe in your letter as being true for current arrangements.¹⁸⁶

Dr. O'Brien's comments on the future of the BSSP clearly indicated that a process of phasing-down was just beginning. The proposed reduction of the University's commitments to the BSSP not only concerned the graduate students but also the BSSP Director, Dr. Atron Gentry, who

believed that

the U.Mass/Amherst should operate in Boston because 75% of the population lives within the Boston area. Not all [BSSP] students come from Boston but come from outlying schools. It is also the largest program, the most important program the University of Massachusetts-Amherst has involved with service to the community.¹⁸⁷

As part of this phasing-down process the BSSP graduate students discussed how to extend the time spent on the Amherst campus each semester, since this was the Provost's concern. In lieu of one mini-sabbatical in the fall of 1987, it was agreed that 50% of class time would be spent in Boston and 50% at Amherst. Therefore, the academic calendar for the fall 1987 semester scheduled three class sessions in Boston and three at Amherst. The Amherst sessions were scaled down versions of the mini-sabbatical. With the new requirement for BSSP graduate students to attend three sessions at Amherst, fifteen students dropped out of the program lowering the participation from one hundred thirty graduate students enrolled in the spring of 1987 to one hundred fifteen in the fall.

Since there was a possibility that the Boston Secondary Schools Project would cease to exist, fewer educators in the Boston area sought to enroll in the program. Too many issues were left undefined, and unanswered regarding how long the program would continue in Boston. The program was still

unfunded, lacked any on-site staff, and was in a phasing-down mode. Graduate enrollments in the program continued to decline in the spring of 1988, although some gain was made in the fall semester. Between the fall of 1988 and the spring of 1990 the total enrollment in the BSSP slowly declined.

By the Provost's order, Dr. Atron Gentry stopped all future enrollments in the BSSP starting in the spring of 1989. As graduate students obtained degrees or left the program the number of participants declined and will continue to do so [see Appendix H]. How long this process will take, before the program is completely shut down remains unanswerable. Decisions on when the program will end have not been publicly stated by either the Provost or the Dean of the School of Education.

According to Dr. Gentry, as the student population declines all University of Massachusetts-Amherst staff are "supposed to move back"¹⁸⁸ to the campus. Dr. Gentry has been under pressure each semester to "come up with a protective budget."¹⁸⁹ This budget needs to reflect how many people he expects to remain in the program, and to explain how this number of participants justifies the continuance of the program:

If we don't have enough students we'll have to phase down. As it is now it is supposed to be closing down, closing down based on attrition.

Again nobody is involved in planning, nobody knows more than what I tell them.¹⁹⁰

Neither the Provost nor the Dean of the School of Education have stated what the definitive minimum number of graduate students in the BSSP should be as an indicator that the program should close down. Without a definitive decision being made to close down the Boston Secondary Schools Project as an off-campus program, the graduate students continue to keep up with their commitment to the program. They remain determined to continue on as if the program will not be phased-out.

Impact of the Program on the Boston Public Schools

While the Boston Secondary Schools Project may currently be threatened with the possibility of a phaseout of the program, this will not negate the numerous achievements of its participants who worked collectively within school improvement teams. During a six year period, beginning in the fall of 1980 and ending in the spring of 1986, every graduate student in the BSSP was intensely involved with activities designed to improve secondary education in Boston. As the University of Massachusetts collaborative with Boston began its reorganization in the fall of 1980, it kept as a central objective the effective change of schools through the efforts of those who were the practitioners within the school system. Every aspect of the

program was concentrated on the preparation of these educators to utilize teams within the schools to achieve desired goals.

Based on extensive research that showed that the principal/headmaster was the most effective change agent in any school, every school requesting to participate in the BSSP was required to have active participation by the chief administrator who functioned as team leader. Each team, while led by the principal/headmaster, was also expected to work on some type of change strategy unique to its school. During the two semesters of each school year, teams provided both tentative plans and completed reports on their activities as an integral part of the team work. BSSP staff worked directly with each team providing guidance and support, while the educators in the schools worked progressively toward pre-determined goals.

Courses taken at the Stuart Street site of the University of Massachusetts-Boston provided the training needed to handle the difficulties encountered by teams seeking change. These courses benefitted each individual by focusing on how to develop productive teams. They not only helped each student to understand the complexities of effective teamwork, but also prepared them to comprehend the research skills necessary for the completion of graduate

studies. The uniqueness of the program was that it encompassed a dual function, the interaction of teachers and administrators working as a team seeking school improvements, and the academic advancement of individual team members.

The establishment of an improvement team in the BSSP, although requiring the initial active involvement of administrators, did not necessitate continuance based on the retention of administrators as team members. Once a graduate student is enrolled with the University of Massachusetts and meet all Graduate School requirements, they cannot be dropped without justifiable cause. Lack of administrative inclusion as team members cannot and has never been justification to jeopardize graduate student status. Therefore, except for the first year of the BSSP, the ratio between teams with administrators and those without declined as principals and administrators, for personal reasons, left the program [See Appendix I].

When the team concept was first established, each team represented a specific school. This structure did not always meet the needs of individuals or groups seeking admission to the program. To accommodate them, other team structures were developed to gather together those who had mutual concerns and interests not specific to a particular school site.

Cambridge Rindge and Latin School (CRLS) was structured under a 'house' system, each structured to operate with a specific theme and separate administration, For them one team representing the entire school was unworkable. For five years CRLS did maintain a school-site team of a few individuals concerned with school-wide problems. Others at the school preferred to develop separate teams representing different 'houses' at the school. Additional teams from Cambridge Rindge and Latin included: the Fundamental Team, Cambridge SPED, House C, and House D.

Various teams were developed for those desiring to form teams based on their professional disciplines. The teams included: the Middle School Study Project, Bilingual, Curriculum, and Middle School Coordinators. A few participants in the BSSP were not affiliated with specific schools. Representative of this group was a team from the Dover-Sherborne Regional School System, the Central Office of Professional Development (Boston Public Schools), and members of the administrative staff from the District V office of the Boston Public Schools.

As enrollment of the graduate students in the program fluctuated, it became necessary to consolidate some teams. Rather than have teams with fewer than six representatives, two or three were merged into one large team. First the

Taunton team was united with educators from the South Shore communities in the Boston Metropolitan Area, and later the Trotter Elementary School (Boston Public) was added to the team. Three middle schools in Boston, the Michelangelo, Barnes, and Edwards merged into a single team.

Teams were expected to meet regularly to plan, develop, and implement school improvements. For many of these teams having regularly scheduled meetings was not as convenient as others, due to the way each school organized teaching schedules. In schools such as the Cambridge Rindge and Latin School, the faculty was already organized to allow specific times for teachers to meet as a team. For schools with traditional programs and schedules there are few periods free when team members can meet. Difficulties in holding team meetings compelled many teachers to develop alternative arrangements for having these required meetings.

When school schedules were not designed to have team members meet together during one set period other times and places were considered. Early morning and after school hours were the most common times for these teachers and administrators to meet. Arriving early to school or remaining after school just to meet seemed to be a burden to those who already had a full day of work to accomplish, and may have had other pre-school or after-school commitments.

Because so many BSSP educators were committed to the aims of the program, the added burden of meeting at odd hours was considered both necessary and worthwhile.

Too many schools had disruptive influences that compelled team members to meet outside their own schools. These schools may have lacked a location to hold meetings but more often the problem was that too much was going on in these schools to permit meetings that were not interrupted by someone or something. As an alternative these teams often met in local restaurants before or after school hours. In this atmosphere, the team could relax, work productively, and have refreshments without unexpected interruptions. The details of many team reports were completed at odd hours at local Howard Johnson and Ground Round restaurants.

Throughout the growth of the BSSP there had been a continued emphasis on developing innovations in the public schools. Unfortunately, many attempts to initiate changes have met with resistance from the educators' own colleagues. Frequently, after working extensively on a specific project that seemed to have promise, frustration would set in as team members discovered that others in the school were not prepared to attempt any change. Numerous ideas were abandoned by teams because of colleague reluctance to venture into the unknown or untried. Too often this sense of

timidity in school professionals resulted in BSSP team failures to develop effective change.

To understand how these teams have had a positive impact on educational improvement in the Boston schools, it is only necessary to look at the achievements of several teams. The BSSP has compiled a voluminous collection of team reports which is representative of the concerted effort of all graduate students in the program. These reports are the compilation of team work spanning a period of five years. Each team selected the focus of its own school improvements, therefore, while many concentrated on unique problems and concerns, other explored solutions to problems more commonly thought to be endemic to urban schools. Unfortunately, some teams participated in the BSSP for only a short time, while others joined the program later, yet each team contributed to the overall work of educational renewal.

Major Team Concerns

During the five years that the BSSP required team reports, two major concerns held predominance, student achievement and school climate (See Appendix G). Specific targeting of matters relative to student achievement varied with each school-based team. The teams recognized the multiplicity of factors influencing student achievement, and concentrated on these either collectively or specifically.

These areas of interest included: academic failure, achievement, reading improvement, student motivation, attendance, behavior modification, competency, and the needs of gifted/talented students.

Student Achievement

The Boston Latin Academy team researched the reasons for academic failure of 7th grade students. When the study began, the failure rate for 7th graders was at a low of 18% at a time when the team expected a 30% failure rate.¹⁹¹ Comparisons were made between failing and passing students in different subject areas. In Reading the failure group averaged higher reading levels than those passing, which was unexpected. Further study was made of all attendance and tardy records of these students to see if a correlation existed between those passing and those failing. The attendance "records proved to be a significant factor in the success or failure at the school."¹⁹² Those failing had an absenteeism rate twice the average of those passing. Because of the accelerated rate of learning at the Boston Latin Academy, which is one of three exam schools in the city, it is understandable that attendance could be such a great factor in failure, because of "the difficulty encountered in making up lost work and remedial classroom time by failing students."¹⁹³

Out of this study emerged some interesting statistical information that may have some bearing on categorizing the type of student most likely to fail.

Over 36% of the new students entered from schools not listed as Boston Public Schools. [Percentagewise] both the greatest number of failures came from this group as well as the largest number of students successfully completing the needed courses for promotion.¹⁹⁴

Students entering from the Boston Public Schools showed an even distribution between those who failed and those who passed. No single school reflected a disproportionate number of failing students.

Achievement was the area of interest of two teams, the Cleveland Middle School and Cambridge Rindge and Latin. The Cleveland Team was concerned with "improving its standings in the city-wide testing program"¹⁹⁵ while Cambridge Rindge and Latin concentrated its efforts on "polling, or interviewing the staff on the subject of low-achieving students."¹⁹⁶ At the Cleveland School the team worked with the faculty and students to optimize testing conditions in "a business-like atmosphere where students understood their top performance was demanded."¹⁹⁷ To accomplish this the team developed a school-wide motivation program through the use of bulletin boards with messages of motivation, cluster level themes, faculty meetings, counseling sessions, and written communications to the student families.¹⁹⁸ Through

their team work "students have been attentive, serious, and have made a sincere effort to perform well on these tests."¹⁹⁹

The Cambridge Rindge and Latin Team conducted a survey and discovered that "a common theme ran through the conversations, each person stressing the crucial need to redesign all...courses to accomodate the realities of teaching in the 1980's"²⁰⁰ Throughout their study the team discovered that there was an alarming deficiency in basic skills that the ninth grade students needed in order to advance. The team saw as their major obstacle fellow faculty members who were reluctant "to lower their standards by two or three grade levels, as often seems necessary."²⁰¹ Based on their research the team was able to set up future goals including: developing an efficient scheduling process for eighth grade students; providing for grouping of students by ability; starting new courses; working on raising student morale, and other concerns related to the master schedule.²⁰²

School Climate

School climate has always been a concern of secondary school educators because of its affect on both students and teachers. There are various factors which affect school climate which is the central concern of many school-based teams. Their reports reflect extensive work in many

directions to improve school climate including: gaining control of troubled schools, conducting student and faculty surveys, attempting to understand the causes of an adverse school climate, and attempting to regain a favorable school climate.

Both the Jeremiah E. Burke High and Charlestown High experienced difficulties in control, with atmospheres not conducive to learning. These troubled schools needed to regain control before academic improvement could be made. Each school experienced problems of student unrest, high absenteeism of both students and teachers, poor academic standards, poor reputations as schools, and other characteristics that marked them as schools in trouble. Each team knew that they had an unlimited number of problems with which to deal but knew that they needed to deal with one thing at a time.

The Jeremiah E. Burke High School, at the time of the formation of its first school-based team, had a long history of problems. This is an inner-city school located in one of the poorest neighborhoods in the City of Boston with a high minority population. The attitudes in this community, with the high prevalence of crime, had spilled over to the school. For this team many problems which needed to be addressed included "low morale, instability (staff,

building), school reputation, location of school, lack of security, lack of good support services for disturbed children, and 'breathing' time to meet."²⁰³

Central to this team's goal was regaining control of their school. To start, they wanted "to be in control of the school day, rather than have events of the day control"²⁰⁴ them. This goal was foremost in the team's attempt to return to a positive school atmosphere so that learning in earnest could begin. The team began their quest for improvements by working directly with the "new Faculty Senate, to all cooperate to make students accountable for their time in school."²⁰⁵

After making a study of the conditions at the school, the team focused on the one considered the most pressing-- students wandering the corridors of the school. This study was to be just one of the first steps in regaining control of the school. Once students were in the classroom, not in the corridors, teachers would be able to do their jobs more effectively. Before students could be kept from roaming the school, improved security measures needed to be taken.

Problems with school security were not solely the fault of the security personnel. A great deal of the problem revolved around Boston Public School policies which deal with the use of security police.

Security at the Burke was seen as ineffective at

times, in part due to the constant changes in staff assignments. It was impossible to expect security personnel to be effective when they did not know the students they were supposed to be dealing with. To hope that student conduct would improve in the midst of a constantly changing security team was unrealistic.²⁰⁶

As a start, the headmaster of the Burke was able to obtain Boston Public School funds to replace door knobs and locks in the school. This helped to ensure that teachers were no longer harassed by students entering classrooms unannounced and unwelcomed. Because of frequent robberies and assaults on the teachers in the parking lot of the school at the end of the school day, it was decided that something had to be done to remove overgrown shrubbery which the attackers used as concealment.

Through the team's efforts, with the headmaster as a team member, security on the property was improved. In cooperation with the "Dorchester District Court persons on probation [were utilized] to clean up the outside school grounds on several weekends."²⁰⁷ This included removing shrubs that obstructed a clear view of every area in the parking lot. To improve night use of the same area, high power lighting was installed, and a security officer was assigned to the parking lot when teachers were leaving. These few achievements had a tremendous influence on raising the morale of the teaching staff.

In the fall of 1981 Charlestown High School was also dealing with some difficult problems. The Charlestown Team early in the semester anticipated the problems which developed and agreed to concentrate its effort in establishing "at the school a climate that would be more conducive to learning."²⁰⁸ While the team met and discussed how to achieve their goal, the school erupted into violence due to the fact that a high percentage of these students were bussed from outside the community. Students who resided in Charlestown, 'the Townies', resented the presence of these outsiders who were predominantly minority students.

Due to students who were constantly fighting, the team work was frequently interrupted. After the school erupted into uncontrollable fighting, the administration was forced to close it for two days until things could cool down somewhat. Only after this cooling-off period were students allowed to gradually re-enter the school. During this period the team believed that "a lot of work was expanded, but little was accomplished."²⁰⁹

All the team's attention was directed toward restructuring the school to retain better control. They assisted in structuring the school into a four house system, each with a separate house master. These house masters were empowered "to deal with discipline problems and to enforce

school rules."²¹⁰ For the remainder of the semester the team adapted their goal to do whatever they could to assist each housemaster. The team kept as a future goal the continuation of working toward improving the school climate. Areas where they in time concentrated their activity were: reducing class cutting, decreasing tardiness, emphasizing responsibility of the students, developing a set of school-based rules, and providing both orientation as well as enforcement of these rules.²¹¹

Two school-based teams were deeply concerned with the lack of a positive school image by both students and teachers. Each team developed their own questionnaires to survey the student body. The Dorchester High team had no difficulty in conducting its research of the students and even developed a second questionnaire for the teachers. At the J.E. Burke High the team there did not fare as well, their questionnaire was developed, but never used due to faculty resistance.

Because the Dorchester High team was concerned with the school image, they felt the best way to understand the reason the school was poorly perceived was to ask the students. The plan was to design a questionnaire, allow every student to respond, and then compare the results with "schools surveyed by the State Department of Education."²¹²

The first questionnaire was so successful they repeated the process with the teachers. Results of both surveys were analyzed with the "view to providing the Headmaster with a short list of major problem areas, together with some possible actions."²¹³

After obtaining the data from the surveys, the team began the development of an instrument to measure how students and teachers felt about their school. From these questionnaires "the question of parental involvement came up many times."²¹⁴ Therefore, the team settled on attempting "to seek some parental involvement with the ultimate goal of establishing a Parents' Club or Booster Club."²¹⁵

In the fall of 1982 the J.E. Burke High came under a new administration. The new headmaster began the fall semester as a fair but authoritative leader and the problems of the preceding years seemed to vanish. Now that the school was under control, the J.E. Burke team began to look for something else to which they could turn their attention. They knew that the school was changing from within, but it still had the stigma of being a troubled school. Unfortunately "the image inside and outside of the school [had] not change[d], for example, [the administration] still had teachers wanting to leave the Burke and students transferring out."²¹⁶

The team decided to focus on developing school pride. With a new self-image they hoped that a greater number of students would want to remain and help to attract newer students to the school. There were already too many non-minority students assigned to the school who boycotted it. Before anything could be accomplished to improve the situation the team felt it had to understand the reasons the students had such a low opinion of their school.

To comprehend the students' thinking, the team formulated a two-page questionnaire which they planned to distribute to every student at the school. After developing the survey, the team presented it to the headmaster for his approval. He stated that he would give no approval until the Faculty Senate provided some input. A copy of the questionnaire was given to the Faculty Senate and the team waited for their recommendations.

After waiting for over one month to make a recommendation, the Burke Faculty Senate responded to the team's request by stating that they were against distributing the survey in the school. The Faculty Senate gave the team only one reason to explain their recommendation to the Headmaster, Albert Holland, that the questionnaire should not be distributed. According to the President of the Faculty Senate they "did not want the

results to get out especially at the District V Community Superintendent's Office and to the U. Mass Amherst."²¹⁷

Team members sensed that other faculty members considered them to be some kind of secret group that was "in with the Headmaster and thus was seen as a 'threat'".²¹⁸ Isolation from the rest of the faculty was not the team's intent, since they wished to improve the obvious low esteem the students held of the school. Rather than distancing themselves further from their colleagues, the team decided not to ask the headmaster for his decision.

A less desirable source of information on student perceptions at the Burke was developed. One team member was a guidance counselor and was willing to survey all students when they transferred out of the school. Some insight into the thinking of the students was obtained during these normal exit interviews.

Other ways of improving the student and teacher school spirit were sought by the team. The Burke team attempted a variety of ventures for developing school pride; one successful plan was to hold a Thanksgiving dinner for the local elderly population at the school. The idea was to have students help in the preparation and serving, and to have teachers provide transportation and other needed items. The first dinner was such a success that for the past eight

years the school has continued to sponsor this event. By the fall of 1989 the number of people attending exceeded the school cafeteria's capacity and this past year the Thanksgiving dinner was held at a local Masonic Lodge with the students continuing in the preparation and serving and the teachers providing both transportation and other items.

Additional team ideas to promote school pride included visual formats. Large posters were placed in the school front hall listing the names of graduating students and the colleges from which they had already received acceptances. The impact of this was automatic when every "senior wanted to ensure that their name was there if they received a letter of acceptance to some college or school."²¹⁹ After receiving so many positive comments about these posters, the team was requested to provide other posters showing the names of students on the honor roll for each term.²²⁰

Understanding the continuing decline of the school climate was the chief concern of both the Lewis and the Roosevelt Middle Schools teams. Each team compiled a list of unfavorable conditions present in its schools and attempted to initiate the process of finding some way to produce changes. Ultimately both teams were compelled to focus on one or on a few areas that they could start to improve.

At the Lewis Middle School the team felt the school was operating in "an atmosphere which is detrimental to both student learning and teacher effectiveness."²²¹ They listed all the problems the school was experiencing including: a reduced staff due to layoffs, the necessity to reduce the number of clusters due to less staff, teachers being forced to teach outside of their own certification areas, and "regular teachers...[substituting] in the school because of the lack of 'whatever' during their 'free-time'."²²²

Although the team was devastated by the mass layoffs in the city, they still continued planning for school improvements. There were many things that they wanted to see at the school:

1. A learning atmosphere.
2. Effective means in the writing program.
3. A new and more effective reading program (The Great Books Program).
4. Safety and security through student responsibility.
5. Parental participation.²²³

The Roosevelt team also developed a list of their chief concerns including (a) school referral, concerning the role of the teacher as the primary source for students who have needs that are not addressed in the conventional classroom environment, (b) the role of values in education, (c) discipline and communication, (d) study skills and time management concepts, the idea being to conduct training in these skills, (e) parental involvement, (f) peer support,

and (g) self-esteem.²²⁴ They believed that the best way to address these needs was to develop student support groups. Parental involvement was considered central to obtaining desired outcomes. For those students that had needs that could not be met at the school the team began "to introduce to parents a resource of agencies throughout the Commonwealth."²²⁵

Both the Boston Technical and Mario Umana Harbor High teams tried to improve the educational atmospheres of their schools by recognizing the need to award students for academic excellence. They recognized the necessity of providing student support services including additional assistance from the teaching staff.

Through the development and dissemination of a questionnaire, the Technical High team was able to measure the "strengths and weaknesses" in the school, and "its interrelation with parents and community."²²⁶ After analyzing the results of the questionnaire the team focused in on the area in which they believed they were better able to produce results. It was agreed that this area must be one that would gain the full support of both the faculty and students.

The team began its campaign to bring 'freshness' to the school. "Freshness, a term coined by Dr. Dwight Allen [Old Dominion University], turned out to be a general do

whatever, whenever, however approach on an individual basis."²²⁷ Team members began by painting the guidance office, starting an anti-graffiti crusade, working on the general cleanup of the school, and commencing work on the reactivation of the Alumni Association in the hope that from them they could gain support and encouragement. After initiating their campaign for freshness they noted a "cooperative spirit among all team members, faculty and student cooperation, and the administration's endorsement of the team's endeavors."²²⁸

In the following fall semester the Technical High Team continued with their freshness and cleanup campaign. The Alumni Association became a reality, and the team helped to develop an updated student handbook. With confidence the team embarked on new programs they believed still fell within the general school atmosphere concern.

The team developed "an outreach program for students in crisis."²²⁹ To accomplish this they began planning "a booklet of agencies both private and public, that can be made easily accessible to students in crisis."²³⁰ Finding time to meet was also a problem for this team. Meetings were held on Wednesday mornings at 7 A.M. to enable the team to maintain an agenda and records of their meetings.

Because Boston Technical High School was one of three city exam schools, it experienced recruitment problems due to Judge W. Arthur Garrity's actions. Unexpectedly the judge transformed the Mario Umana Harbor School into a city-wide science and technology magnet program. His action put Boston Technical and the Umana in direct competition for the same students. Therefore, the team decided to concentrate on recruiting new students. With the assistance of the Boston Edison Company, the school's business partner, the team was able to develop a slide presentation to be used in the recruitment process.

Continued work was made to maintain the freshness campaign at the school. In the fall of 1985 they expanded on this theme by developing a program to reward students for their work in keeping the school clean. From the team report it is clear that the program was successful

Prizes were awarded to the best rooms and cleanest areas of the building. We had 98% participation and the subsequent questionnaire we distributed showed us that we were on the right track.²³¹

Working to improve school atmosphere at Boston Technical did have a positive impact on the school. The team reported that

teaching improved; grades improved; and most of all morale on everyone's part improved tremendously. People who were reluctant at first to help us changed their opinion and decided to help us when they saw how serious we were about our task."²³²

Minor Team Concerns

While student achievement and school climate were the most predominant concerns of BSSP teams, to a lesser degree many other areas of school improvement held team interest. Five of the areas most frequently cited in BSSP team reports were: Community/Parental Involvement, Curriculum, Organizational Development, Communication, and Attendance.

Community/Parental Involvement. Community and parental involvement as an issue in school improvement was addressed by five school-based teams. The schools involved with this were the Mario Umana Harbor School, Boston Technical High, Dorchester High, Cambridge Rindge and Latin School, and the Lewis Middle School. Each school was involved in attempting to gain parental or community input into the school change process. Some teams were more successful than others at achieving this objective.

When Boston Technical High School was involved with their program to improve the school climate, the school-based team reorganized and did an outreach program to enlist parental aid. Parental involvement in the campaign to improve school atmosphere was outstanding. From the Multi-Ethnic Racial Council the team was able to obtain all types of supplies for the program, with parents even assisting in the restoration of the Alumni Association. All you "had to

do was to tell them what to do and it was done."²³³ Even when the problem of school recruitment surfaced these parents were actively involved since

they had contacts in the neighborhoods in which the feeder schools were located and used these contacts to help. Without the active support of parents [the] task would have been impossible to have accomplished.²³⁴

Dorchester High, Mario Umana Harbor High and the Lewis Middle School all recognized the need to involve parents in the attempts to improve these schools. Dorchester High, as previously stated, sought parental involvement through the formation of a parents' club. The idea behind this was that

with parental involvement many minority parents will have a more secure feeling about the school because of their involvement. The parents will have a better understanding of the curriculum, extra curriculum activities available to the student and hopefully [develop] a closer association with the administration and staff.²³⁵

The Dorchester High team conducted three events for the parents to initiate a process of involvement. In October, 1984 they held a Parent Reception, in November an Open House and Fair, and [later] a Special Needs Parent-Student Holiday Dinner.²³⁶ At each function parental participation was very favorable. Since this was only the team's first attempt to involve parents, they knew they needed to deal with several barriers for further involvement. These barriers included the need to

continue public relations to draw parents to [the] school to review on-going program[s] and [the] renovated school, community enthusiasm and interest, [and] to encourage staff involvement in parental involvement project[s].²³⁷

The Mario Umana High School team's goal for 1982-83 was to incorporate parental participation in school improvement activities. Their report indicated that they had "worked on improving parent participation,...which was a big success."²³⁸ Unfortunately, the report did not explain how they were able to successfully involve these parents in school improvement activities. The Lewis Middle School saw the need to involve parents but also recognized the role other members of the community should have in developing school improvement projects. They too indicated in their Key Results Plan that "parental participation has been increased,"²⁴⁹ but like the Umana failed to provide a detailed explanation of how this was accomplished.

The Cambridge Rindge & Latin School (CRLS) team in the spring of 1984 acknowledged the importance of utilizing community resources in their attempts to bring about school change. The team began to concentrate on "how to have administrators recognize as a regular part of departmental curricula the programmed use of community resource people."²⁴⁰ What they needed was access to specific community resource people in fields that reflected "jobs related to

school curriculum [thus] concentrating on the school's institutionalized law course, with its Law Club as a model."²⁴¹ In the fall of 1984 the CRLS team continued to develop the use of the Law Club and initiated interaction with the law-related community.

Because of its success with the utilization of community resource people, the CRLS team expanded its model to include other areas of the school. Two other areas which were now included were guidance and the Chinese Bilingual program. They began this next phase by first working with the "Asiatic bilingual program, reaching out into the Chinese Community."²⁴² Involvement of both parents and the business sector was encouraged as agents "for effective change within the area of Chinese bilingual education."²⁴³ As part of this change process, using the example of the Law Club, the team developed the Asian Club for bilingual students. This club became increasingly involved in activities within the Chinese community.

Curriculum. Four Boston Secondary Schools Project teams were concerned with curriculum development. Each of these schools was having difficulty with existing curricula and these teams attempted to make changes. One of these teams was a combined grouping of educators from various schools in different communities. The teams included: Cambridge

Fundamental School (CRLS), East Boston High, Timilty Middle School, and the combined team of Taunton/South Shore/Trotter Elementary.

In 1984 the Cambridge Fundamental School Team worked to develop "basic skills across the curriculum."²⁴⁴ Beginning in 1982 with an emphasis on general communication they eventually concentrated on student communication skills. Their goal was "to enhance the students' facility with basic skills and the expectations include[d] student enrichment and increased motivation."²⁴⁵ The team developed a method to focus on certain study skills for the students.

First they polled the school faculty to see which study skills should be included in their project. The team picked one of these skills to concentrate on and began to "publish a newsletter which focus[ed] on this skill, with definitions and classroom activities."²⁴⁶ Enthusiasm for the newsletter varied throughout the school "with some teachers showing great enthusiasm and entering into the project with full cooperation, and others doing less."²⁴⁷ Various subjects were covered in these newsletters but each newsletter did cover basic skills needed by the students. Some of these subjects included: "cursive writing, the proper use of capitalization, textbook inventory, outlining, note taking, and the conscious acquisition of study skills."²⁴⁸

Due to changes in city-wide graduation and promotion requirements in 1984, the East Boston High team began "to work on restructuring, re-defining and devising methods in using a new curriculum."²⁴⁹ They began by working on the Curriculum Committee where they helped to develop a proposed curriculum structure for discussion. Direct assistance was given by the team to Guidance, the SPED Department, and "Bilingual LAT (Language Assessment Team) to direct and place students in newly created core curriculum."²⁵⁰

The new curriculum that the team helped to develop had some important changes. Under this new curriculum all elective courses for ninth grade students were eliminated. In the sophomore year electives would be added; but during these first two years every student was expected to concentrate on certain core subjects: English, Math, Science, Social Studies, Reading or Career Development, and Physical Education or Language Culture.

In 1985 the Timilty Middle School was selected to be one of the first pilot program schools to operate under school-based management. This gave the school a great deal of control over the management of the school. Under this program the Timilty was required to form a "School Site Council (SSC) which had representation from all constituencies in the school."²⁵¹ School-based management is

currently being offered as an option to every school in the City of Boston, to begin in Fiscal Year 1991.

At the Timilty Middle School the School Site Council (SSC) was obligated to write a "Memorandum of Agreement (MOA) which is a mission statement for the school and a promise to fulfill three goals which are educational, managerial, or unique in fashion."²⁵² One of the MOA goals was for the school "to develop a coordinated reading program for all grades that is consistent with the curriculum objectives set forth in the BPS Curriculum Guide."²⁵³ As a team project, the Timilty educators decided to aid the school in its Memorandum of Agreement goal. This meant that the team would be "helping the school improve the means by which the school implements a method by which materials, methods and curriculum objectives can be better matched."²⁵⁴

The Timilty team decided that developing a coordinated reading program would be the first team task. They started by developing a needs survey which they distributed to the entire faculty. Once they received the survey back and analyzed the results they proposed to the administration a school-wide method to implement reading. After the principal reviewed the proposal he then recommended to the faculty that it be considered at the next in-service meeting.

The second part of the team's survey was "a Reading/Language Arts Needs Inventory and Curriculum Objectives checklist for each grade level taught"²⁵⁵ which was distributed to faculty members. After expending valuable time during team meetings to develop the checklist, it was extremely difficult to retrieve responses from the faculty. Clearly there was faculty resistance, a "few teachers refused to participate, stating the team was using them to "earn...Doctorates."²⁵⁶ Hostility to the questionnaire was an obstacle to communication but did not deter the team.

Continued work on reading and language arts renewal by team members was accomplished in other ways. Team members participated as members of a "Reading Advisory Committee... inclusive of all Reading/Language Arts teachers."²⁵⁷ Through participation in the committee the Timilty team was able to achieve its objectives. The committee was designed to advise, counsel, and support all faculty members to implement reading objectives in the school.

The combining of the Taunton/South Shore and Trotter teams was due to the size of each individual team. This was in keeping with the original objectives of the program to retain team size at 5-10 members. Although they were combined in name, each had different school needs to address. Rather than work as three teams in one, they agreed

to concentrate on one thing they all had in common. Each school had some existing curriculum need, and this was the team theme for the fall of 1984.

South Shore, which was represented by the Silver Lake Regional School, believed that its most pressing need was to revise the English curriculum which they considered outdated. The Taunton Public School System was already involved in "a five year curriculum revision cycle in all curriculum areas."²⁵⁸ The entire team planned to "develop a program evaluation process that can be applied to all curricula."²⁵⁹ At the Trotter school the Math curriculum was the chief concern, since it needed to be completely revised. The process included "identification of criteria to be used in assessing needs,"²⁶⁰ a questionnaire, "identification of resources that can assist in providing appropriate in-service training for involved staff members,"²⁶¹ evaluation, and methodology to "be employed that will enable [them] to transfer the information gained from the above to make current programs more effective."²⁶²

Organizational Development. Four BSSP teams recognized organizational development in their respective schools as an area requiring their attention. Organizational development was viewed differently by most of these teams. Two teams were concerned with a multiplicity of things related to

reorganization, one team worked on restructuring the school, and another concentrated on the organization and structure of the program. The teams working on organizational development were the Hubert Humphrey Occupational Resource Center (HHORC), Jamaica Plain High, Somerville High, and Weymouth Alternative High School.

The Hubert Humphrey Occupational Resource Center (HHORC) was unique since it was one of the few schools involved in the BSSP with a team that had little difficulty meeting. This was due to the school organization which allowed them all to "work in close proximity to each other, so scheduling of meeting times can be flexible."²⁶³ Selecting organizational development as the area for the team to work, they began by making assumptions regarding what problems existed at the school.

Two assumptions were singled out as the most important team concerns. It seemed that there was an organizational problem of "unclearness about whom one communicates with."²⁶⁴ The HHORC was only in its first year of operation and was completing the first phase of developing as a model for vocational education. With the new organizational lines of authority unclear, the communication problem was compounded. As a method of understanding the HHORC the team looked into how an organization can:

1. lower morale

2. reduce work efficiency
3. cause problems in individual and organizational values
4. create a lack of agreement about goals, priorities, etc.
5. reduce trust and open communication
6. cause failure²⁶⁵

While the Jamaica Plain team indicated that it was concerned with "curriculum priorities,"²⁶⁶ many of the team issues concerned organizational matters. Some of the team interests included the need for "a teacher center, teacher evaluations, computerization of school data, support services for teachers, and even socialization."²⁶⁷ Methodology utilized by the team allowed "each member [to] choose a project under the general umbrella of curriculum and develop a key result for it."²⁶⁸ Team members concentrated on an honors program, clinical supervision, business pairings, TAG (Talented and Gifted) Mentor Program (i.e. pairing gifted and talented students (GTS) with the School Volunteers of Boston Agency), teachers center, and constructive detention.²⁶⁹

During the 1982 spring semester, five out of the twelve team members received layoff notices. This had a direct influence on team morale. They believed that the

loss of five team members, especially considering the valuable contributions each of these individuals have made over the past years, would be destructive to the progress of the team in the future.²⁷⁰

All five did receive final employment termination notices.

The loss of these teachers, with the resulting impact on their team of low morale and loss of continuity in achieving desired goals, reflected what happened in many other Boston schools which participated in the BSSP.

In spite of this loss of five members, the team continued to work together to improve the school curriculum so that by December 1982 the Jamaica Plain High team had accomplished some of their targeted goals. Team achievements included "a system to facilitate the dissemination of information about the offerings of...outside agencies,"²⁷¹ a better system to keep teachers informed about 766/94-142 laws, a writing contest, the start of computer use in the school, an athletic leadership program, two-way tutoring in Mathematics, and the opening of a teachers' center as "a place where teachers can relax, socialize, have departmental meetings, entertain visitors to the school, and exchange ideas on instruction and learning."²⁷² Later the team included work on scheduling and identification of reading needs. To improve scheduling the team began its research through a "survey of several Boston High Schools and two suburban schools"²⁷³ to understand how they scheduled extra-curricular activities. Students not already in Chapter I Reading were given peer-tutoring in reading.

Somerville High School in 1983 was changing from "an academic three year high school to a comprehensive four year high school, absorbing a trade high school and the ninth grade classes of three junior high schools in the process."²⁷⁴ Because this process required major changes in the school's physical plant the team made school transition its team project. The Somerville High School "applied for and was accepted for the Effective School Project of the Massachusetts Department of Education."²⁷⁵ This was a team initiated grant program from the Commonwealth of Massachusetts to provide aid for school improvement.

When the team approached the faculty with their proposal the response was negative. These other teachers believed that all change efforts were a waste of time because in the end the administration would institute what they wanted. The consensus was that teachers have never before provided input and things were unlikely to change.²⁷⁶ Even with teacher resistance the team was able to obtain a commitment to work for school improvement from 38% of the faculty.

When the Commonwealth informed the school that the grant had been approved it also included some important guidelines. These guidelines required the full participation of the principal, as well as the necessity for setting aside

time for the program during the school day. The principal "informed the State's Program Director that he could not make that time commitment"²⁷⁷ required by the guidelines. Under the advice of the Program Director, the team was encouraged to apply "for a Commonwealth in-service Institute Grant that"²⁷⁸ would help them achieve their basic objective without requiring participation of the principal. They developed a list of ten concerns for future in-service programs based on a survey of the faculty which they conducted.

During the spring of 1984, the Somerville team continued to work on the transition of the school into a comprehensive high school. Some of the areas on which they concentrated were "updating the position and office of Building Master, establishing a faculty senate, and initiating an in-house administrative computer system."²⁷⁹ These three areas became an on-going team project. By the fall of 1984 they successfully established a faculty senate and hoped that through the formation of this faculty senate some of the tension between the teachers and the administrators would abate.

Weymouth Alternative High School is composed of a student body who have academic and/or behavior problems. All of these students are taken from two other Weymouth High

Schools. The Weymouth Alternative High team was involved with "developing a practical and realistic set of rules and regulations to help in the organization and structure of the Alternative Program which began in 1981."²⁸⁰ To accomplish this the team developed a three phase program as the project. Each segment of the project was chosen to "bring together a working set of rules, a behavior management program, and a general curriculum for the alternative program."²⁸¹

The first phase of the team project involved the development of a student handbook which specified student rights and responsibilities, attendance policy, school regulations, conduct and discipline, and other matters concerning the students' concerns. In the second phase the team was concerned with behavior. They developed a behavior management system which contained "levels which provide for positive reinforcements through privileges for appropriate behavior."²⁸² As a third phase the team developed "a course description booklet [which] correlates with the mainstream high schools' courses."²⁸³

Communication. Four BSSP teams during different semesters worked on improving school communication. The four teams were Cambridge Fundamental High School (CRLS), spring 1982; Cambridge Rindge & Latin High, fall 1982; Cambridge

Special Education (CRLS), spring 1984; and Madison Park High, spring and fall 1984.

Cambridge Fundamental High School, a newly formed team in the spring of 1982, had targeted curriculum development as their team project. The difficulty was that curriculum matters were discussed solely on a monthly basis with all faculty members. Under the House system at CRLS "meetings, composed of those faculty members one sees daily, held monthly also, are not for curriculum issues."²⁸⁴ With no forum to discuss curriculum matters the team considered holding workshops after school, but this idea was rejected because few team members felt that teachers would participate. Some other process, they believed, was needed to get things in motion.

After further consideration it seemed clear to them "that lack of communication was a great inhibitor to the process of involvement, commitment, and change."²⁸⁵ Therefore, the team shifted its attention to understanding how communication affected school change, still keeping their goal for curriculum changes in mind. They hoped, at the least, to improve school communication. Before this could be achieved, however, it was necessary to understand the nature of school communication.

The team began with the modes of communication utilized within their own house. After some informal discussion they divided all communication into two categories. Therefore "communication became classified as either formal (usually written) or informal (usually some form of gossip)."²⁸⁶ Formal communications included information given on bulletin boards, in mailboxes, over the public address system, and during in-house and curriculum meetings, parent-teacher-pupil conferences, and any unscheduled meeting. Informal communication included lunch room chat and other gossip and any chance encounter.²⁸⁷

To obtain teacher input the Cambridge Rindge and Latin team decided to poll faculty members. Instead of routing a questionnaire throughout the school, which few might return, they simply decided to ask all faculty members within their house. Before starting to question the non-team members they had to determine how to handle the results. The semester ended before they were able to conduct the survey, and in the following semester the team combined with a school-wide CRLS team which changed the emphasis of the survey.

Communication was still the concern of the Cambridge Rindge and Latin School team in the fall of 1982. However they had shifted the focus of the faculty poll expanding it from one house, to the entire school, and involving only one

subject--"low-achieving students."²⁸⁸ Discussions were held with other faculty members on this topic alone. Teacher consensus was that there were too many failing students and that the "History, English and Mathematics curricula [were] not meeting the needs of these students."²⁸⁹ As a result of these interviews the team planned to work on the schedules of eighth graders in an attempt to group them more by ability.

In the spring of 1984 a third CRLS team decided to deal with the communication issue at that school, attempting to focus in "on expanding the dissemination of information to eighth grade students, their parents, their grade 8 teachers and ultimately to the teachers they [were] to meet in grade 9."²⁹⁰ During the year they conducted various activities to exchange information. Some team activities were

- meetings between teachers, guidance, and administration
- parent information night at CRLS
- course directories and other information mailed to 8th grade parents
- dinner for 8th grade students and parents
- dissemination of a CRLS handbook
- visits to CRLS by 8th grade students
- workshops for 8th graders²⁹¹

Because Madison Park High School was already operating under a school-based management system, the team knew that the parents and community must be informed of school activities. To comply with this section of their Memorandum

of Agreement, in the spring of 1984 they began to circulate a "School Based Management Newsletter among faculty, staff, and parents."²⁹² This newsletter provided the communication necessary to inform the community of all school activities. Even the School Site Council was able to keep the community informed of its actions, as well as to solicit further parental involvement.

Continued publication of the School Based Management Newsletter was the team's goal for the Fall of 1984. Every team member had a share in the publication and each was expected to take on the "responsibility of soliciting manuscripts, collecting them, and editing them."²⁹³ There were some difficulties in proceeding with the publication, the original intent being to produce three editions each semester. Many faculty members felt that the publication did not reflect the true feelings of "the faculty as a whole."²⁹⁴ The publication may not have reflected the consensus of the entire faculty due to those "unwilling to take the time to write any constructive criticism of the efforts of School Based Management in the Madison Park complex."²⁹⁵

Attendance. Improvement of student attendance has always been recognized as an essential element in school change. Four school-based teams considered attendance in their schools as needing improvement. With the Boston Public

School System requirement that automatic failure must be given to a student for attendance below specific percentages, a need for reducing poor attendance was necessary to allow more students to pass. The school teams that focused on improving attendance were English High, Burke High, Cleveland Middle School and the Curley Middle School.

English High School in the fall of 1980 was having a particular problem with too many students exhibiting poor attendance records. The team recognized the importance of attendance as a factor in learning, since students who are "absent on a regular basis cannot absorb the disciplines of serious study and proper social behavior."²⁹⁶ In 1980 Boston Public School students could be absent for up to 25% of each term. This allowed students at English High to be legally absent about 9 days per term or approximately one day per week.

It was the team's hypothesis "that many students will (already do) take advantage of a maximum number of permissible absences, and in doing so, will deny themselves valuable school/class time."²⁹⁷ Since up to 1979 the permissible number of absent days in the Boston Public School System was 40% of the term, the team began a comparison of attendance between the two rates of 1979 and

1980. They believed that by studying student report cards "from past and present years to determine the grade performance of students under each system,"²⁹⁸ the hypothesis would be proven correct. They decided that if the research data proved them correct, then they would prepare to "press for the gradual reduction in maximum absences to 20%, and then to 15%,"²⁹⁹ which they believed was a satisfactory level.

Attendance was also one of the many concerns of the J.E. Burke High team in the spring of 1982. Absenteeism at that school averaged about 30% of the total student body daily. The team wanted to find various methods to reduce the high rate of absenteeism at the school. To begin the process they needed to have an exact count of the number of students absent daily and identify these individual students.

The new administration at the Burke in the fall of 1982, organized the incoming ninth grade students into a newly-formed cluster. They were chosen for the team's study on attendance patterns. "Since these students [were] all new to the school, they [were] the best candidates with which to institute some standards of excellence for the Burke."³⁰⁰ The team compiled attendance records on each ninth grade student in the cluster for one marking term. After the research data was analyzed, some interesting facts surfaced.

While school-wide absenteeism ran at 24% on the average daily, the students within the cluster only averaged 15.5% daily.³⁰¹ Only six students in the cluster showed a pattern of frequent absenteeism almost every week. For some unknown reason most of those absent did not attend school on Tuesdays and Fridays. Team members expected to see a greater number absent on Mondays and Fridays, following a common method of extending one's weekend. To understand why the ninth grade cluster had a better attendance record than the rest of the school, team members questioned cluster teachers to discover what methods they used when dealing with attendance problems that may have differed from the rest of the school.

In the spring of 1983, the Burke team expanded its focus targeting the school's attendance problems. Because the school was expanding the use of computers, the team decided that the best way to keep track of attendance records was to computerize them. With this method, daily records were made of the attendance of each student. Data obtained from this attendance database "could be employed to notify parents constantly of their children's absence from school."³⁰² This not only helped the school understand the attendance problem, but it also relieved homeroom teachers of much tedious and time consuming paperwork.

The Grover Cleveland Middle School began to work on its school attendance problems in the fall of 1984. Under a new promotional policy of the BPS, expected to begin in the fall of 1985, all students would be required to maintain an 85% attendance record each marking term in order to pass. Since the Cleveland School had a previous record of chronic attendance problems, these more stringent standards concerned everyone. The team was already "aware that a high degree of grade retention at the Cleveland in the past was due to failure to meet the then 25% attendance requirement."³⁰³ With the introduction of the new 85% standard, increased failure was expected.

New, more stringent standards, were also the concern of the Mary E. Curley Middle School in the fall of 1985 when the 85% ruling began. The Curley team also recognized the possibility of greater student failure unless something was done to improve school-wide attendance. After researching attendance records they discovered that the sixth grade had the poorest attendance record and the highest percentage of retention in grade due to non-attendance.

Targeting these sixth graders, the team endeavored "to develop intervention strategies for students who are determined to be at risk of failing due to non-attendance."³⁰⁴ Several aspects of the team project were

completed in the Fall semester. The at-risk students were identified, overall school attendance improved, and an expected reduction of students retained in grade due to non-attendance was expected.³⁰⁵ To achieve these changes the team accomplished several tasks. Attendance data was gathered from student report cards which helped the team to identify the at-risk students. Each homeroom attendance folder was checked, by an administrator, for "accuracy, consistency, and maintaining school-wide standards."³⁰⁶ Keeping parents informed of student absences was achieved through mailings of warning notices. Warning notices were sent "after three consecutive absences without some type of written or verbal communication with the parent by [the] school, [and] after four absences in a marking term."³⁰⁷

There were an additional twenty subject areas that BSSP teams selected as their school improvement focus [See Appendix G] that are not delineated in this study. These were not eliminated to indicate that these other teams chose topics less important to study, for every team in the program contributed to making some positive change in the Boston Public Schools. Providing detailed descriptions of some team efforts, while excluding others, is only an attempt to provide examples of what these teams did accomplish.

Value of the Program for Graduate Students

Under the original restructuring of the collaborative between the University of Massachusetts and the Boston Public Schools, known as the BSSP, two aspects of the program were inseparable. While it was designed to help teachers develop changes through school-based teams, it also provided University resources for part-time graduate study leading to advanced degrees. Clearly the goal of obtaining school improvement would not have been as feasible without the graduate degree component. During the greater part of ten years, graduate status and team membership were synonymous positions within the BSSP.

Program Requirements

When the University of Massachusetts began its collaborative relationship with English High School, acceptance to the graduate program was dependent on participation by individuals in the development of school-wide alternative programs. Graduate students in the EHSP were able to obtain a Master of Education Degree, Certificate of Advanced Graduate Study, if they already had a Master's, or a Doctor of Education Degree if they had previously received a C.A.G.S. Many teachers at English High School were given the option to simply take graduate courses with the EHSP for credit only. These non-degree students

could accumulate graduate credits, which were applicable to increased levels on the pay scale. In the Boston Secondary Schools Project, however, graduate student status was based on completely different criteria.

Team Membership. BSSP students were expected to work as a member of a school-based team as part of the requirements of graduate degree programs leading toward award of a Master of Education (M.Ed.), a Certificate of Advanced Graduate Study (C.A.G.S.), or a Doctor of Education (Ed.D.)³⁰⁸

All three graduate programs were open to participating BSSP educators. Individuals without a Master's degree, seeking acceptance to either the C.A.G.S. or Ed.D. programs, were permitted an extended statute of limitations and started in a dual degree program. Enrollment in the BSSP was contingent on full admission to the University of Massachusetts-Amherst School of Education, and acceptance by the Dean of the Graduate School conditional upon meeting all admission requirements. Students applying for admission to the program were allowed to enroll in any course as non-degree students. Up to six graduate credits could be obtained this way, and were applicable to graduate degrees once the student was admitted to the program by the Graduate School.

Team participation was required of all students in the Master of Education or C.A.G.S. programs until they completed all degree requirements. Students in the Ed.D.

program maintained membership in a school-based team at least until the completion of their comprehensive exams. Graduate students in the BSSP were expected to focus on one area or discipline offered by the University faculty. These areas of competency included "Teaching and Learning in Urban Schools, Urban School Leadership and Administration, and Educational Change and Improvement."³⁰⁹ Additional requirements for BSSP membership included attending the team course each semester and attending the mini-sabbatical at the Amherst campus on all scheduled weekends.

Residency Requirement. Due to the unique structure of the BSSP which was built around educators working full-time in the field while taking formal graduate courses, University of Massachusetts residency requirements were adjusted to meet the needs of these public school teachers and administrators. Normally doctoral candidates are expected to maintain a full year of residency at the University Campus; however, unlike full-time graduate students, public school educators are practitioners who have full-time positions. The University decision was based on the premise that BSSP participants would be unfairly burdened by the usual residency requirement due to the loss of income which would result if they were forced to adhere to the stringent full-time residency requirement.

Alternatives were discussed and, with the approval of the School of Education and the Graduate School, in the EHSP/BSSP it was agreed that

Doctoral students must fulfill a one-year residency requirement, satisfied by the candidates registering for nine dissertation credits, two consecutive semesters, excluding summer.³¹⁰

Academic Achievements

Between the fall of 1975 and the spring of 1990 there was a total of 669 individual participants in both the English High School Project and the Boston Secondary Schools Project. During these fifteen years, 115 graduate degrees have been awarded by the University of Massachusetts to graduate students in the program. Degrees granted have included sixty-six Masters of Education, seven Certificates of Advanced Graduate Study and forty-two Doctors of Education (See Appendix J). Dissertations presented by EHSP/BSSP graduate students have reflected a diverse spectrum of educational interests. Topics most frequently included in dissertations have been: the implementation and assessment of specific programs (11 dissertations); student, parent, and teacher perceptions/participation (7 dissertations); curriculum concerns (6 dissertations); urban school leadership (5 dissertations); and educational perceptions (5 dissertations) (See Appendix K).

Professional Development

Access to the BSSP provided many public school personnel with an opportunity to expand their own professional educational horizons. Isolation often plagues most secondary school educators today, since they are confined to daily tasks which hinder them from interacting with their peers. Through the BSSP many of these individuals were exposed to a multiplicity of ideas and experiences that renewed their interest in school improvement. It became for them the vehicle by which they developed increased interest in their chosen profession. Professional pride, camaraderie among equals, and enthusiasm for the improvement of public education were all apparent.

Prerequisite team courses and semester mini-sabbaticals collectively gathered educators from diverse disciplines and communities for presentations by important speakers. Politicians, superintendents, school committeemen, businessmen and university professors presented relevant and timely educational concerns. These presentations generated discussion between the speaker and the audience, which was often unavailable in other formats. Graduate students frequently expressed individual views, based on their personal experience, while reacting to speakers' presentations.

This program was a medium for professional school educators to experience the complexity of committee interaction. Unlike other professions, educators are seldom prepared by their undergraduate program to be productive participants within a group setting. The reality for the 1990's is that there will be a greater demand for community involvement in our public schools. Committees are often formed with representation from educators, parents, students and community members in ever-increasing numbers. As these organizational changes occur, BSSP graduates will be most capable as productive contributing members of school-site committees.

Notes

¹Miller, L. Scott, "The School-Reform Debate," Journal of Economic Education, 17(Summer 1986), 204-09.

² Peter Schrag, Village School Downtown; Boston Schools Boston Politics, Boston: Beacon Press, 1972, 53.

³ Peter Schrag, 53.

⁴ Peter Schrag, 180.

⁵ Marshall J. Smith, The Boston School Decision. The Text of Judge W. Arthur Garrity Jr's Decision of June 21, 1974 in its Entirety, The Community Action Committee of Paperback Booksmith, 1974, 1.

⁶ Morgan v. Kerrigan, 401 F. Supp. 227 (D. Mass. 1976).

⁷ Morgan v. Kerrigan, 1.

⁸ Morgan v. Kerrigan, 335.

⁹ Morgan v. Kerrigan, 335.

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280 "Team Project, Weymouth Alternative High School, May 14, 1984, 1", BSSP Collection, University of Massachusetts-Amherst, School of Education, Amherst, MA.

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283 "Team Project, Weymouth Alternative High School, May 14, 1984, 1."

284 "Team Report, Team Project: Communication, Cambridge Fundamental High School, Spring 1982, 2", BSSP Collection, University of Massachusetts-Amherst, School of Education, Amherst, MA.

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293 "BSSP Results Plan, Madison Park High School, Fall 1984, 2", BSSP Collection, University of Massachusetts-Amherst, School of Education, Amherst, MA.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

In many urban secondary schools the possibilities of obtaining educational change have been enhanced through collaborations with local colleges and universities. While this type of synergistic association can help to initiate change, without certain essential elements of cooperation the successful achievement of these objectives is less likely. These endeavors are most successfully accomplished through an agreement of common goals between college and school faculty; full administrative support from the university, school district, and school; perceptions of coequality; tangible rewards for all participants; and the expectation of realistic achievements. For over fifteen years the School of Education at the University of Massachusetts has attempted to retain these elements of cooperation in its collaborative with the Boston Public Schools.

First perceived as a model of university and school partnership, the BSSP continued beyond the initially planned three year pilot program. One of its unique attributes has been the opportunity for qualified participants, while working on school improvements, to obtain advanced degrees

up to and including a doctorate in Education. Its longevity can be directly attributed to the continuous support received by the University of Massachusetts School of Education, and the perseverance of the graduate students in the program. Rather than providing a three year example of a model for educational improvement, the BSSP became an enduring legacy of professional commitment to producing changes in secondary education. Examination of the BSSP and similar programs by urban educators can contribute to an understanding of how to develop the foundation for expanded cooperation between academia and our public school systems.

Implications for College and School Partnership

Urban secondary education is beset with a crisis of mediocrity. Public education is academically deficient, due to the implementation of well-meant but ineffective changes. The deterioration of public secondary education has also affected the academical qualifications of students entering college. By relinquishing the self-imposed isolation at each educational level, colleges and schools can collaboratively revitalize urban public education.

Problems perplexing urban education seem to be compounded with time and remain unchanged. Literacy levels in this country are declining, at a time when both Federal and state governments have increased funding of reading

programs. High school graduates are increasingly lacking the basic skills needed to obtain adequate employment. Too frequently college applicants are not adequately prepared to successfully complete their undergraduate studies. The retention of those college students is compounded by an annual reduction of total applicants.

Demands for the improvement of public education have resulted in the implementation of higher academic standards, the institution of minimum competency levels, and the raising of attendance requirements. Enforcement of these more stringent changes in school standards has resulted in an alarming increase in high school drop-outs.

Identification of student inadequacies has led to a greater dependence on special education and remedial programs as well as an expansion of bilingual education. All changes affecting public education have raised the per-capita costs in most urban communities while Federal and state financial resources are diminishing.

Financing urban public education has become a burgeoning problem without a perceptible solution. Along with an ever-increasing rate of inflation, increasing demands for educational services, escalating constraints in meeting contractual obligations, and declining enrollment in secondary schools, school staffing is changing dramatically.

In conjunction with school budget restraints, newer teachers are being forced out of the profession as public schools retain older teachers with more seniority. Staffing schools with these more senior teachers exacerbates the problem because the majority of these teachers are eligible to retire at nearly the same time. The current mean age nationally for public school teachers is approximately 41 years, while in Massachusetts it is 47 years and climbing.

Unfortunately, with the continuing reduction of teaching positions effectively freezing out younger teachers, fewer are now encouraged to enter the teaching profession. Sometime during this decade as the older teachers begin to retire, shortages of qualified replacements will appear. To compound the problem, an expected increase in student enrollments in secondary schools will begin about the same time. This is based on existing elementary enrollments which are already on the rise. Through a partnership of colleges and schools a solution to the problem may already exist.

Beginning in the fall of 1994, Massachusetts certification of teachers will be radically altered, affecting not only new teachers but the role of college teacher-preparation programs. When these changes are initiated, the granting of lifetime teacher certification,

as we know it, will be replaced by a two-tier system of certification. Except for some optional undergraduate programs providing professional study with a strong liberal arts curriculum, virtually all teacher preparation, for those planning to teach in Massachusetts, will be at the graduate level. Traditional undergraduate education programs will be phased out, allowing liberal arts majors, after having 150 hours of supervised classroom experience, to obtain provisional certification.

Future employment as a teacher in Massachusetts will be contingent on first obtaining this provisional teacher certification. Once employed, all provisional teachers will be required to obtain a Master's Degree within five years. The Master's Degree program must include a full year of clinical teaching experience. Completion of all degree requirements will lead to the award of the second certification which grants full recognition as a teacher.

College and school collaboration has been recognized as an important element of this new certification system. Both undergraduate and graduate programs will require full cooperation between both school and college professionals. Mentor teachers will be recognized at the school level, to provide some of the supervision and support needed for provisional teachers. Colleges and universities will be

required to provide full support to these mentor teachers, along with supervision and assistance to graduate student interns and graduate provisional teachers. Requiring provisional teachers to have a full year of clinical teaching will place demands on colleges and universities with graduate education programs to also provide increased assistance to graduate students in finding employment. Individuals entering the teaching profession from other fields will need to complete 150 hours of supervised classroom experience before the granting of the provisional certification, even if they have a Master's Degree or higher in their subject area. Provisional teacher certification will no longer be given to individuals before they meet certification requirements.

Existing college and school collaborative programs in Massachusetts will need to be restructured to match the support requirements of the new certification system. Programs like the BSSP can be valuable models for colleges and existing schools of education attempting to comply with these certification changes. This revamping of the certification system will have a direct affect on new teachers. This plan also recognizes the untapped resource of the existing classroom teacher, and the need to expand partnerships between colleges and schools. Through

certification revision the Massachusetts Department of Education has made public schools more accessible to colleges for research and teaching. The importance of partnerships between these two levels of education is growing while the value of these collaborations becomes more apparent as both school and college faculty jointly improve the climate of professionalism in both schools and colleges.

Conclusion

The collaboration between the University of Massachusetts and the Boston Public Schools is only one example of a college and school partnership. It is unrealistic to believe that an all-inclusive model of partnership applicable to every urban school system could exist. Successful partnerships do require the essential elements of cooperation: agreements of goals, administrative support, coequality, built in reward system, and a realistic expectation of outcomes. For over a decade the Boston Secondary Schools Project has been able to include these elements of cooperation in its partnership.

One of the greatest changes totally due to the collaborative undertaking at English High School was the reorganization of the freshman class into a Freshman Cluster System. Clustering was an outgrowth of "the summer workshop in 1976 under the auspices of the collaboration."¹ English

High had 550 ninth grade students who were divided into five separate clusters of 110 students each. Every cluster was equally balanced by "sex, race, and academic potential."² Each cluster provided the same four subject areas, English, Math, Science and Social Science.

Clustering was not new to the Boston Public Schools since a similar system had already existed at the Lewenberg Middle School in which the author was a participant from 1971-1976. Teachers within this cluster system met together on a regular basis as a team while students attended classes other than those given within the cluster area. In this system teachers have greater control over discipline, student needs, and attendance.

To provide for an agreement of goals the BSSP formed joint committees of university and school faculty to discuss program goals and encouraged a policy of voluntary participation at both college and schools. Through the use of school-site teams, administrators and teachers worked collectively to achieve school changes with the encouragement and support of the School of Education. Administrative support was always provided by the School of Education through in-service training programs, graduate level courses, and the availability of faculty advisors. Except for the last five years, the Boston Public School

System provided funds and some administrative support to the program. At the school level, administrators provided support to the BSSP through direct enrollment or cooperation.

Coequality in the BSSP is considered an essential ingredient. Both university and school participants are treated as equal partners. This coequality is reflected in the program when BSSP graduates who have obtained the Ed.D. have taught in the program as adjunct professors. While operating as the EHSP, alternative programs at English High School were developed and managed jointly by university and school staff since the BSSP always sought graduate student input into the planning and evaluation of the program. Awards for BSSP participants varied from the measurable--the award of advanced academic degrees, the value of professional education, and advancement within one's profession; to the unmeasurable--intellectual discussion and satisfaction upon successfully completing a team project.

As with most college and school partnerships, the BSSP has continually struggled against various obstacles to the program's objectives. These obstacles have included the end of financial support from the Boston Public Schools, the loss of some school administrators, the loss of teachers who failed to complete degree requirements, resistance and

apathy directed toward team members from their colleagues, and the plan to phase-down all off-campus programs, including the BSSP, by the University.

Funding for the BSSP after 1985 was at a minimal level compared to other comparable programs. This program was designated by the University of Massachusetts as an off-campus graduate program. To receive this designation a program must have substantial activities taking place more than twenty-five miles from Amherst. With most of the program's activities held in Boston, some ninety miles from the campus, it was clearly an off-campus graduate enterprise.

Due to the extra expenses of operating a program at so great a distance from the University, a small portion of student fees, paid through the Division of Continuing Education, were returned to the School of Education to help defray these BSSP expenses. Funds obtained were used to help in paying for books and materials needed, to cover some instructional costs, and to pay for mileage to and from Boston. At no time during the last fifteen years of the program has the University of Massachusetts been compelled to expend any large sums of money to support the BSSP. Except for the small return from student fees, the BSSP has always operated financially independent from the University.

While the program struggled to obtain funding, the University of Massachusetts continued to receive a substantial return from graduate tuitions and fees paid by BSSP participants. Although various hindrances have existed, the School of Education has continued to provide full support to those graduate students enrolled in the program.

College and school partnerships intent on developing programs to improve secondary education can be successful. The participation of school administrators and teachers in these programs has shown that they can provide valuable contributions to educational research due to the positions they hold. Through partnerships the professional experience of both university and school educators can be more effectively directed toward developing these necessary changes. Only because of the continued isolation between colleges and schools will the attempts to change secondary education be ineffective. Both levels of education should be recognized as a single educational profession without distinction between higher and secondary levels. The foundation for this type of merging begins with the effective use of college and school partnerships.

Recommendations for Further Research

The voluminous collection of reports from school-based teams and individuals retained by the BSSP constitutes an

invaluable source of research material useful in understanding the secondary school educator involved in a partnership. These hundreds of documents which have been amassed over the years reflect the vast interests of the graduate students and show how various changes had an impact on them while they were attempting to develop changes at the school level. These reports include some of the best sources for the documentation of team effectiveness, are an invaluable compilation of unpublished data on the numerous initiatives of school-based change, and comprise material sufficient to understand the development of team structuring. Through an in-depth study of these documents some understanding of teacher motivation in a collaborative setting may be obtained. A great deal more could be gathered from these documents in the study of the structuring of collaboratives from the perspective of the secondary school educator as reflected in the individual reports.

The study of the organizational structure of college and school partnerships is an advisable objective in order to retain a delicate balance of commitment from each partner. Understanding the various methods of structuring these programs before implementation, can reduce the necessity of restructuring them while they are in operation. Research should be conducted into collaboration between one

college and one school, one college and different schools, and one college working specifically with various disciplines within one school or school district. At various times the BSSP has incorporated all of these structural emphases to meet the changing needs of the program.

Parental and community involvement in the BSSP was mostly concentrated at the school level. The degree of involvement varied from none to partial participation by parents and community members. Further research is needed to comprehend how to improve the participation of these groups in the collaborative process. Consideration should begin with the incorporation of parents and community members in the initial planning of a partnership between the school and the college. Much more attention should be given to considering the role they should have in any attempts to improve secondary education. Some consideration could also be made to provide college level training programs for parents and community leaders while working directly with the schools seeking change.

Successful collaboratives essentially require the full support of the college partner. This includes not only faculty but also campus resources. Additional research is necessary to clarify the exact role of the college in a partnership to understand how these colleges can better

serve the needs of the participating schools. When first structuring these partnerships, more consideration must be made regarding the financial resources necessary to sustain them.

Along with college and school partnerships there has existed a parallel partnership between the business sector and the secondary public schools. Each collaborative has its own unique concerns for the quality of education provided in these schools. Each is committed to the task of seeking a change in how our secondary public schools provide and improve educational services. This may be the proper time to consider developing trilateral collaboratives of school/college/business partnerships to achieve the same objectives.

Notes

¹ Kathleen D. Lyman, "Evaluation Report", EHSP, July 1977, 19.

² Kathleen D. Lyman, "Evaluation Report", EHSP, July 1977, 19.

APPENDIX A

ADMINISTRATION, 1975-1990

English High School Staff:

Robert S. Peterkin (Headmaster)	Fall 1975-Fall 1977
Christopher P. Lane (Acting Headmaster)	Spring 1978-Spring 1979
Dr. William A. Lawrence (Headmaster)	Fall 1979-Spring 1983
Margret LeGendre (Coordinator, Teacher Center)	Fall 1976-Fall 1979
Beverly Mawn (Coordinator, Teacher Center)	Spring 1979- ca. 1983

University of Massachusetts-Amherst Staff:

Dr. Harvey Scribner (EHSP Director)	Summer 1975-Spring 1976
Dr. Richard J. Clark, Jr. (EHSP/BSSP Director)	Spring 1976-Spring 1982
Dr. Atron Gentry (BSSP Director)	Fall 1982-Present
Dr. Kenneth Parker (BSSP Acting Director)	Spring 1984-Spring 1985

Rudolph F. Crew (EHSP On-Site Program Coordinator)	Fall 1976
Dr. Philip J. Stec (EHSP/BSSP On-Site Director)	Spring 1977-Fall 1983
Dr. Susan E. Campbell (BSSP On-Site Director)	Spring 1984
John S. Fischetti (BSSP On-Site Director)	Fall 1984-Spring 1985

Aida Levi (EHSP Evaluator)	Spring 1976
Dr. Kathleen D. Lyman (EHSP Evaluator)	Fall 1976-Spring 1980
Dr. Frank Rife (BSSP Consultant)	Fall 1984-Spring 1985

Ann Harris (EHSP Administrative Assistant)	1977-ca. 1980
Cheryl A. Creighton (BSSP Administrative Assistant)	ca. 1980-1985
Lisa Spiegel (BSSP Secretary)	ca. 1980- ca. 1985
Terri Chyz (BSSP Secretary)	ca. 1985-Present

APPENDIX B

FACULTY

Alfred S. Alsehuler	(Professor, U. Mass-Amherst)
Norma Jean Anderson	(Professor, U. Mass-Amherst)
John Bacon	(Teaching Associate, U. Mass-Amherst)
John Berwald	(Professor, U. Mass-Amherst)
Elizabeth Brown	(U. Mass-Amherst)
James L. Buckley	(Adjunct Professor, BSSP-BPS)
Patricia Byrne	(Adjunct Professor, BSSP-BPS)
Emma Cappeluzzo	(Professor, U. Mass-Amherst)
Richard J. Clark, Jr.	(Associate Professor/Associate Dean for Program Planning and Development U. Mass-Amherst)
Lee Connor	(U. Mass-Amherst)
Gloria J. Coulter	(Adjunct Assistant Professor, BSSP-BPS)
Philip DeTurk	
Portia Elliot	(Associate Professor, U. Mass-Amherst)
William V. Fanslow	(Associate Professor, U. Mass-Amherst)
Mario Fantini	(Professor/Dean of School of Education, U. Mass-Amherst)
Louis Fischer	(Professor, U. Mass-Amherst)
Ronald H. Frederickson	(Professor/Associate Dean, U. Mass Amherst)
Luis Fuentes	(Associate Professor, U. Mass-Amherst)
Atron Gentry	(Professor, U. Mass-Amherst)
Judith W. Gourley	(Associate Professor, U. Mass-Amherst)
Russell Goyette	(Adjunct Assistant Professor, BSSP-BPS)
Kevin Greenan	(Staff Associate, Adjunct Lecturer, U. Mass-Amherst)
Michael Greenebaum	(Professor, U. Mass-Amherst)
Margaret Hanscom	(Adjunct Assistant Professor, BSSP-BPS)
John E. Heffley	(Adjunct Professor/Visiting Lecturer, U. Mass Amherst-Amherst Public Schools)
Samuel D. Henry	
Jack L. Hruska	(Associate Professor, U. Mass-Amherst)
John Hunt	
R.D. Jackson	(U. Mass-Amherst)
Byrd L. Jones	(Professor, U. Mass-Amherst)
Richard Konicek	(Professor, U. Mass-Amherst)
Margaret LeGendre	(Adjunct Assistant Professor, BSSP- Cambridge Public Schools)
Jerry Lipka	(Outside Consultant for the MASH)
Lawrence Locke	(Professor, U. Mass-Amherst)

Continued, next page.

Barbara J. Love	(Associate Professor, U. Mass-Amherst)
Kathleen Lyman	(Adjunct Professor, EHSP and Professor, Simmons College)
Jean MacCormick	(U. Mass-Amherst)
Robert Maloy	(Adjunct Assistant Professor, U. Mass- Amherst)
J. McCann	
Robert McCarthy	
C. McDonald	
Joseph Marcus	
Peter A. Mattaliano	(Associate Professor, U. Mass-Amherst)
Lynne Miller	(Professor, U. Mass-Amherst)
Mel Miller	(Dean, U. Mass-Amherst)
Robert Miltz	(Associate Professor, U. Mass-Amherst)
Charles Moran	(Professor, U. Mass-Amherst)
Michael Munley	
Kevin O'Malley	(Adjunct Assistant Professor, BSSP-BPS)
Kenneth A. Parker	(Associate Professor, U. Mass-Amherst)
Robert S. Peterkin	(Adjunct Assistant Professor, BSSP-BPS)
Mary R. Quilling	(Professor, U. Mass-Amherst)
Pattabi S. Raman	(Adjunct Professor, U. Mass-Amherst)
Gloria Ray-Carrick	(Adjunct Assistant Professor, BSSP-BPS)
Frank Rife	(Professor, U. Mass-Amherst)
John Santossuosso	
Helen M. Schneider	(Adjunct Assistant Professor, U. Mass- Amherst)
David M. Schimmel	(Professor, U. Mass-Amherst)
David Schuman	(Professor, U. Mass-Amherst)
Marvin B. Scott	(Adjunct Assistant Professor/Visiting Lecturer, U. Mass-Amherst--State Board of Higher Education)
Earl Seidman	(Professor, U. Mass-Amherst)
Sidney Simons	(Professor, U. Mass-Amherst)
Charles Skerrett	(Professor, U. Mass-Amherst)
Philip Stec	(Director, BSSP)
Donald Streets	(Professor, U. Mass-Amherst)
Leverne J. Thelen	(Professor, U. Mass-Amherst)
Peter H. Wagshal	(Professor/Acting Associate Dean, U. Mass-Amherst)
Kenneth Washington	(Professor, U. Mass-Amherst)
Meyer Weinberg	(Professor, U. Mass-Amherst)
Robert R. Wellman	(Professor, U. Mass-Amherst)
Brunnetta Wolfman	(Adjunct Assistant Professor, BSSP- Massachusetts Department of Education, Boston)
M. Zaimaran	(Adjunct Assistant Professor, U. Mass- Amherst)

APPENDIX C

GRADUATE COURSES

- LEX 3425 Special Problems in Education: Introduction to Graduate Programs and Concentration
- LEX 3430 Special Problems in Education: Graduate Program Developing Learning Groups
- LEX 7400 Seminar in Education: Development of Alternative Programs at English High School
- LEX 7405 Seminar in Education: Development of Hospitality Industry Related Alternative Program
- LEX 7900 Seminar in Education: Workshop in Analyzing and Improving Classroom Instruction
- LEX 7910 Seminar in Education: Urban Education
- Methods in Advanced French
- Seminar in Urban Administration & Supervision
- Development of Multicultural Educational Design for Urban Classrooms
- Curriculum Development for EHS Program Urban Studies
- Seminar in Education: Developing a Local Database for Curriculum Decision-Making
- Teaching Reading at Secondary & Adult Levels
- Workshop for Addressing Practical Problems
- Nutrition on Learning
- Structure of the School/Process of Change
- Special Education Task Force
- Educational Administration
- Teacher Self-Evaluation

Continued, next page.

Doctoral Planning & Writing

Integrated Curriculum for the Arts

- EDUCI212 Supervising Seminar
- EDUCI504 Introduction--Bilingual Education
- EDUCI506 Overview of Evaluation
- EDUCI511 Vocational Student Organization
- EDUCI517 Introduction to Computers' Use in Teaching
- EDUCI518 Career Education: An Overview
- EDUCI554 Educational Anthropology
- EDUCI568 Curriculum Development in Urban Education
- EDUCI571 Urban Community Relations
- EDUCI591B Seminar--Educating Students About Careers
- EDUCI615 Workshop in Education: Proseminar in Doctoral Studies
- EDUCI615B Proseminar in Doctoral Dissertations
- EDUCI625 Staff Development Plans & Procedures
- EDUCI654 Introduction to Future Studies
- EDUCI657 Introduction to Urban Education
- EDUCI662A Creativity in Curriculum Design
- EDUCI690R Special Education Students/Vocational Education
- EDUCI690T Program Planning & Development Through Teacher Center
- EDUCI690U Policy Issues in Economics of Education
- EDUCI691C Seminar--Transitional Conceptual Learning

Appendix C, cont.

EDUCI691D Seminar--Issues in Educational Administration

EDUCI691E Seminar--Methods of Evaluating Students

EDUCI691F Seminar--Curriculum Development in Urban Education

EDUCI691G Seminar--Program Development/Evaluation

EDUCI691H Seminar--Analyzing Support Systems

EDUCI692B Seminar--Sociology of Urban Schools

EDUCI692C Seminar--Desegregation

EDUCI692D Seminar--Using the Future

EDUCI692E Seminar--Qualitative Education

EDUCI692F Seminar--Principles of Clinical Supervision

EDUCI698T Practicum in Urban Administration

EDUCI698U Practicum: Planned School Change

EDUCI713 Planning for Urban Education

EDUCI715 Workshop in Education: Secondary School
Curriculum

EDUCI723 Workshop in Educational Administration

EDUCI725 Externship in Business and Industry

EDUCI726 Fundamentals of Educational Administration

EDUCI727 Administering Elementary Schools

EDUCI729 Public School Finance

EDUCI746 Teacher Education and Racism in Schools

EDUCI755 Curriculum, Methods and Programs in Urban
Education

EDUCI756 Graduate Seminar: Educational Reform Strategies
for the Future

Appendix C, cont.

EDUCI757 Research, Planning and Development of Urban
Education

EDUCI758 School Personnel Administration

EDUCI767 Introduction to Educational Planning: School
Based Planning and Management

EDUCI774 Issues/Problems in Teaching Education

EDUCI786 Clinical Solutions to Educational Problems

EDUCI787 Education: Politics and Policy Analysis

EDUCI790A Psychosociology of Special Education

EDUCI790G Administrative Curriculum and the Law

EDUCI791C Seminar--Supervision of Program Implementation

EDUCI791E Seminar--Methods of Inquiry

EDUCI791F Seminar--Evaluation Model

EDUCI851 Principles of Supervision

EDUCI858 Urban Administration

EDUCI859 Changing Strategies in Urban Education

EDUCI861 Case Studies in Education Administration

EDUCI871 Design & Evaluation of Teacher Education
Programs

EDUCI880 Current Issues in Education

APPENDIX D

CHAPTER 636 FUNDING, 1975-1985

FY	PROJECT TITLE/NUMBER	STAFF & EXPENSES		TOTAL
		U.MASS	EHS	
76	School of Education/Boston English High School, #6-31	\$36,382.50	\$49,569.58	\$85,952.08
77	English High School/U.Mass Collaborative, #77-9S-39	\$36,382.00	\$38,618.00	\$75,000.00
78	EHS/U.Mass Collaborative: Center for Secondary Educational Options, #78-9S-0391	-----	-----	\$75,000.00
79	English High Teacher's Center (EHS/U.Mass), #79-9S-0391	\$37,473.00	\$34,527.00	\$75,000.00
80	U.Mass/Amherst English High Teachers Center, #80-9S-0391	\$36,180.00	\$35,820.00	\$72,000.00
81	Staff Development in the Boston Public Schools/ English High Teacher Center, #81-BC-0719	\$56,986.00	\$39,014.00	\$96,000.00
82	Staff Development in the Boston Public Schools, #82-9S-0391	\$33,782.00	\$38,218.00	\$72,000.00
83	Boston Secondary Schools Project, #83-9D-0009 #83-BC-0719	----- \$30,000.00	\$ 9,277.20 -----	\$39,277.20
84	Boston Secondary Schools Project, #84-BC-0103	\$45,000.00	-----	\$45,000.00
85	Boston Secondary Schools Project, #85-BC-0103	\$55,000.00	-----	\$55,000.00
	TOTAL 1975-1985			\$690,229.08

APPENDIX E

BSSP MINI-SABBATICAL DATES

FY 81	November 21, 22, 1980 April 3, 4, 1981
FY 82	December 4, 5, 1981 May 21, 22, 1982
FY 83	May 6, 7, 1983
FY 84	October 28, 29, 1983 May 4, 5, 1984
FY 85	November 16, 17, 1984 May 3, 4, 1985
FY 86	November 8, 9, 1985

APPENDIX F

PARTICIPATING TEAMS, 1975-1986

	FY 76	FY 77	FY 78	FY 79	FY 80	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
English High	X	X	X	X	X	X	X	X	X	X	X
Madison Park High			X	X	X	X	X	X	X	X	X
Boston Latin					X	X	X				
Boston Latin Academy						X	X	X			X
Charlestown High						X	X	X	X	X	X
Jamaica Plain High						X	X	X	X	X	X
H.H.O.R.C						X	X	X			X
South Boston High						X	X	X			
J.E. Burke High						X	X	X	X	X	X
Lewis Middle						X	X	X	X	X	X
Roosevelt Middle						X	X	X	X	X	X
Gavin Middle						X			X	X	X
Boston Prep. High							X	X		X	X
Boston Tech. High							X	X	X	X	X
Cambridge Rindge & Latin (CRLS)							X	X	X	X	X
Fundamental (CRLS)							X	X	X	X	X
Cleveland Middle							X	X	X	X	X
Michelangelo Middle							X	X	X	X	X
Timilty Middle							X	X		X	X
Dearborn Middle							X	X	X	X	

Continued, next page

Edison Middle							X	X	X	X	X
Holmes Middle							X				
Lewenberg Middle							X		X	X	X
McCormick Middle							X	X	X		
Taft Middle							X				
Hurley Middle							X				
Middle School Study Project							X	X	X	X	X
Bilingual Curriculum							X		X		
Dorchester High								X	X	X	X
Hyde Park High								X	X	X	X
Umana Tech. High								X	X	X	X
East Boston High								X	X	X	X
Weymouth Alternative High								X	X	X	X
Barnes Middle								X	X	X	X
Curley Middle								X	X	X	X
Dearborn Middle								X			
Rogers Middle								X			X
MacKay Middle								X	X	X	X
Tobin Middle								X			
Dover/Sherborne System								X			

Appendix F cont.

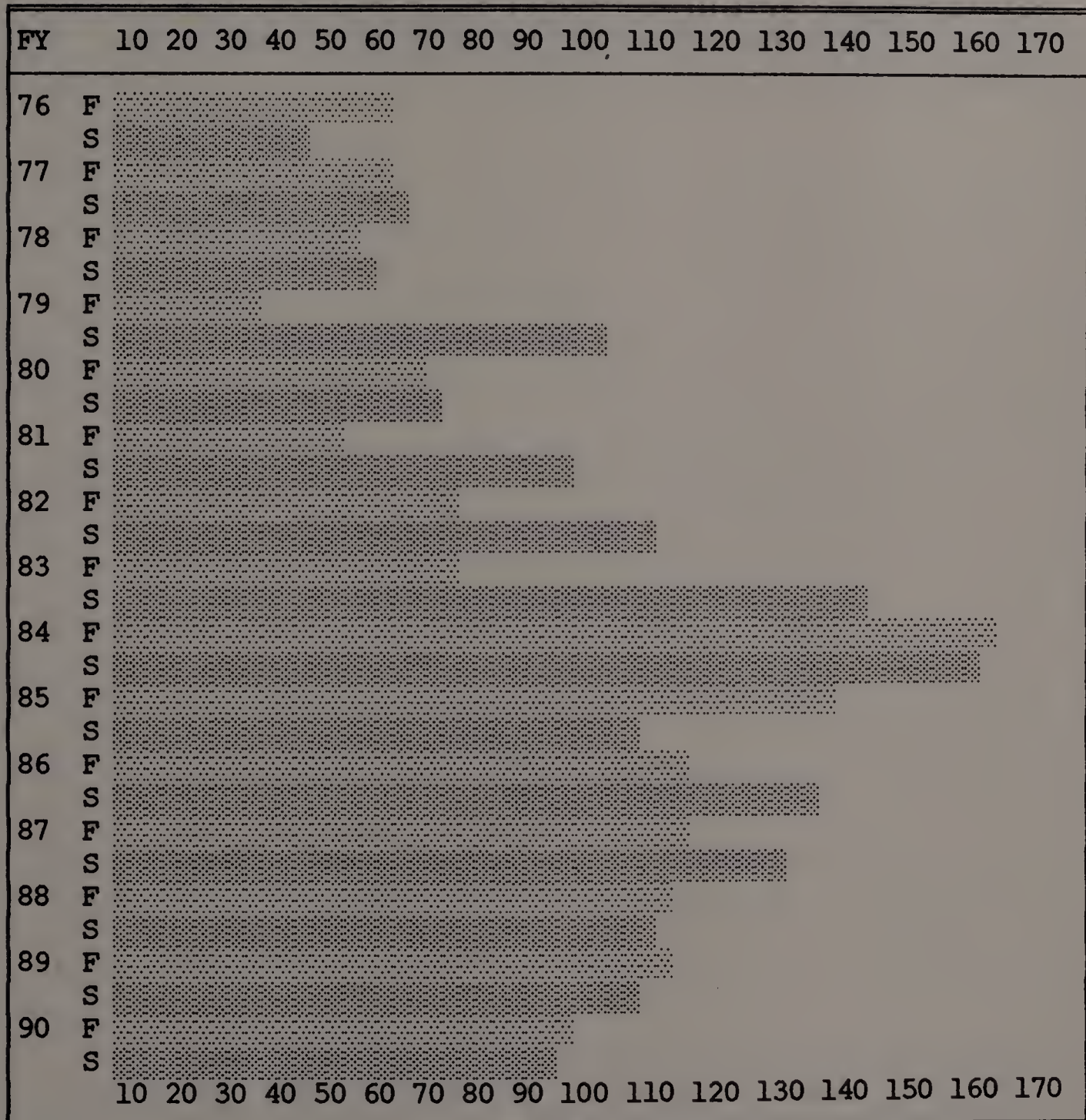
Newton South								X	X		X
Central Office of Professional Development (BPS)									X	X	
District V (BPS)									X	X	X
Cambridge SPED (CRLS)									X		X
House C (CRLS)									X	X	X
House D (CRLS)									X	X	X
Salem High									X	X	X
Somerville High									X	X	X
Taunton/South Shore									X	X	X
Gardner Middle									X		X
Newton Day Junior High									X		X
Middle School Coordinators (BPS)									X	X	X
Internal/External									X	X	X
Trotter Elementary									X	X	X
Taunton/South Shore/Trotter										X	X
Michelangelo/Barnes/Edwards										X	X
Boston Preparatory Alternative Program (6 teams)											X

APPENDIX G

BSSP SCHOOL IMPROVEMENT TEAM REPORTS

SCHOOL IMPROVEMENT FOCUS	TEAMS	SEMESTERS	DATES
Student Achievement	10	20	F80-F85
School Climate	10	20	F81-S86
Community/Parental Involvement	5	9	F81-S85
Curriculum	4	7	F80-F85
Organizational Development	4	7	F80-S85
Communication	4	7	S82-F84
Attendance	4	6	F80-F85
Scheduling	3	6	F81-S85
Dropouts	3	5	F84-F86
Reading Programs	3	4	S82-S85
Student Recruitment	2	4	F83-S86
Writing and Competency	2	3	F83-F84
Program Evaluation	2	2	S85
Parental Perceptions	1	3	F83-F84
Staff Development	1	3	S84-S85
Children in "Out of Home" Care	1	2	F83-S84
Student Handbook	1	1	F83
Student Orientation	1	1	S84
Student Needs	1	1	F84
Student Skills	1	1	F84
Funding of Programs	1	1	S85
Supervision	1	1	S85
Administration (Boston Prep.)	1	1	S86
Public Relations (Boston Prep)	1	1	S86
Instruction (Boston Prep.)	1	1	S86
Guidance (Boston Prep.)	1	1	S86
Support Services (Boston Prep)	1	1	S86

APPENDIX H
STUDENT PARTICIPATION
BY SEMESTER



APPENDIX I

TEAM AND ADMINISTRATIVE PARTICIPATION

FY	SCHOOL SITES	ADMINISTRATOR PARTICIPATION	SPLIT SCHOOL	COMBINED SCHOOLS	SPECIAL INTEREST	TEAM TOTAL	MAXIMUM ENROLLMENTS
76	1	1 (100%)	--	--	--	1	60
77	1	1 (100%)	--	--	--	1	63
78	2	2 (100%)	--	--	--	2	55
79	2	2 (100%)	--	--	--	2	102
80	3	3 (100%)	--	--	--	3	74
81	12	9 (75%)	--	--	--	12	100
82	23	6 (26%)	2	--	3	28	110
83	30	8 (27%)	2	1 TEAM 2 SCHOOLS	1	33	148
84	29	18 (62%)	5	1 TEAM 2 SCHOOLS	6	41	163
85	27	11 (41%)	4	3 TEAMS 8 SCHOOLS	5	39	140
86	32	10 (31%)	5	3 TEAMS 8 SCHOOLS	11	51	139

APPENDIX J

NUMBER OF DEGREES AWARDED ANNUALLY

YEAR	M.ED.	C.A.G.S.	Ed.D.	TOTAL
1976	1	0	0	1
1977	0	0	0	0
1978	17	1	0	18
1979	3	0	5	8
1980	3	0	1	4
1981	8	0	3	11
1982	2	1	4	7
1983	0	1	2	3
1984	9	2	1	12
1985	12	0	4	16
1986	4	0	7	11
1987	3	1	2	6
1988	1	1	3	5
1989	3	0	6	9
1990	0	0	4	4
TOTAL	66	7	42	115

APPENDIX K

DEGREES AWARDED

MASTER OF EDUCATION DEGREES GRANTED

Almeida, Carol A.	February 1985
Banks, Robert	May 1987
Beatty, Robert J.	February 1978
Behnke, Charles A.	February 1984
Berman, Bruce S.	September 1980
Brathwaithe, Valdena	September 1984
Buckley, Elaine A.	May 1979
Burns, Nancy C.	September 1985
Bynum, Carol A.	September 1978
Caroll, Nancy Elizabeth	February 1986
Castleberry, Nancy L.	September 1978
Catano, Joseph R.	September 1985
Cioffe, Enrico	June 1986
Clune, Peter D.	May 1984
Colon, Hector M.	February 1976
Connelly, Edward F., Jr.	May 1981
Costello, James J.	September 1985
Coy, Robert S.	February 1978
Craft, Bettye M.	February 1985
Dever, John F.	February 1984
Donnelly, Virginia M.	May 1981
Foley, Donald E.	February 1981
Foley, Ellen M.	September 1980
Gallagher, Joseph J.	February 1978
Garcia, Flor	May 1978
Garner, Johnny Donald	February 1984
Gibson, Gwendolyn	September 1986
Goyette, Russell	September 1986
Green, Ernest A.	September 1981
Griffin, Priscilla A.	September 1989
Halliday, Michael A.	September 1978
Hanna, Lloyd G.	February 1985
Hecht, Barry	May 1984
Higgins, Priscilla	February 1986
Hughes, Vincent	May 1987
Johnson, Milton E.	May 1981
Joyce, Marjorie R.	February 1981
Kelston, David L.	May 1978
Klaw, Susan	February 1979
Kuhn, Deborah	May 1978

Continued, next page

Leigh, Jane A.	September 1978
Letsie, Andrew M.	February 1979
Matsela, Zacharia A.	September 1978
Mawn, Beverly A.	May 1978
McElligott, Brian James	September 1984
McMiller, Vertelle	February 1986
Meaney, Kathleen A.	May 1981
Merrell, Thomas F.	May 1978
Miller, John E.	May 1978
Moss, Kimberly	May 1985
Myatt, Lawrence M.	September 1982
Radford, Richard	May 1989
Rodriquez, Elvia	February 1981
Romero-Moroles, Neyda	May 1982
Rooney, John	May 1988
Roth, Gary L.	May 1978
Russell, Amelia (Formerly McNeil)	May 1985
Rutter, John A.	May 1984
Saunders, Charlotte E.	May 1985
Semedo, Joan D.	May 1987
Semedo, Patricia	September 1985
Sison, Lea A.	September 1984
Skvirsky, Marc	February 1989
Snyder, Resa M.	May 1978
Ward, Barbara B.	May 1980
Woods, Leroy, Jr.	May 1978

C.A.G.S. GRANTED

Anderson, Michael C.	May 1984
Bruno, Anthony L.	September 1987
Connolly, John M., Jr.	May 1982
Egan, Martha A.	May 1988
Garber, Michael J.	February 1978
Ross, Naomi	February 1984
Rothwell, James B.	February 1983

DOCTORAL DEGREES GRANTED

Allard, Raymond Joseph, "Teacher Behavior Directed Toward Individual Students in Physical Education Classes: The Influence of Student Gender and Class Participation", Ed.D May 1979.

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- Caputo, John P., "Boston High School as An At-Risk Intervention Program: 1968-1979", Ed.D. May 1988.
- Colon, Hector Mateo, "Parent Participation in the Development, Implementation, and Evaluation of Curriculum for Bilingual Education Programs: A Methodology for Principals and Teachers", Ed.D. September 1982.
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- Gizzi, Antonio, "Socio-Technical Systems/Quality Working Life (STS/QWL) Alternative Paradigm: An Urban Secondary School Experience (1982-1983)", Ed.D. September 1989.
- Goyette, Russell E., "Intervention Procedures for Increasing the Number of Students Dressed For Physical Education In An Urban Middle School", Ed.D. September 1986.
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- Jones, Narcisa, "A Study of the Possible Relationship Between the Type and Frequency of Parental Participation and Student Achievement In an Urban School Setting", Ed.D. May 1982.
- LeGendre, Margaret, "A Study of English High Teachers' Center", Ed. D. September 1979.
- Lipkan, Arthur, "A Staff Development Manual for Combatting Homophobia", Ed.D. May 1990.

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- Mandlawitz, Lynda K., "The Effects of A Career Guidance Program for Hispanic High School Students In Knowledge of Job Acquisition Skills, Career Expectations, and Post-High School Plans", Ed.D. February 1983.
- Matsela, Fusi Zacharias Aungane, "The Indigenous Education of the Basotho and Its Implications For Educational Development in Lesotho", Ed.D. September 1979.
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- Meggison, Peter Francis, "Practices and Requirements In Boston Area Word Processing Centers With Curriculum Implications", Ed.D. February 1983
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- Myatt, Larry M. "Creating the Conditions For Responsive Urban School Units", Ed.D. May 1990.
- O'Bryant, Patricia A., "Upgrading of Teacher Performance Evaluation Process In Urban Schools", Ed.D. September 1985.
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