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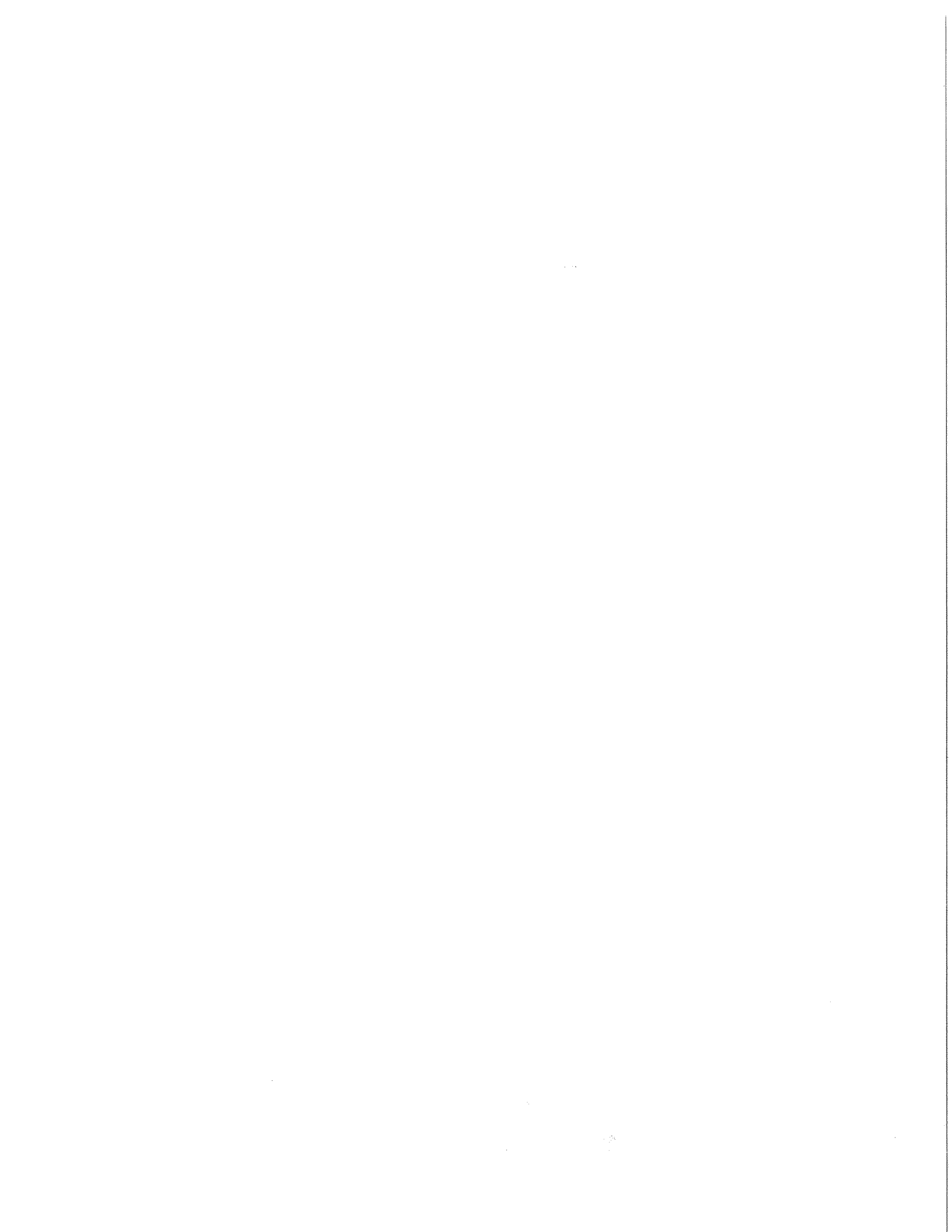
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**The Development of the Professional Practice School  
at Patrick Henry: The Teachers' Perspective**

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### “This Project Could Be a Success”: How the PPS Came To Be

If any one person can be credited with the origin of the Professional Practice School at Patrick Henry, it is Louise Sundin, President of the Minneapolis Federation of Teachers (MFT) and long-time supporter of professional development activities for Minneapolis teachers. When the Exxon Foundation funded the American Federation of Teachers in Washington to create three professional practice schools nationally, Sundin believed strongly that one of these three should be a Minneapolis high school. Several points supported her belief: the political desirability of this particular project that brought to life collaboration between schools and universities and professional development across teachers' lifetimes; an opportunity to build visibly on the longstanding Minnesota tradition of and reputation for developing educational practice for the nation; the highly pragmatic fact that Carol Freeman, an MFT associate teaching in the MFT/College of St. Thomas masters degree program, was available to write the grant proposal; and a likely site for the proposed PPS.

Few in the city would have identified Patrick Henry as the likely site. Once the pride of its white, blue collar neighborhood, Henry's reputation after desegregation in the '60's had sunk to that of the worst high school in the city, a reputation supported by declining student enrollment, attendance and behavior problems, and test scores continually the lowest of all high schools. Although a small group of teachers remained at Henry year after year, few others sought to join them, viewing placement at Henry as a temporary stop until an opening at a more desirable school occurred. Henry was the only Minneapolis high school at that time without a magnet program to attract academically motivated students. Instead, its functional “magnet” was a level 4 special education program that drew emotionally and behaviorally disordered (EBD) students from around the city, creating special challenges for the entire faculty.

But, as Louise Sundin knew, Henry contained the seeds of dramatic change: principal Cheryl Crecy and a cadre of reform-minded teachers determined to turn the school around. Crecy's leadership style, described as “supportive” and “invitational,” encouraged teachers in the

building to break with tradition in order to better serve Henry's students. "Cheryl was the administrator who said, 'You have a new idea. Go try it.' She'd get things to happen" (15, 7/93).

As one teacher put it:

Cheryl was very clear in the message: "You are here to change, and I will support your change. You can't stay the way you are." . . . She said, "Go ahead and don't be limited by what you have done in the past. If you want to try something different, think about it. Don't tell me it can't be done; tell me what you want to do first" (16, 7/93).

Her success-oriented style led eventually to a feature story in the Minneapolis Star Tribune.

During Crecy's tenure, numerous initiatives sparked Henry's faculty and staff into action, for example: a continuing partnership with Twin Cities Federal (TCF) Bank that provided, among other things, TCF mentors for Henry students, summer jobs in the bank and college scholarships for a small number of students, and the Renaissance Program to recognize student achievement publicly; a grant from the McKnight Foundation that assisted the Henry school community in organizing for site-based decision-making; and the initiation of teacher and student teams for some Henry staff. By providing professional development opportunities for Henry teachers, access to the latest research, and the potential of additional staff, the PPS proposal would be a further initiative to support the changes Crecy actively sought.

Nor was she alone in seeking these changes. Six Henry teachers had enrolled as a cohort in the MFT-sponsored masters degree program at the College of St. Thomas. Together, these teachers were studying the process of educational reform and change in the context of their practice at Henry, taught in part by Carol Freeman, a knowledgeable instructor with extensive background in school change and a special interest in the ideas of TheodoreSizer. The Henry cohort was a group of committed urban professionals. As one of them stated, "Why would you teach somewhere where anybody could teach? At Henry, we're needed" (15, 7/93). For these teachers, the ideas from their graduate studies were motivating. One teacher, recalling the experience, wrote:

I can remember feeling like I had crawled out of a cave into light. The problems at Henry had seemed so unbearable, hopeless and impossible, yet here were other schools trying to

make a difference. . . The assignments I wrote for class were my dreams of what could happen. . . And then Carol and Louise came to Henry, and, as they say, the rest is history (W11, 6/93).

Given the support of a dynamic principal and a core group of committed teachers, the selection of Henry as the PPS site made sense. The Henry faculty voted in the spring of 1990, and, while the count was not unanimous, a majority of teachers supported the proposal's development. In retrospect, this support may have come for fairly personal reasons, i.e., seeing the PPS as a way to "get more adult bodies" into the building, to reduce the student/teacher ratio, and, for many, "to make my own life easier" (I5, 7/93). But with the support of the faculty, the MFT had one half of the collaboration in place.

The choice of the College of Education at the University of Minnesota as the other half also made sense. The College's Dean, William Gardner, had been extremely active in the American Association of Colleges for Teacher Education (AACTE) in the previous few years, serving as its president nationally for a year and working locally to change certification in the College from undergraduate to post-baccalaureate programs. The University of Minnesota was the only teacher preparation institution in the state that belonged to the Holmes Group, owing to its status as a research university and its commitment to teacher education based both on disciplinary and on pedagogical knowledge. While preparing only a small percentage of teachers for the state, the College's programs sought to be model versions of what teacher preparation should be.

So when Louise Sundin approached Dale Lange, the Associate Dean charged with teacher education in the College, he did not hesitate in agreeing to participate, recognizing the long-term potential of this collaboration. In the absence of a governance structure that unified teacher education in the College, Lange made the decision after consulting with faculty of the various subject-oriented certification programs.

The MFT received notice of the proposal's success in July, 1990 and then began a year-long planning effort in preparation for implementation of the PPS in 1991-1993. During the planning year, Carol Freeman served as project director, facilitating discussion between Henry and

College faculty. Dale Lange assigned Gene Anderson, a longtime faculty member and head of the College's Field Placement Office, to serve as liaison from the College. At Henry, ten teachers expressed interest in the planning, as did Linda Cohen, the representative from Henry's business partner, TCF.

And plan they did. During the year numerous meetings of a PPS Steering Committee explored ways in which Henry and College faculty could work together to change both institutions and to prepare teachers to teach effectively in an inner city environment. Four professional visits outside the Twin Cities--the Holmes Group Annual Meeting in Washington, D.C. (January, 1991), a meeting of the AFT PPS sites in Los Angeles (February, 1991), a trip to New York City to visit schools implementing the Coalition of Essential Schools model (February-March, 1991), and attendance at AFT's QUEST in Washington, D.C. (July, 1991)--led to continuing discussions of how the Henry Professional Practice School might function. The active support of Principal Crecy and Dean Lange was evidenced by their attendance at both the Holmes Group and AFT PPS meetings, as well as at several locally held sessions.

During the third trimester, Dan Christensen, a Henry social studies teacher, was released an hour a day to devote time to planning the PPS, and the Steering Committee decided that, rather than hiring an outside project manager, two Co-coordinators--one a Henry teacher (Linda Trevorrow) and one a College faculty member (Gene Anderson)--would direct the PPS in the coming year. Knowing the importance of leadership training for Linda Trevorrow, Dale Lange successfully nominated her for the Bush Foundation's Educational Leadership Program, insuring that she would study with a group of Minnesota's educational leaders, both principals and teachers, examining contemporary issues in leading change and receiving funding for a school-based change effort. In addition, Carol Freeman, who directed the yearlong planning effort, began her doctoral work in the College, serving as a teaching assistant to Gene Anderson and working with secondary education students. When John Goodlad visited the school on May 10, 1991, to meet with PPS faculty, there could be no doubt that PPS ideas were thick in the air.

From the beginning, however, it seemed at times an almost overwhelming challenge to create a unified professional community from two highly disparate faculties already operating at full tilt. At both Henry and the College, a sizeable number of people did not expand their professional efforts to include the PPS. This is not to say, however, that people were not working hard.

One by-product of Cheryl Crecy's open style was that Henry teachers could choose where to place their emphases. So, for instance, the group developing the PPS was different from the group developing the site council for the school, leading one day to simultaneous meetings at opposite ends of the media center. Given that their intentions overlapped to a wide extent, the PPS table noted the irony of the dual meetings, but the committees were never merged. One person later defended this separation: "There were still so many things going on that they needed to be distinct" (I5, 7/93). Other Henry teachers chose to put their efforts more directly into teaming and classroom instruction or into program development (e.g., the International Baccalaureate program introduced that year to attract academically oriented students to the school), all clearly related to the long-term goals of the PPS, but not to its immediate planning. As one person put it, "I want to be very much involved with this [PPS], but [my programmatic leadership] has to be my primary responsibility if that program is going to succeed" (I3, 7/93). For probationary teachers, many of whom would lose their jobs over the summer due to seniority bumping, day-to-day functioning took precedence over long-term thinking.

For College faculty, the development of the PPS may have seemed a timely effort, but four important details worked against their involvement: the fact that teacher education faculty were already busily engaged in what they viewed as meaningful collaborations with schools other than Henry; the belief that "service" projects like the PPS would not be adequately rewarded in the College's research-oriented rewards system; the project's origin outside the College, rather than from within the several programs that prepared teachers; and its visible support by the Dean's Office, frequently a political concern for an extremely autonomous faculty. In retrospect, given

these constraints, what is fairly surprising is the willingness with which faculty from a number of certification areas attended PPS meetings and engaged in serious planning.

Plans for the initiation of the PPS were finalized over the summer of 1991. A two-day retreat off-site led to a public commitment of effort and the refinement of three overarching PPS goals (see Appendix): to support student academic and social learning; to support the professional education of teachers; and to support inquiry directed at the improvement of practice. The year of planning was completed.

#### “We Have a Great Deal to Learn From Each Other”: Two Years of PPS Implementation

And thus began the implementation of the Patrick Henry PPS. Over the course of the first year, N practicum students and M student teachers worked at Henry. A unified staff development plan, created in conjunction with the district head of staff development, provided support for PPS teachers to attend professional meetings related to school climate and restructuring. Gene Anderson actively sought to involve College faculty by inviting them, one at a time, to visit with various departments (e.g., science, second languages). Trevorror and Anderson prepared a successful grant to the Minnesota Department of Education to establish a mentoring program for new teachers, and three highly experienced PPS teachers--Connie Blum, Carol Borne, and Jane Kostik--served as faculty mentors during the year.

PPS faculty from both sites attended professional meetings outside of the Twin Cities--the Coalition of Essential Schools' Fall Forum in Chicago (November, 1991) and a meeting of the AFT PPS sites in Washington, D.C. (November, 1991)--as well as a Panasonic Conference on Assessment and Reform, sponsored by the Minneapolis Public Schools. Linda Trevorror participated in off-site Bush Educational Leadership sessions and developed her Bush project in conjunction with Leo McAvoy, a professor in the College's Department of Kinesiology and Leisure Studies who served as a consultant on experiential education to the Bush program. During the spring, PPS funded an extra hour of daily planning time for the three members of the Essentials



team, time later labeled as one of the "most important" supports of the change process: "There was a lot of trust that if they gave us that time, we would use it" (I6, 7/93).

While much good happened during the year, there were also problems that unavoidably affected the process. A crisis of enormous consequence to the PPS during its first year of operation was the serious and debilitating illness of principal Cheryl Crecy. Owing to the nature of her disease, Crecy was unable to work for lengthy periods of time, and, when she did return to the building, was often too weak to remain a full day. A supportive Henry staff rallied around her, pitching in to keep the school functioning. However, the absence of the enthusiastic and smiling principal, who walked the hallways speaking words of encouragement to students and staff alike, was a major loss. Without her support and leadership, the PPS had lost a major ally in the building, and all change efforts felt less secure. As one PPS teacher put it, "We didn't have someone who could say, 'The PPS is important'" (I4, 8/93). Crecy's transfer to a junior high school in the spring of 1992 and the assignment of Gerald Hickman, who was to retire in October, 1992, as temporary principal left the PPS without the active and long-term support of its building administrator.

While a second two day summer PPS retreat "broke down the barriers" for those who attended (W10, 6/93), 1992 to 1993 brought PPS faculty--and especially Co-Coordinator Linda Trevor--face to face with almost continuous tensions and continuing challenges. Because of district policy related to seniority, many probationary faculty were excessed from the building, resulting in last minute hiring of numerous teachers and the need to orient them to Henry. In a district where building leadership could have a dramatic effect on educational practice, the question of who would become Henry's principal occupied people's minds during the fall trimester. At the same time, few people from the university actively sought to participate in the PPS. The College Co-coordinator became occupied with matters on campus and did not spend as much time in the building as he had during the first year. In the midst of their strenuous teaching schedules, PPS teachers had the feeling that College faculty might be reluctant to place students at Henry and

worried that, although the mentorship program for new faculty at Henry was successful, the PPS might not thrive. "There's been no feedback on our pioneering efforts and no assistance from the University" (W10, 6/93). One teacher did note, however, that

The non-involvement had a positive side. The good side of it was that we really had to evolve our own things. There were no answers, other than what we wanted to try (I6, 7/93).

Those who wrote the quarterly reports about the project, required by the funders, sensed that nothing they wrote could please the Washington-based director, who repeatedly asked pointed questions about what progress was being made.

Two crises in the fall of 1992 pointed to the leadership role Linda Trevorrow had necessarily assumed in the absence of a permanent building principal and more involved College faculty. In response to public pressure, the Minneapolis Superintendent of Schools, Robert Ferrera, early in the school year dramatically limited staff development in the district. Minneapolis teachers were to be in classrooms teaching, not out of classrooms during school hours learning; "teachers at the K-12 level cannot afford to be out of their classrooms [because] too much disruption takes place" (W3, 6/93). This meant that Henry lost its "banked" days, i.e., release days created by keeping track of the time that students were in school longer than was required by law. These banked staff development days were to provide critical time for meeting, planning, and reflective dialogue essential to the development of the PPS, and their loss was a severe setback for the project. To his credit, the acting principal was willing to battle the bureaucracy, and he and Trevorrow requested a variance from the School Board to reinstate the days. The first hurdle, the district Variance Committee, comprised of teachers, parents, and community representatives, was easily passed. By contrast, the formal hearing by the full Board was a grueling nightmare--an hour of intense grilling, public posturing, and an eventual favorable vote, supported in part by a Henry parent serving on the Board. Few teachers in the building understood Trevorrow's stressful experience that regained the lost days; for Trevorrow, it was a lesson in district politics never to be forgotten.

The second crisis again found Trevorrow fighting to preserve Henry's status as a PPS. Over the course of the 1992 school year, College faculty, led by Gene Anderson, were working to restructure the fieldwork portion of the College's teacher education program. The efforts had little to do with Henry directly; given the budgetary demise of the College's Field Placement Office, Gene and other teacher educators needed a new structural mechanism to insure good placements and effective supervision of College practicum students and student teachers. The notion of "district centers," i.e., school districts that would agree to a long-term relationship to develop highly competent teachers in specific schools to work with groups of College students emerged, with Minneapolis a likely first site. However, at a meeting in December, the question of whether Patrick Henry should be one of the identified buildings arose. Those present, including Anderson, MFT President Louise Sundin, and Dawn Allen, head of the joint MFT/Minneapolis Career in Teaching program, cited numerous problems with Henry: there were too many programs, too much turnover of presumably dissatisfied staff, and too few outstanding departments. Perhaps the new PPS model should be department-, rather than school-centered.

Fortunately, two teachers attending the meeting with Trevorrow spoke in support of the PPS efforts at Henry. After all, the project was in its second year of implementation, and, from what they knew about school change, that was hardly a fair trial of a complex, new idea. Certain efforts, like the mentorship program, were in place, and the process was evolving. There were many exemplary teachers at Henry. To pull out at that point, with Exxon funding still available, would send a strange message both to the external funders and to the PPS teachers who had struggled to establish a professional community around teacher education and educational reform. One of the teachers later reported that Trevorrow "stuck to her guns," refusing to even allow the possibility of Henry's not being a professional practice site. But, as was the case with the Board appearance, Trevorrow again felt responsible as the protector of the PPS in the face of external threats.

If that was the fall's bad news, there was a great deal of good news to report throughout

the year. Perhaps most important was the naming of Principal Mike Huerth in December, 1992. The political machinations that led to his appointment were not fully known to Henry faculty, but the appointment of Huerth, who had served as one of Henry's AP's since August, brought immediate administrative relief to the building. Teachers who worked with him believed he would provide needed support not only for the PPS, but for every program at Henry:

I really credit Mike Huerth with bringing some focus to all the stuff going on in that building. . . He knew what to observe, what was happening. . . Mike can see the big picture. He can put all of the parts together in a way that makes sense, not just to him, but to all of us (I3, 7/93);

Mike is very involved in making this work, encouraging people, saying this is something we can do" (I4, 8/93);

We now have an administrator who understands the [PPS] vision and could very possibly be the "dream catcher" to solidify the PPS and its future (W11, 6/93)

Specific activities supported the continuing development of the PPS. The mentorship program targeted post-baccalaureate and first year teachers for professional support. In an important precedent, long call substitute dollars were used to hire two teaching interns to release PPS faculty for professional practice work during the school day. In the words of one teacher:

That [the internship] is so crucial to the success of this program. . . It frees us, but at the same time we are not harming students because they have their teacher. It's not like bringing someone in temporarily for a week or a day here and there (I3, 7/93).

The internship arrangement benefitted both groups: the interns taught two classes of their own, then worked with PPS teachers' classes, experiencing a variety of students and teaching styles; the PPS teachers had continuing opportunities to spend time, for example, on mentoring and development of Henry's career ladder continuum. In addition, a post-baccalaureate student was hired as a full-time teacher, making visible the notion of developing professional practice.

Other activities addressed the challenges of making Patrick Henry a better school. Through the North Central Association's Outcomes Accreditation (OA) process, Henry faculty, led by teacher Karen Gregory, identified five "target goal areas" for study and intervention: language arts, mathematics, critical thinking, respect, and self esteem. Kathi Jorrisen, a research assistant

from the College, supported these efforts, and, at one meeting in the winter, College staff helped facilitate discussions of each target area. A committee of extremely committed teachers took on the troublesome problem of attendance, seeking to understand why a third of the student population was absent on any given day. With Huerth's guidance, a staff group planned for integrating Henry's special education program the following year into the ongoing function of the school, seeking inclusion, rather than segregation, to the greatest extent possible. Modeling the change process, Huerth also planned, with the help of management at TCF, to restructure the administrative team to better support faculty in new roles.

And so, by June, 1993, there was again a feeling of forward movement within the PPS. Gene Anderson's term as Co-Coordinator ended, and Jean King, a faculty member who had served as the administrator of the College's collaborative research center, replaced him. With Huerth and King in place, the leadership vacuum that had made Linda Trevorrow feel alone in the face of PPS conflicts and challenges was filled.

The core group of PPS faculty reported a number of positive outcomes as the third year of the grant ended. Some were programmatic: "As a school, I think our increased enrollment and school-wide teaming would not have happened without the participation of the PPS" (W10, 6/93). Some were personal: "Working with the project has forced me to be more outspoken, have confidence, [and] have a broader range of thinking" (W3, 6/93). Some spoke of professional change in general terms:

I see things in broader terms. I've gained many new professional acquaintances. I've seen ideas actually put into use and working (W8, 6/93);

For me, [the PPS is a process of] becoming, an affirmation that what I'm doing is correct, that I really did learn something. It's encouraging. I don't want to stay stagnant. I want to try other things. Students are changing, and I want to be changing, too (I4, 8/93);

[The PPS gave us the] expectation that we can reform our teaching. There is consensus around certain ideas now (I5, 7/93);

For me, PPS meant developing my own skills as a teacher by trying out new roles (W4, 6/93);

The PPS has refined that sense of reflection and made me realize the need to document what it is I do and how effective that teaching practice is for my students. . . I believe all teachers have that sense of starting over-- this is the way I did it this year, but next year I can make this even better. . . (W11, 6/93).

Others pointed to the increased awareness and discussion of the stuff of teaching--curriculum, instruction, and student learning--that affected their professional development at Henry:

If there hadn't been a PPS, I wouldn't be the person or the teacher that I am today because, first of all, it exposed me to other ways of thinking and teaching and classroom management [through seminars, conferences, visits to other schools] (I6, 7/93);

[There is] lots more talking going on about curriculum. More people willing to try new and different things, e.g., teach special electives (I4, 8/93);

I have had to become much more conscious of what I do in the classroom and why I do what I do. . . Involvement with the PPS has required me to struggle to reach a consciously competent level (W1, 6/93);

I'm doing things I never dreamed I would have been doing--teaming, discussing practice, trying new ideas (I5, 7/93).

Among PPS faculty, there is now an increased focus on Henry students and making changes that will positively affect them. "People are trying to justify the changes [on the basis that] it's good for students here" (I4, 8/93). There is also a newfound professional assertiveness, still being developed, that says, "We are professionals--we believe this method will help our students and our school, and we insist on doing it" (W7, 6/93).

The results after two years of PPS implementation reflect favorably on the efforts of those involved. In part, the PPS served to connect change activities into a more coherent whole: "One of the real strengths probably is that it [the PPS] has been a unifying element of all the stuff going on at Henry; it has been a way of drawing all this into focus" (I3, 7/93). In part, it is testimony to the potential impact of a single person's efforts, an individual who reportedly "never let it [the PPS] die, even when it was dead" (I5, 7/93). PPS faculty spoke repeatedly of her role in the change process:

Linda Trevorrow's hard work and persistence at making the partnership work has been our strongest asset (W2, 6/93);

Her presence at Henry was necessary for this to happen. . . She's taken the time and

initiative and has networked with people to see that things happen. She also was very personally supportive. She always took time to listen to me (I6, 7/93);

Having Linda Trevorrow at PHHS [Patrick Henry High School] was the crucial part. She is an active, hard-working teacher who has been able to do the details necessary to create and retain the grant for the PPS (W6, 6/93).

In part it is setting a vision and never losing it, despite nay-sayers, set-backs, and confrontations.

In the words of one PPS teacher,

I am most proud that we are continuing after the hard first years where payoffs seemed few. . . The major effect on me has been to allow a vision of five to ten years in the future to seem attainable rather than a fantasy. I have hope (W6, 6/93).

“You Don’t Stop Learning When You Start Teaching”:

Professional Community among Faculty at Patrick Henry

As Darwin might have projected, the evolution of professionalism within Henry’s faculty over the three years was--from the perspective of those most committed to the PPS--painfully slow. The original cadre of teachers enrolled in the MFT/St. Thomas masters degree program roughly doubled in size by absorbing other faculty committed to professional development, teacher education, and fairly radical school change. And for this PPS group, the collaborative experience was a highly positive one. In the words of one who participated, “There is a core of teachers at Henry who have now become very willing to work in this program and are very anxious for success. . . We can see how it benefits the school” (I3, 7/93). Perhaps even more importantly, another PPS colleague noted the continuing nature of this work: “We now realize more fully that we will always be changing and keep progressing” (W4, 6/93).

Evidence of faculty experiences with their PPS colleagues speaks powerfully to the extent of their mutual collegiality. One of the interns highlighted the “incredible amount of support and encouragement from those individuals who were active in PPS,” adding, “For lack of a concrete term, I would have to say that there was ‘positive energy’ in the school and among the staff. . .” (W9, 6/93) A teacher of 20 years reported, “We achieved true collegiality among our own staff who were involved in the PPS” (W4, 6/93). Another pointed to a “cooperative atmosphere here”

(I6, 7/93), where PPS teachers routinely discuss pedagogy, share instructional ideas and materials, and, for those on teams, plan collaboratively. Breaking down traditional barriers, PPS teachers invite other teachers and practicum students into their rooms to observe (I4, 8/93), reportedly feeling cheated that they had so little common time to reflect on these experiences together. "If there is anything that has improved my teaching in these past two years, it has been having people come in [my classroom]. . . Some days don't go well at all, but that's the way it is" (I3, 7/93). To a person, each PPS teacher who reflected for the case study wrote comments like the following:

I have developed more collegial, rather than just personal, relationships with other staff members. . . (W4, 6/93);

I feel less isolated and find that I usually enjoy getting up and going to work every day (W11, 6/93);

I am no longer alone in my classroom! Hello, collegiality! It feels really professional (W10, 6/93).

But the true potential of the PPS at Henry is evident in comments that document the effects of such collegiality. In the words of one PPS teacher, "We have had to learn to trust our colleagues. . . We are much stronger in collaboration than as lone operators" (W7, 6/93). There is the clear sense, after three years, that others are joining the group of PPS teachers. "People [at Henry] have developed the concept of 'why not' rather than 'why,' which is great to see. This has even expanded to include some teachers who were very resistant to change before" (W4, 6/93). "People are willing to risk saying something to the negative teachers, to confront people openly in meetings. That's happened a few times. . . The PPS said it's okay to do these things [i.e., to engage in change activities]" (I4, 8/93). "We've built up expectations that people will be able to do different things at Henry," and "Henry is no longer a place to hide out" (I5, 7/93).

Some PPS teachers also spoke of the interdependence of their professional activities: "We also learned that we didn't just make decisions that affected ourselves, but [that] our choices affected students and teachers all along the continuum" (W4, 6/93). One teacher captured this



sentiment:

I always felt connected to other teachers, but never interdependent. [That is] the heart of the change. . . There's no way that any of these things that I have done could have been done alone. . . On days when we felt discouraged, . . . we either empathized [or] we helped problem solve (I6a, 7/93).

One of the questions facing the PPS teachers in the coming year is how to build on the existing collaboration and how to move other teachers to an appreciation of interdependent practice. As one PPS participant noted, "I am still hoping there is something that will somehow transform our staff into a group of learners. . ." (I6b, 7/93), transforming the existing collegiality to a higher level of support.

For the 12 or so teachers who actively participated in the PPS, the results, then, were highly positive. But other Henry faculty chose not to participate. Some veterans felt no need or desire for participation. In their opinion, they were good teachers in the traditional sense: they closed their doors, taught well, and engaged in professional activities they personally valued, whether or not these related to the stated goals of the PPS. For these individuals, collegiality, as in past years, may have included routine discussions of school business (e.g., homecoming events, assemblies, and trimester grade due-dates) or personal news, but they did not participate in PPS activities related to teaching, learning, and improved practice in a collective sense.

Reasons for non-participation varied. In the words of one PPS teacher, "You have to change the culture of a school. . . [For many at Henry] there is no feeling that we need to do this . . ." (I6, 7/93). Some teachers were simply too busy with personal or non-PPS professional activities (e.g., time consuming extracurricular activities, work for professional organizations outside the school) to add one more professional commitment. Some, typically based on past experience, were unwilling to commit once again to an unproven collaboration with the College, harboring "the suspicion that University people never walk into a 'real' school and have no real understanding of what I do all day--yet think they have all the answers about education--and that . . . their work is more important than mine" (W7, 6/93). Some viewed any change with extreme

cynicism. As one person put it, "It's not just about this program. [Cynicism] seems to be a way of life for some" (I3, 7/93).

Others questioned the leadership role of "Principal Trevorrow" and her PPS colleagues, with some labeling PPS participants as "them" and "they," a "very select group of people [who] get more privileges, better students, more supplies, in-building substitutes" (I4, 8/93). But it was not merely jealousy that led to this perception. As PPS supporters noted,

There is some animosity toward Linda. Decisions are made, but we never quite know where they come from. . . Some people saw her as taking advantage of a situation. . . She did her own thing to further her own work. . . (I4, 8/93);

Linda's taken a lot of flak. It might be helpful not to be so far out in front. . . [Some people believe] she's trying to take over (I5, 7/93);

Linda certainly has been in the primary leadership role. That has been a positive and a negative just because there are some on the staff who feel they have been pushed into something. . . Now she's in a very difficult position (I3, 7/93).

Holding this attitude, one highly regarded Henry teacher reportedly refused to read any memos that contained the term PPS, tossing them instead into the office trash. Given the early stages of the collaboration and valuing the competence of many such teachers, the PPS faculty patiently accepted them as eventual targets for PPS conversion--or as individuals who might eventually be encouraged to move to another school.

"If the Two of Us Will Get Our Elbows into Each Others' Ribs,  
We Can Get Something Very Productive":

Professional Community Among Henry and the College Faculty

If the PPS faced challenges in involving members of the Henry faculty, it faced seemingly greater difficulties in reaching out to members of the College faculty, people who didn't necessarily restructure their work lives to include Patrick Henry. This was the other "us" and "them" that caused continuing tension. In interviews, PPS teachers recognized the importance of their involvement in teacher preparation:

Whatever I was doing in my classroom, I wanted people to stand on my shoulders and reach out. . . I don't think I would have had quite the courage to make as many changes and as far-reaching ones as I had if I didn't think that someone is going to use this. It is not just for me. . . If we can be a laboratory for good education, everyone is going to benefit (I6a, 7/93).

One spoke of the importance of connecting with colleagues outside of Henry:

We needed to have a large enough community of people interested in education that you get a professional camaraderie about you. [So] you have enough thinkers and changers and doers that you don't feel isolated. Henry is a small school. . . We needed to feel that we were part of a bigger community, whether it was the university, whether it was the union, whether it was connection with other schools (I6b, 7/93).

Teachers also recognized that this coming together would take time: "For this relationship to be truly meaningful. . . it must be built slowly--one on one--until we get a critical mass at each institution feeling really valued by the other" (W7, 6/93).

In their written reflections, PPS teachers discussed common prejudices and attitudes on each side of the PPS collaboration. "I think we all had to tear down walls of prejudice relating to each other's institution. I think that we had to bring down some personal walls relating to values" (W5, 6/93). "People at both the U[niversity] and Henry are so consumed by their present responsibilities and ways of doing things that they have difficulty 'adding on' to their job" (W7, 6/93). To the extent that faculty on either side viewed PPS activities as additions, rather than different ways of doing things, the relative success of faculty involvement after three years is somewhat surprising. By the summer of 1993, several PPS faculty spoke favorably about the involvement of College faculty in the PPS:

The relationship between Henry and the University of Minnesota has blossomed over the last three years (W2, 6/93);

One of the very critical things is the fact that we [PHHS and the College] have gotten to know each other (I3, 7/93);

Instead of 'us' [PHHS] and 'them' [the College], we became partners" (W4, 6/93).

However, if progress has been made, everyone was also clear that much more needed to happen as the PPS moved forward. "There has to be a lot more involvement with University staff" (I3, 7/93).

Not surprisingly, Henry teachers reported fairly stereotypic attitudes toward their College colleagues to begin with, sensing that the “people there just have to be more aware of what the day-to-day business [at Henry] is” (I3, 7/93). College faculty “need to see a real school” (I5, 7/93). For some teachers, another attitude related to a traditional role differentiation: “I had to tear down a feeling that the University people are automatically more knowledgeable and are the ‘experts.’ We have a great deal to learn from each other” (W1, 6/93). One PPS teacher in particular expressed high expectations for the College faculty--and extreme disappointment at the results:

I wanted to find a burning enthusiasm for pedagogy . . . emanating from the university. . . I wanted them to come in and really say, ‘Look, study such and such says that if you try this’ and I would go out, try it, and see if it fits. . . I wanted to be the hands and feet and let them be the mind. I wanted to be the guts. I have become disillusioned, and I don’t believe that the people at the university are on fire for teaching or for education. . . They have their own agendas, and that is what they want to do (I6, 7/93).

In part teachers blamed College faculty for attitudes of distrust. As one PPS teacher commented, “I think that many professors would have preferred to develop a PPS with a school that had the best teachers and programs of excellence already in place. Why set yourself or your student teachers up for failure?” (W11, 6/93). Others noted, “The University [faculty] must trust us before they’ll commit to shared vision and work” (W10, 6/93), and “I do believe that more could be done with the University if they would give us more of a chance” (W8, 6/93). Some were understanding of the College faculty’s perceived attitude:

People are caught up in what they’re doing at the U. They need to see it [PPS work]’s valuable to themselves (I5, 7/93);

[College faculty say] “I’ve got three million other things to do, my department is being cut back, and now I’ve got this to do?” . . . They don’t know how they might be involved” (I4, 8/93).

What led to the successful involvement of College faculty? The importance of “face-to-face meetings” was clear. “Every time you get University and Henry people together, it’s a step forward. It’s that straightforward” (I5, 7/93). One person, commenting on the two summer retreats, noted that they were helpful “because they brought people together who could make things work. Each summer brought yet a little more progress” (W5, 6/93). He continued:

It is a cliché to suggest that we created “a level playing field,” but I think that is exactly what happened. In other words, power was shared; no one was perceived better than another; everyone had input that was recognized and valued; University was not “better” than Patrick Henry; coordination came from both institutions, not from just one or the other (W5, 6/93).

The long-term success of the continuing collaboration may well depend on the PPS’s ability to attract and integrate more College faculty. As the PPS begins its third year of implementation, whether or not this will occur is not clear. In the words of one teacher:

At first it was difficult to see how the PPS would fit in with Henry. Henry is going to go on. This [the PPS] might be here; it might be gone. . . If there was a commitment from the University, I would go 100%. But if they continue the way they have been, I would say I wouldn’t bet on it (I6, 7/93).

Events in the next year will determine if that was a bet worth taking.

#### “That Hilltop Over There”: The Future of the Professional Practice School at Henry

In reflecting on the future of the PPS, a teacher made the following comment: “This has been like a hike up a cliff, and we’re getting near the top. But now we see that hilltop over there, so we can’t stop and rest” (I5, 7/93). Having attained one level of collegiality and commitment to improved practice, PPS collaborators both at Henry and at the College are already moving on. In October, 1993, the Henry Leadership Council voted to make the PPS schoolwide, so that faculty will no longer opt to become PPS teachers; by definition, employment at Henry makes you an integral part of the PPS, although exactly what that will mean in practice will evolve over the course of the next several years. In written reflections and interviews this summer, PPS participants had clear ideas about what will need to be done as we move forward, including--and certainly not limited to--the following:

Keeping it [PPS] in the forefront of people’s minds (I4, 8/93);

My main concern would be for continuity. There needs to be that focus and whatever means are necessary to keep that focus should be taken (W3, 6/93);

Some restraints have to be put on to adding more new ideas. . . At one point that was okay, but then too many things happened. [We need to] take what we have now and perfect it and make it really work (I3, 7/93);

We really need to talk about school and education, e.g., how to serve special needs students, self esteem issues, etc. (I5, 7/93).

There is no doubt that enormous sources of potential conflict remain, for example, the continuing challenge of how to involve more College personnel in PPS work, issues of diversity and interdisciplinary studies at both sites, and the effects of block scheduling that tie up certain Henry students during much of the day. However, the Professional Practice School now has ways and means to address these challenges, building on the professional community both within Henry's faculty and between Henry and College faculty. In June, one individual wrote, "I have not really wavered from the beginning of this project in believing that it could be a success" (W5, 6/93). As we continue our work together, we hope to validate the truth of that statement.