

BOSTON
COLLEGE



The Collaborative Fellows Program

A HISTORICAL REVIEW

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THE COLLABORATIVE FELLOWS PROGRAM: A HISTORICAL REVIEW

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EXECUTIVE SUMMARY

Since 1999, thanks to very generous funding from an anonymous donor, and under the initial leadership of Dean Mary Brabeck, the Boston College (BC) Lynch School of Education (LSOE) has been implementing a Collaborative Fellows Program (CFP). This program has provided support for LSOE faculty and graduate student researchers to partner with Boston Public Schools (BPS) teachers and administrators in order to bring about changes in curriculum and improvement in educational practice at partner public schools and at LSOE and contribute to scholarly knowledge.

During the summer of 2007, Professor Jean Bartunek, of the Organization Studies Department in the Carroll School of Management (CSOM) at Boston College, was invited by Dean Joseph O’Keefe, S.J., of the Lynch School of Education to “implement a review process that will allow us to appraise the scope of [the Collaborative Fellows Program’s] impact to date.” Jean carried out this review jointly with Mamta Bhatt, an advanced doctoral student in Organization Studies, and in collaboration with Associate Dean Maureen Kenny and Director of Urban Outreach Initiatives Catherine Wong, both of the Lynch School. Data gathering has primarily included archival documents and interviews with multiple Boston College (BC) faculty and administrators, BC students, and BPS personnel participating in the Program. In this report, we present a review of findings from this study.

The Collaborative Fellows Program has funded 16 different projects since 1999, four of which are currently ongoing. These projects have been led by 17 principal investigators (PIs), with some projects having multiple PIs and two PIs involved in more than one project. Sixteen PIs are from LSOE and one is from the English department at BC. The department of Teacher Education, Special Education, Curriculum and Instruction has had the highest representation, with nine PIs. The PIs include faculty from all levels of seniority: five were professors when they first received a Collaborative Fellows grant, three were associate professors, six were assistant professors, and three were non-

tenure-track faculty and LSOE administrative members.

As intended at the inception of the program, the Collaborative Fellows projects have primarily targeted Cluster 5 schools. Many of the projects have taken place in multiple schools in this cluster. The school that has participated in the greatest number of projects is the Garfield School, which has participated in eight projects. The projects have focused at all levels in schools, with many projects taking place at multiple levels. The elementary school level has received the most attention; 12 of 16 projects over the past 10 years have been at the elementary school level. There has been a slight shift in focus during the 2008-2009 school year, with newly funded projects focusing on the Step UP schools. New grants have been awarded to faculty who previously had Collaborative Fellows grants, and the current projects aim to expand the scope of the earlier projects to Step UP schools.

The Collaborative Fellows Program has developed a clear identity within LSOE. It is seen as facilitating the relationship between BC, BPS, and the surrounding community; as integrating research with practice; and, as truly collaborative.

At its inception, the Collaborative Fellows Program developed certain criteria for determining the success of the projects. On average, interviewees rated the various projects between very good and excellent on the following criteria: “fostered curriculum improvement in the Boston Public Schools,” “fostered new knowledge about teaching and learning,” “enhanced the relationship between LSOE and the partner school,” and “enhanced team members’ professional knowledge.” They rated the projects between good and very good on the following criteria: “created systemic change in partner school,” “created scholarly contributions,” and “fostered curriculum improvement at LSOE.”

The role of LSOE in facilitating the projects was described positively by many participants. They especially mentioned financial administrators in LSOE as very responsive to their needs.

A number of publications have resulted from the Collaborative Fellows Program. These demonstrate the program's impact on scholarship as well as improved practice.

Participants' primary recommendations for the Collaborative Fellows Program are to develop a community learning experience at LSOE, and perhaps beyond, that will enable knowledge gained within projects to be shared among LSOE faculty and students and, possibly, BPS personnel. Such a community may increase the visibility of the individual projects and the Collaborative Fellows Program as a whole. In addition to this recommendation and related ones about project knowledge sharing, we recommend developing ways to facilitate sustaining projects beyond their granting periods, expanding the boundaries of the projects, strengthening the role of the advisory committee and clarifying the annual report, expanding possible goals for the projects to accomplish, and expanding awareness of the Collaborative Fellows Program.

INTRODUCTION

In 1999, an anonymous donor provided a very substantial gift to the Boston College School of Education (now Lynch School of Education; LSOE) and its then Dean, Mary Brabek, to establish a Collaborative Fellows Program (CFP). This program was designed to provide support for LSOE faculty and graduate student researchers to partner with Boston Public Schools (BPS) teachers and administrators in order to foster changes in curriculum and improved educational practice and to foster scholarly outputs based on these changes.

In light of the tenth anniversary of the Collaborative Fellows Program in 2009, LSOE decided to conduct a historical review of the program in order to appraise the scope of its impact since its inception. In the summer of 2007, LSOE Dean Joseph O'Keefe, S.J., invited Jean Bartunek, a professor in the Organization Studies Department within the Carroll School of Management (CSOM) at Boston College (BC), to "implement a review process that will allow us to appraise the scope of [the Collaborative Fellows Project's] impact to

date," in part through construction of a "historical narrative" of the program. Jean carried out this review jointly with Mamta Bhatt, an advanced doctoral student in Organization Studies, and in collaboration with Associate Dean Maureen Kenny and Director of Urban Outreach Initiatives Catherine Wong, both of LSOE.

We began with an initial phase of planning and gathering preliminary information about the program. This included reviewing program documents such as communications from the dean, project proposals, and annual reports, in order to develop an understanding of the program at its beginning and tracing the development of the program since then. Once we consolidated the secondary data about the program, we interviewed participants from projects that have been funded to date.

As of December 2008, a total of 16 projects have been funded to 17 principal investigators (PIs). We first contacted and interviewed the PIs of these projects. We asked them to suggest names of BPS collaborators as well as BC faculty and doctoral students associated with their projects with whom we could speak. We then interviewed these associates. As of December 2008, we have interviewed 17 PIs associated with 16 projects, 25 BC associates (those who worked on the projects as LSOE graduate students and faculty or, in a few cases, undergraduate students), and 15 BPS collaborators. In addition, we interviewed five "non-PIs" (LSOE faculty members who have never received a Collaborative Fellows grant), in order to determine if their assessment of the program was consistent with that of program participants. Finally, we interviewed several past and present LSOE administrators. Our review is based on these primary and secondary data.

In Section I of this report, we consolidate the available secondary information about the Collaborative Fellows Program. This is a first step in creating a historical review. We begin with a discussion of its initial rationale and goals. We also



elaborate upon the process and criteria of project selection and evaluation.

In Section II we list the projects that have been funded through this program and provide a brief description of each. We then describe some attributes of each project. These attributes include the duration of the projects, the department affiliations of the PIs, the seniority of PIs when they first received the Collaborative Fellows grants, the BPS levels at which the projects have focused, and the schools in which the projects have taken place, including the number of projects associated with each school.

In Section III we provide an analysis of the program and its individual projects based on the interviews conducted with PIs and non-PIs, BPS personnel, and BC associates. This analysis addresses issues about the Collaborative Fellows Program as a whole, about the individual projects, and the impact and performance of the projects.

We also address LSOE's role in facilitating the Collaborative Fellows projects.

In Section IV we provide a partial list of the publications that have resulted from the program to date. Finally, in Section V we present recommendations for the Collaborative Fellows Program as it continues into the future.

SECTION I: SUMMARY OF THE COLLABORATIVE FELLOWS PROGRAM

As Dean Mary Brabeck stated in her initial communication in 1999 about the Collaborative Fellows Program, it manifests the spirit of the Lynch School mission: "Through research we seek to advance knowledge in our respective fields, to inform policy and improve practice." At its inception, a program rationale, objectives, and process criteria were developed and elaborated in the initial Collaborative Fellows Program documents from which the material in Section I of this report is drawn.

Program Rationale

The rationale, as stated in the introductory program documents, was to direct the resources of higher education to enhance K-12 education. Although American higher education justly had the reputation of being the strongest in the world, public and private urban education at K-12 levels was widely criticized and lacked the level of resources and funding enjoyed by major universities. Although universities might bring their resources to address K-12 education, university faculty and urban school teachers and their staff lacked the time and effective incentives to engage in collaborative work even though such work was recognized as valuable. The Boston Collaborative Fellows Program aimed to address this need.

Objectives

The Collaborative Fellows Program sought to have faculty and graduate student researchers from LSOE collaborate with K-12 professionals (teachers, administrators, nurses, counselors) on projects that would lead to changes in curriculum and improve educational practice at both the BPS and University level. Thus, research in the University would be informed by everyday life at schools. In addition, it would facilitate training and preparation of the next generation of professionals in the field of education by keeping University faculty connected with classroom and communities. Further, urban schools would benefit from partnerships with faculty and graduate students at a neighboring university.

The Collaborative Fellows Program was tailored to address obstacles often encountered in such school-university partnerships. That is, collaborative work adds to the heavy responsibilities of school and university personnel. The program was intended to provide time, incentives, and resources to school and University personnel to forge collaborative teams and build trusting, working relationships to reinforce their common professional interests. Such resources would also enable research emerging from the projects to be presented and published.

Process for Selection of Collaborative Fellows Projects

It was decided that three to four Collaborative Partnerships would be funded each year, renewable for up to three years contingent upon demonstration of successful progress toward completing the goals of the collaborative. The three-year appointment of Collaborative Fellows projects was expected to give participants enough time to develop a collaborative relationship, sharpen a curriculum need and research agenda, and carry out the identified goals. Initial teams of three persons (PI, BC associate, and BPS collaborator) might in the future be expanded to include BC faculty with expertise in related areas (e.g., Arts and Sciences) or related school professionals. It was expected that the permanent critical mass of these teams would, over time, impact the culture of the school in which the project was carried out and influence the University curriculum. The annual cost for each of the collaborative teams was \$45,000. The program initially focused on Cluster 5 schools. The decision to focus on Cluster 5 was related to the proximity of those schools to Boston College and the desire to achieve a significant impact among a cluster of schools rather than to disperse the limited resources associated with the project more broadly.

Criteria for Selection of Collaborative Fellows Projects

The guidelines developed to evaluate proposals for Collaborative Fellows' grants included:

- Quality of the proposal;
- Project actively involves the school and school personnel in the identification of the research question;
- Project has a potential to impact academic and social competence of the students;
- Project has a potential to impact systemic changes in schools;
- Project has a potential to improve teaching and learning;
- Project has a potential to generate new information about teaching and/or learning issue;
- Project helps to develop closer relationship between Boston College and partner schools;

- Project results in a scholarly work in the form of one or the following: a published journal article, a published professional paper, a research or demonstration grant proposal to a federal agency and/or private funding source, a book, or other scholarly products.

Criteria for Evaluation of Collaborative Fellows

Projects

Participants in the Collaborative Fellowships were expected to submit an annual report to the Dean of the School of Education that would be forwarded to the funder. The criteria for evaluation of annual reports included the accomplishment of demonstrable curriculum improvement in the school or University, new information and approaches with regard to effective teaching and learning that result from the collaboration, and quality research publications that illuminate the area of school or University activity studied.

Advisory Committee

An advisory committee was formed to assist the Dean in the process. The main goal of the advisory committee has been to evaluate project proposals and annual reports. The first Advisory Committee (1999) included the following members:

- Mary Brabeck, Dean
- Arnold Shore, Director of the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEPP)
- Mary Walsh, Professor of Counseling Psychology and Director of the Center for Child, Family, and Community Partnerships (CCFCP)
- Carol Green, Associate Dean, College of Arts and Sciences
- John Savage, Professor of Teacher Education
- Pat DiNatale, Cluster 5 Leader and Principal
- Carol Pelletier, Director of Professional Practica
- John Cawthorne, Associate Dean for Students



SECTION II: THE INDIVIDUAL PROJECTS AND THEIR ATTRIBUTES

List of Projects as of December 2008

As of December 2008, 16 projects have been funded by the Collaborative Fellows Program. The following is a list of projects along with the names of their principal investigators (PI), years when the project was funded, and the names of the affiliated Boston Public Schools. While the program began primarily with schools in Cluster 5, there has been a slight shift in focus in during the 2008-2009 school year, with newly funded projects focusing on the Step UP schools. The Step UP initiative is a program started by the Mayor's office through which Boston area universities work with Boston Public Schools to improve student academic achievement.

	Grant Title	Name of PI	Year(s) of Grant	Affiliated Schools
1.	Boston College Jackson/Mann Bilingual Education Program	Maria Brisk	2000-2001 2001-2002 2002-2003	Jackson/Mann School
2.	University - Community Partnership Evaluation Project	James Fleming, S.J.	1999-2000 2000-2001 2001-2002	Horace Mann School, ELC North Zone, NE Elementary School, Edison Middle School
3.	Preparing the Best Secondary English Teachers	Audrey Friedman with Beth Kowaleski Wallace	Solo-1999-2000 2001-2002 2002-2003 2003-2004	Brighton High School
4.	Problems to Possibilities: Supervision in Urban Schools	Fran Loftus	1999-2000 2000-2001 2001-2002 2002-2003	Gardner, Garfield, Winship, Baldwin, Jackson/Mann
5.	Tools for Tomorrow	David Blustein	2000-2001 2001-2002 2002-2003 2003-2004	Brighton High School, West Roxbury High School
6.	Reading While Listening	Jean Mooney	2000-2001 2001-2002	Gardner
7.	Exploring the Causes of the Achievement Gap	Irwin Blumer	2002-2003	Madison Park High, BHS, Taft Middle, Edison Middle, Farragut Elementary
8.	Capitalizing on Cognitive Strengths	Joan Lucariello	2002-2003 2003-2004 2004-2005 2005-2006	Gardner, Garfield
9.	A Mutually Beneficial Partnership: Improving Elementary Science Education through Collaboration	G. Michael Barnett	2004-2005 2005-2006	Garfield Elementary

	Grant Title	Name of PI	Year(s) of Grant	Affiliated Schools
10.	The Implementation and Evaluation of a Comprehensive Health Curriculum in a School-Community Collaborative Manner	Maureen Kenny	2004-2005 2005-2006 2006-2007	Cluster Five elementary schools - Farragut Elementary School, Gardner Extended Services School, Garfield Elementary School, Horace Mann School for the Deaf, Jackson-Mann School, Dr. Joanne Collins-Russell, Hamilton Elementary School, Mission Elementary School, Tobin K-8 School, Winship Elementary School
11.	Oral Language Skills in Monolingual and Bilingual Preschoolers	Claudia Rinaldi and Mariela Páez	2005-2006 2006-2007	Pine Village Preschool and Early Learning Center-ELC-Cluster 5
12.	The Mindful Teacher	Dennis Shirley	2005-2006 2006-2007 2007-2008	Garfield, Gardner, and Jackson Mann schools
13.	Supporting the Acquisition of Academic English With Secondary Immigrant Students: A Collaboration Between Boston International High School and Boston College	Lisa Patel Stevens	2006-2007 2007-2008 2008-2009	Boston International High School
14.	Boston Connects: Implementation and Evaluation of a Comprehensive, Coordinated and Systemic Model of Student Support	Mary Walsh	2007-2008 2008-2009 2009-2010	Early Learning Center – North Zone Farragut Elementary School Gardner Extended Services School Garfield Elementary School Hamilton Elementary School Horace Mann School for the Deaf and Hard of Hearing Jackson Mann Elementary School Mission Hill K-8 School Tobin K-8 School Winship Elementary School
15.	Genres & Writing: A Team-Based Intervention	Maria Brisk and Catherine Wong	2008-2009 2009-2010 2010-2011	Garfield, Russell, and Winthrop Elementary Schools
16.	Mindful Teacher Leadership	Dennis Shirley	2008-2009 2009-2010 2010-2011	Garfield, Russell, and Winthrop Elementary Schools

Project Descriptions

The following is a brief description of each of the 16 projects, taken from their project proposals and reports:

1. Boston College Jackson/Mann Bilingual Education

Program

Principal Investigator: Maria Brisk

Project Summary: This project aimed to create Portfolios of Success for the bilingual programs in the school, which would document the characteristics of the bilingual education program as well as the school and community context. The documentation included program goals, curriculum, instructional and assessment practices and evidence of students' outcomes. The project's goal was to investigate the effects of the creation of these program portfolios on school, curriculum, instructional and assessment practices. Due to an unexpected mandate from BPS requiring the application of the Readers' and Writers' workshop in every classroom, there was a change in the focus of the project from assessment to preparing teachers to use Readers' and Writers' workshop teaching techniques and adapt them to bilingual classroom settings. This change served as a way to attend the immediate needs of bilingual teachers.

2. University-Community Partnership Evaluation Project

Principal Investigator: James Fleming, S.J.

Project Summary: This project evaluated the effectiveness of collaborations between Boston College and surrounding communities. In particular, it focused on collaboration between LSOE and the neighboring Allston-Brighton community. The evaluation process was designed to be flexible enough to assess a changing program and broad enough in its criteria to speak to universal success standards in partnerships that occur at other universities and settings. The results could be used a) as a formative feedback to those involved in university-community partnerships, b) to help

fundes understand which of the partnerships remain active after the grant period is complete, and c) to add to the national discussion on the topic by development of broader knowledge in the area.

3. Preparing the Best Secondary English Teachers

Principal Investigators: Audrey Friedman and Beth Kowaleski Wallace

Project Summary: This project aimed at facilitating and enhancing collaboration among faculty from the English Department, LSOE, and the Brighton High School English Department toward the goal of adapting, changing or modifying curriculum and instruction to prepare the very best secondary teachers of English Language Arts who will commit to teaching in urban schools.

4. Problems to Possibilities: Supervision in Urban Schools

Principal Investigator: Frances Loftus

Project Summary: This study examined the effects of anti-racism training and intervention on ethical sensitivity to racial and gender intolerance in schools. The participants engaged in a series of professional development anti-racism workshops which were designed to address personal assumptions about teaching and learning in urban schools, to acknowledge where a cultural disconnect exists, and to learn how to intervene to be more effective in participants' respective roles. The project resulted in a commitment to ongoing professional development for all supervisors in the area of cultural competence, and for meaningful curricular modification that places a strong focus on cultural competences in the field requirements for all students in practicum experiences.

5. Tools for Tomorrow

Principal Investigator: David Blustein

Project Summary: The Tools for Tomorrow (TFT) project was designed to support the current *School to Work* (STW) initiatives in

Boston and to contribute to the broader national STW movement. It aimed at aiding urban youth in the successful transition into adult life by providing students with the psychological, social, and personal skills that lead to increased self-esteem and confidence, and that will improve access to educational and work opportunities. TFT included interventions that intended to provide an active and supportive environment in which students will enhance self-knowledge, clarify career and educational goals, explore the impact of their peer group, develop adult mentors, integrate ethnic and racial identity factors, deal effectively with family issues, and internalize the linkages between school and work. It was expected that participation in the TFT program would enhance academic performance, as measured by student grades, standardized test scores, college attendance, meaningful employment, selection of work goals that are consistent with interests, and evidence of adaptive career development behaviors (e.g., exploration, decision-making skills, etc.).

6. Reading While Listening

Principal Investigator: Jean Mooney

Project Summary: The goal of this project was to test the value of reading while listening as an effective and efficient approach to improving elementary students' ability to read and understand text written at grade level. Also addressed was the improvement of children's attitudes towards reading and confidence in themselves as readers. The major impact of this study would be the validation of a low cost approach to improving the reading achievement of below-grade level readers in classrooms in upper elementary grades.

7. Exploring the Causes of the Achievement Gap

Principal Investigator: Irwin Blumer

Project Summary: The purpose of this one-year project was to create greater understanding and a plan of action on the part of Cluster 5 principals and teachers, Boston College faculty and graduate students concerning the "achievement gap." This research was expected

to inform the leadership strategies needed by Cluster 5 principals, the instructional strategies needed by Boston teachers, the content of teacher preparation courses and the goal of the BC/Cluster 5 partnership proposal under consideration.

8. Capitalizing on Cognitive Strengths

Principal Investigator: Joan Lucariello

Project Summary: This project had two goals: 1) assess critical thinking skills in two age groups of children, kindergarten and 3rd grade, with an eye toward identifying possible strengths in social critical thinking; 2) upon identifying such strengths, alter educational practices and curriculum to recruit this strength and thereby facilitate learning in low-income children. The project pursued two innovative hypotheses related to critical thinking and through its findings has advanced science and theory in the fields of developmental and educational psychology by documenting social cognitive strength in young children, particularly low-socioeconomic status (SES) children. It has also advanced educational practices by developing a literacy curriculum that improves the reading skills of low-SES children.

9. A Mutually Beneficial Partnership: Improving Elementary Science Education Through Collaboration

Principal Investigator: Michael Barnett

Project Summary: This project had the following goals: 1) engage, motivate, and increase Garfield students' interest toward science and engineering while improving student conceptual understanding of science and their ability to write and communicate with others, 2) improve pre-service and in-service teachers' self-efficacy regarding their ability to teach science, 3) increase student enrollment at Garfield through innovative science experiences and through parent outreach, 4) enhance the value and effectiveness of LSOE elementary science methods courses for BC students through partnership with Garfield faculty, 5) become a

model for how to partner BC method courses with K-12 schools for mutual improvement of student learning, teacher learning, and teacher preparation.

10. The Implementation and Evaluation of a Comprehensive Health Curriculum in a School-Community Collaborative Manner

Principal Investigator: Maureen Kenny

Project Summary: This project's goals were the implementation and evaluation of a comprehensive health curriculum within the local public schools that would enhance the academic, social and behavioral development of elementary school children. In partnership with teachers and parent representatives from each of the culturally and socioeconomically diverse Cluster 5 elementary schools, as well as agencies such as the YMCA, the project aimed to apply the health curriculum to the local setting in a culturally sensitive manner and to engage in the processes of formative and summative evaluation. The evaluation data would be used to tailor the intervention in order to maximize the academic and psychosocial/behavioral development of students.

11. Oral Language Skills in Monolingual and Bilingual Preschoolers

Principal Investigators: Claudia Rinaldi and Mariela Páez

Project Summary: This project investigated preschoolers' language and early literacy skills over a two-year period in order to describe and compare children's developing skills. Specifically, it aimed to gain a better understanding of oral language development assessed in terms of vocabulary and language recalling skills for a group of bilingual and monolingual preschoolers served in two types of school programs. In addition, the study evaluated current practices of early childhood educators that promote early literacy skills.

12. The Mindful Teacher

Principal Investigator: Dennis Shirley

Project Summary: This project addressed the harried and conflict-laden nature of teaching today by providing an alternative kind of setting in which teachers can a) inquire into ways to integrate their own sense of best practices with new reforms, b) examine student work and promote pupil achievement in an atmosphere of purposeful and dignified collegiality, and c) study scholarship on educational change and teacher quality. By following this tripartite model, *The Mindful Teacher* sought to address several different concerns simultaneously, with the intention of validating teachers as reflective practitioners, improving pupil achievement, and providing teachers with new lenses through which to understand their pupils and to flourish as educators.

13. Supporting the Acquisition of Academic English With Secondary Immigrant Students: A Collaboration Between Boston International High School and Boston College

Principal Investigator: Lisa Patel Stevens

Project Summary: The project has as its primary goal providing academic and social support for recently immigrated teens. It aims to integrate educational linguistics, the unique patterns and forms of academic English language conventions, into content area pedagogy, curriculum, and assessment. Under that broad goal, the project goals include: 1) to establish a planning, implementation, and evaluation process for supporting the development of academic English in the secondary content areas, 2) to use classroom-based action research to both inform ongoing professional development and document this innovative research within the larger research community, and 3) to compile a compendium of activities and strategies to apply educational linguistics within classroom contexts.

14. Boston Connects: Implementation and Evaluation of a Comprehensive, Coordinated and Systemic Model of Student Support

Principal Investigator: Mary Walsh

Project Summary: Boston Connects is a multi-school, systemic program to address barriers to learning and to facilitate students' physical, emotional, social, cognitive, and academic development. Boston Connects makes available a continuum of appropriate services and supports that not only address deficits and risk factors but also promote students' strengths and resilience. First, at the school level, prevention programs promote resilience and healthy development for all students, such as through curricula to teach positive peer interaction skills. Second, early intervention programs target those children who display initial signs of problems, such as acting out, withdrawing, eating disorders, or learning difficulties. Third, crisis interventions address the needs of the few children with serious problems, such as depression, physical or sexual abuse, or aggression/bullying/violence.

improving pupil achievement, and to conduct jointly authored scholarship about teachers' collaborative learning in monthly Mindful Teacher seminars. The Mindful Teacher Leadership Project expands the earlier project across three coordinates: the Winthrop School, the Russell School, and those schools with teachers that have previously participated in the grant.



15. Genres & Writing: A Team-Based Intervention

Principal Investigators: Maria Brisk and Catherine Wong

Project Summary: This project aims to develop and implement a curriculum for the teaching of writing and to research the impact of using a genre-based approach on students' writing. Specifically, teachers will collaborate with the university team on assessing the skills children need to successfully complete MCAS examinations that require writing. Teachers will then develop a writing curriculum for grades 4 and 5 that helps students analyze and execute the genres demanded by each writing prompt within different subject areas. In addition, teachers and faculty will identify the genres of the writing for grades K-3 that support the preparation of students for grades 4 and 5.

16. Mindful Teacher Leadership

Principal Investigator: Dennis Shirley

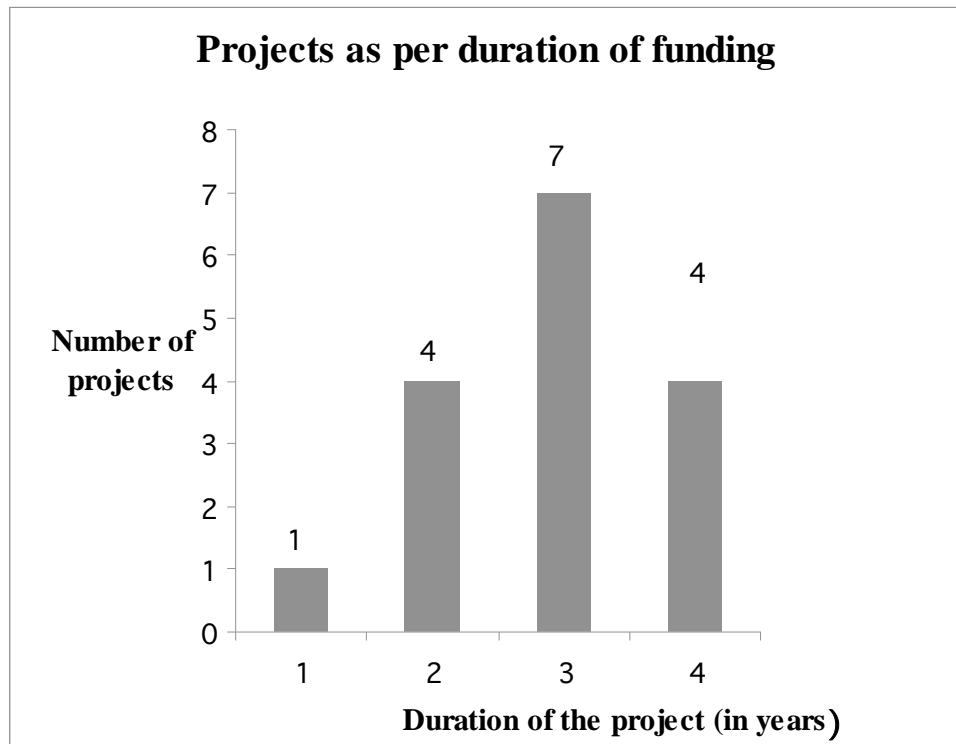
Project Summary: The goal of the initial Mindful Teacher grant was to develop new forms of lateral support for BPS teachers to inquire into issues that emerge as part of daily instruction, to develop common strategies for

TAKING STOCK OF THE COLLABORATIVE FELLOWS PROGRAM

Having provided a short description of each project, we now touch upon certain dimensions of the projects as a group. These include the duration of the projects; department affiliations of the principal investigators; the level of seniority of PIs; the number of projects associated with the participating public schools; and the grade levels of participating schools.

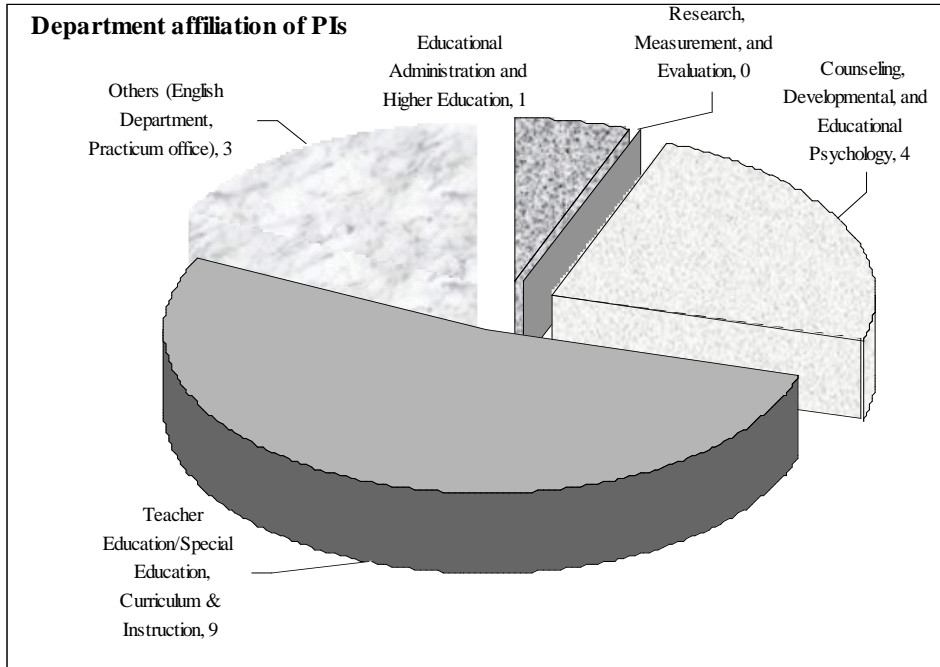
Duration of the Projects

As shown in the following graph, the 16 projects that have been funded so far vary in their duration. Seven projects were funded for three years, four received a one-year extension and were funded for four years, four were funded for two years, and one for one year.



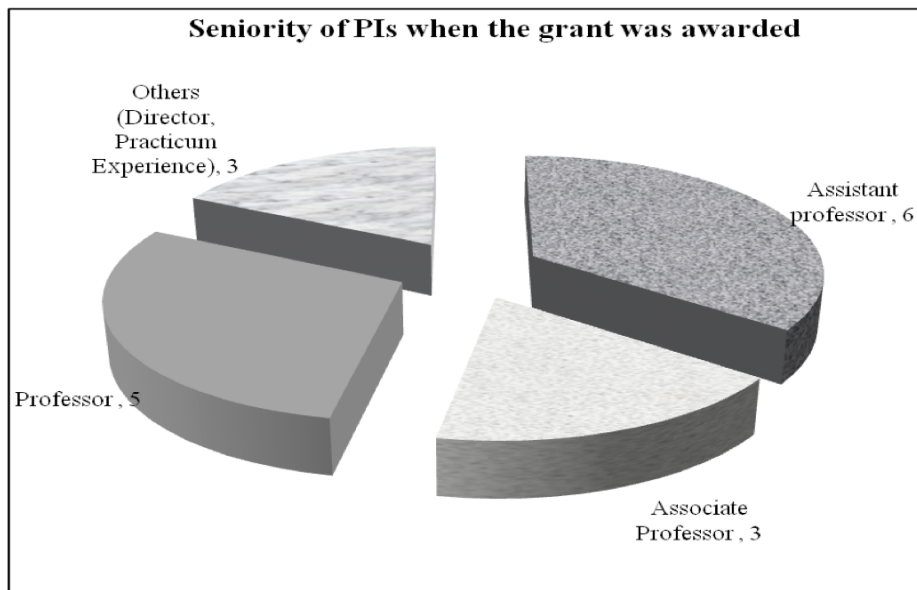
Departmental Affiliation of Principal Investigators

A total of 17 PIs have been associated with the 16 projects funded in the Collaborative Fellows Program, 16 in LSOE and one in the BC English department. There are four departments in LSOE, 1) Counseling, Developmental, and Educational Psychology, 2) Educational Administration and Higher Education, 3) Educational Research, Measurement and Evaluation, and 4) Teacher Education, Special Education, Curriculum and Instruction. As the following graph shows, the department that has received the most Collaborative Fellows grants is Teacher Education, Special Education, Curriculum and Instruction.



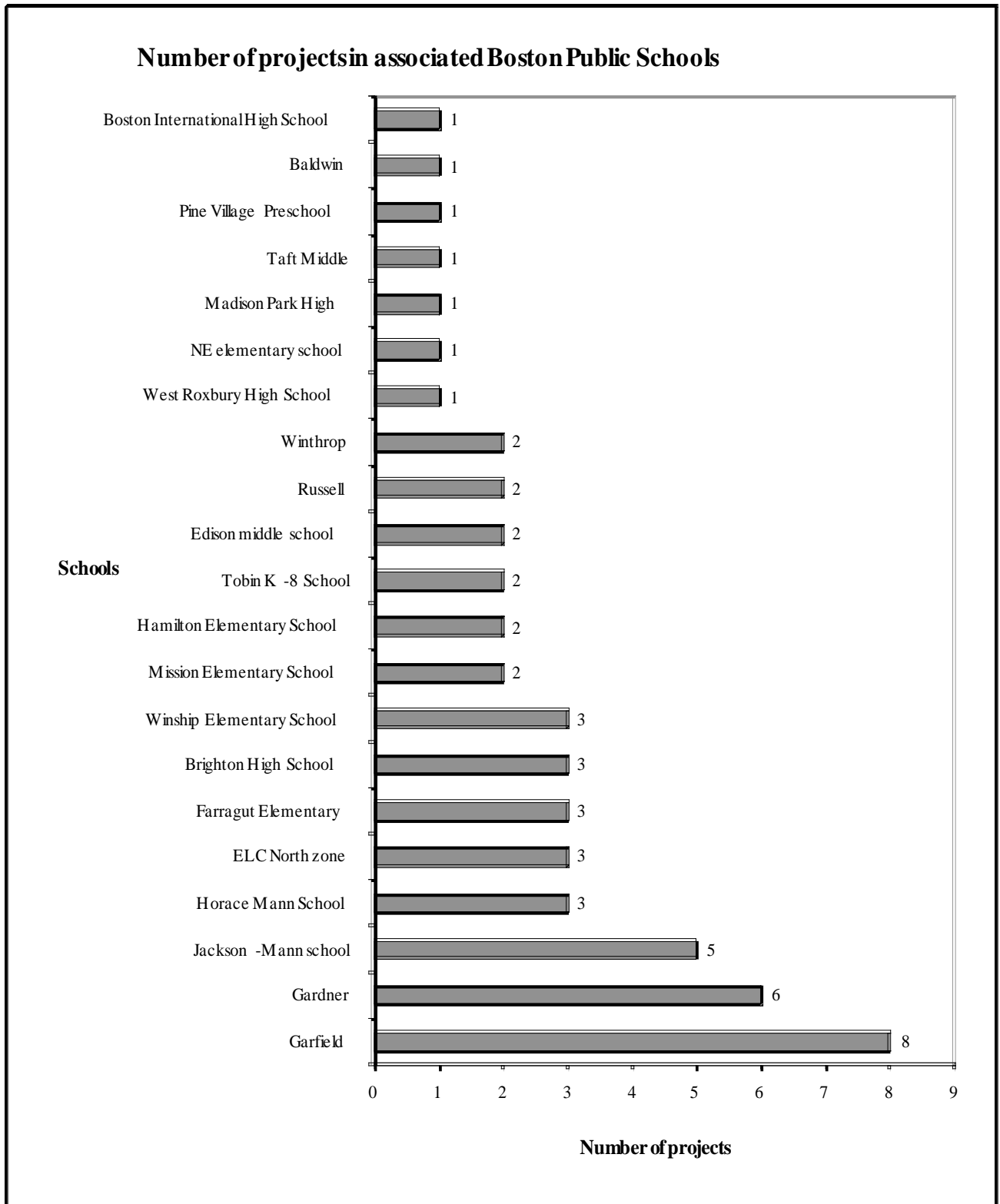
Seniority of Principal Investigators

PIs have been at all levels of seniority, with no particular level of seniority dominant in receiving Collaborative Fellows grants. The following chart depicts the seniority of the principal investigators when the project was funded for the first time.



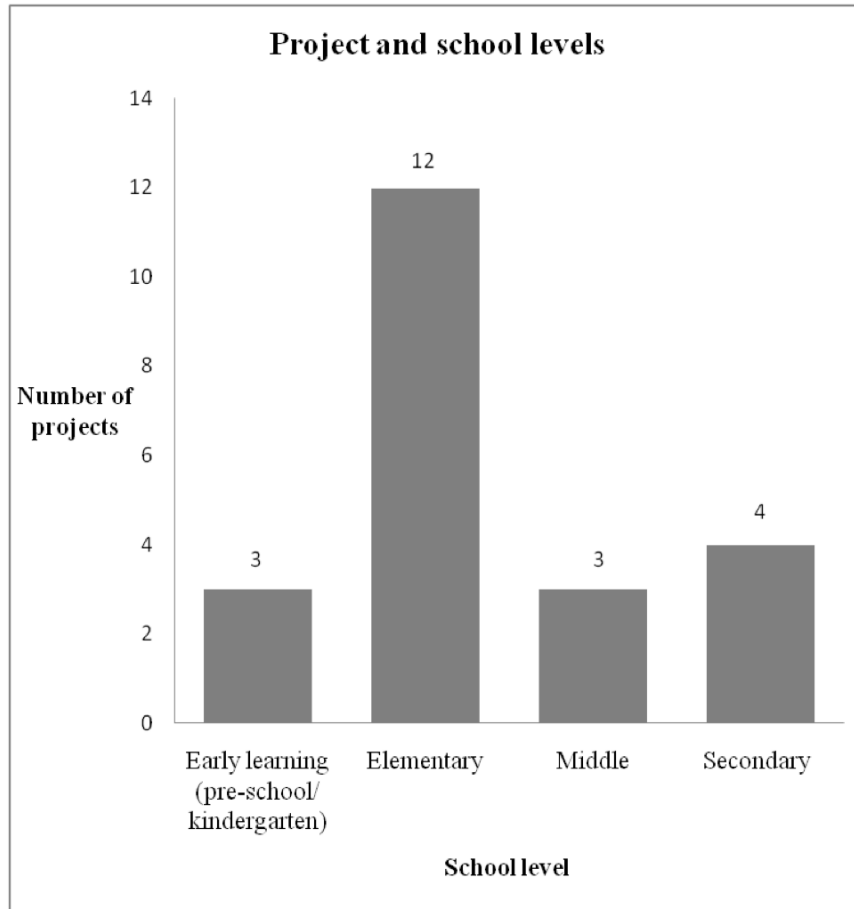
Affiliated Schools

As per the initial focus of the Collaborative Fellows Program, the 16 projects have often (though not always) been targeted at the Cluster 5 schools. The following chart presents the affiliated schools, highlighting the number of projects at each school. The Garfield School has been involved in the highest number of projects.



Focus on School Levels

The projects focus on preschool, elementary, middle, and secondary schools. The following chart presents the number of projects at each of these levels (some projects include more than one level). It shows that the most frequent level at which Collaborative Fellows projects have been conducted is elementary schools.



SECTION III: PARTICIPANTS' REVIEWS OF THE COLLABORATIVE FELLOWS PROGRAM AND PROJECTS

In this part of the report, we present the results of the semi-structured interviews we conducted. We first present the responses of the participants regarding a) the *Collaborative Fellows Program as a whole*. These questions addressed the program's identity and what it stands for, its rationale, and the central features that differentiate the Collaborative Fellows Program from other initiatives at LSOE.

We next present the responses of the participants regarding b) the individual *Collaborative Fellows projects*: These questions addressed what the

projects are and what best describes them, the motivation of the PIs for conducting the studies, the evolution of the projects, feedback received on the proposals and annual reports, and feedback received by BPS collaborators.

Third, we discuss responses to questions about c) the *Impact and performance of the Collaborative Fellows projects and the Lynch school in supporting them*. These included questions about the impact of the Collaborative Fellows projects on LSOE and BPS, how the projects helped in the professional development of BPS collaborators, participants' views about LSOE's role in facilitating their projects, and their recommendations for the

future. We also present participants' evaluations of their projects on the criteria established at the inception of the Collaborative Fellows Program and introduce an additional criterion for evaluation that they propose.

The PIs and BC associates were asked questions about the Collaborative Fellows Program as well as about their individual projects. The BPS collaborators were only asked about their individual projects, not about the program as a whole. As noted earlier, we also interviewed LSOE faculty who have never had a grant from the program; we refer to them as non-PIs. They were only asked questions about the Collaborative Fellows Program as a whole.

For each question, we present the themes mentioned by at least 20 percent of participants. We indicate the overall percentage of interviewees as well as percentage of interviewees in each category – PI, BC associate, BPS collaborator and non-PI – who expressed them. We also provide illustrative statements for each theme. Participants sometimes mentioned more than one theme in their responses to particular questions.



A. THE COLLABORATIVE FELLOWS PROGRAM AS A WHOLE

1. What the Collaborative Fellows Program Is and What It Stands For

We asked interviewees (PIs, BC associates and non-PIs) to complete the following sentence stem:

“Based on my experience, the Collaborative Fellows Program is _____” four times, basing their responses on what they think best describes the program. The most frequent responses were as follows:

- a) *The Collaborative Fellows Program **facilitates the BC-BPS partnership**.* This theme was expressed by about 51 percent of respondents (53 percent of PIs, 40 percent of BC associates, and 60 percent of non-PIs). To illustrate:

Based on my experience, the Collaborative Fellows Program is an outstanding resource for (BC) faculty and Boston Public Schools educators to work together.

Based on my experience, the Collaborative Fellows Program is a tool that connects university faculty and researchers with practitioners at the K-12 level.

- b) *The Collaborative Fellows Program **provides benefits to partner schools and BC**.* This theme was expressed by about 49 percent of respondents (59 percent of PIs, 28 percent of BC associates, and 100 percent of non-PIs). For example:

I think it's very beneficial ... to the faculty and to the partner school because I think each is able to get out of it what they need. The schools maybe need curriculum help and information on their students' functioning. The faculty member is trying to advance -- understand better -- teaching and learning and advance science in some way while also helping to do some applied work that would be helpful to the schools.

The Collaborative Fellows is a helpful resource for faculty and I imagine for schools. The faculty have found it very beneficial and a very strong support.

- c) *The Collaborative Fellows Program **relates research to practice**.* This theme was expressed by about 38 percent of respondents (including 35 percent of PIs, 36 percent of BC associates, and 40 percent of non-PIs). To illustrate:

It is about the critical relationship of research and practice in the circular relationship between research and practice.

Based on my experience, the program is an opportunity to apply academic research to practice so that it influences the lives of children.

- d) *The Collaborative Fellows Program is helpful in promoting BC's partnership with the Boston community.* This theme was expressed by about 26 percent of respondents (24 percent of PIs, 28 percent of BC associates, and 20 percent of non-PIs). For example:

Based on my experience, the collaborative Fellows Program is an excellent way for Boston College to be involved in the Boston community.

Based on my experience, the Collaborative Fellows Program is engaging the university within the community.

- e) *The Collaborative Fellows Program is helpful to LSOE students.* This theme was addressed by about 25 percent of respondents overall (including 18 percent of PIs, 32 percent of BC associates, and 20 percent of non-PIs). To illustrate:

The Collaborative Fellows Program is a great opportunity for Doctoral students and Masters students to get some funding here.

The Collaborative Fellows Program is beneficial for students because they get an opportunity to be involved in this kind of ongoing collaborative research.

2. The Rationale for the Collaborative Fellows Program

We asked the participants to describe the rationale for the Collaborative Fellows Program. The most frequently mentioned themes were the following:

- a) *Collaboration between the university and/or individual professor and BPS.* This theme was expressed by about 40 percent of respondents

(including 47 percent of PIs, 29 percent of BC associates, and 80 percent of non-PIs). To illustrate:

The rationale for having a program was to facilitate Boston College being able to implement programs and share resources and collaborate with people in the Boston public school systems in a more ... systematic way.

The rationale is for (there) to be a good collaboration between the Boston Public schools, schools in the Boston area and the Boston College community as a whole.

- b) *To make research relevant for schools.* This theme was addressed by about 26 percent of respondents (including 24 percent of PIs, 21 percent of BC associates, and 40 percent of non-PIs). For example:

I think the rationale is to bring the research from the university into the schools and to help us make our research more synergistic with the schools so that the research interests of the School of Ed faculty meet the needs, the current needs, of the urban school community, which is where the needs are greatest.

Based on my experience, the rationale is ... hopefully to have the research have a real impact in the lives of the teachers and students in those schools.

3. How the Collaborative Fellows Program Is Distinct From Other Programs at the Lynch School of Education

We asked the participants what the central features are that differentiate the Collaborative Fellows Program from the other initiatives that LSOE has taken to reach its aspired goals. Twenty percent of participants did not describe any differences. There were two main distinctions mentioned by other interviewees:

- a) *Collaboration (with BPS, among LSOE faculty, with different departments at BC).* This theme was expressed by about 46 percent of respondents (including 41 percent of PIs and

BC associates and 60 percent of non-PIs). To illustrate:

The name itself is collaborative. So I think there was this idea of collaborating with teachers.

I think that what is really unique about it is that the professor or the researcher must have a collaborator from the Boston Public Schools who's an equal. So, it really establishes, in my view, parity among the major players, if you will.

- b) **Funding differences.** This theme was expressed by about 20 percent of respondents, (including 41.2 percent of PIs, 8.3 percent of BC associates, and 20 percent of non-PIs). For example:

As far as I know, the Collaborative Fellows (Program) is the only funding opportunity through the university that has sufficient funding to be able to fund a graduate student and to provide support for a K-12 person to be involved in the study and paid to participate. So, none of the others actually would fulfill that requirement.

I think one of the things that makes this one maybe a little different is the flexibility in spending the funds that are allotted through Collaborative Fellows, and a strong push toward having those resources go toward schools. I think that probably makes it similar to other programs, but also unique in the flexibility that's provided in the program.

Summary

The material above suggests that the Collaborative Fellows Program has a clear identity that is recognized not only among its participants, but also by LSOE non-PIs. That identity is focused on a collaborative partnership between LSOE and BPS and the city of Boston more generally, and is reflected in partnerships among PIs, BC associates and BPS collaborators. Its model is one of relating research to practice and it is seen as helping LSOE students. Its funding structure helps create its distinct identity at LSOE.



B. INDIVIDUAL COLLABORATIVE FELLOWS PROJECTS

The next set of questions focused on the individual Collaborative Fellows projects. These questions were asked of project PIs, BC associates, and BPS personnel.

1. What the Individual Collaborative Fellows Projects Are About:

We asked the PIs, BC associates, and BPS personnel to complete a sentence stem: “Based on my experience, my collaborative Fellows project is _____” four times, basing their responses on what they think best describes their project. The following themes were mentioned most frequently:

- a) ***My project benefited students, teachers, principals, school, community, and/or families.***

This theme was expressed by about 60 percent of respondents (including 41 percent of PIs, 60 percent of BC associates, and 75 percent of BPS collaborators). The statements made were typically very specific to the program. The following quotations broadly illustrate this point:

My project is something unique and useful to the students in Boston Public Schools.

Based on my experience, my project was truly beneficial for our teachers.

- b) ***My project facilitates connections between LSOE and BPS.*** This theme was suggested by

about 24 percent of respondents (including 29 percent of PIs, 28 percent of BC associates, and 13 percent of BPS collaborators). For example:

I think the other point maybe would be to describe it as facilitating -- you know making these connections -- important connections through research with the schools and collaborative work with the schools.

Based on my experience, my project was an excellent collaboration between the teachers and the professors involved.

- c) **My project was effective/successful.** This theme was expressed by about 21 percent of respondents (including 24 percent of PIs, 20 percent of BC associates and 19 percent of BPS collaborators). For example:

My project was, I believe, a great success for the schools and for the research program that we generated here at Boston College.

Based on my experience my project was a good use of people's skill sets.

- d) **Description of what the individual project focused on.** The individual project focus was described by about 24 percent of respondents (including 12 percent of PIs, 36 percent of BC associates and 13 percent of BPS collaborators). To illustrate:

It is about teaching practices and about student experiences in the classroom.

2. The Motivation of Principal Investigators to Conduct Their Studies

We asked the project PIs why that they decided to conduct this study. Three reasons were given most frequently.

- a) **Personal factors:** Approximately 22 percent of the PIs mentioned personal factors, such as interest and curiosity, personal experiences, and *just wanted to* as the factors that motivated their research. For example:

And we really were curious about the phenomenon. And that's what we wanted to do. And so that was the heart of the research project, we were curious.

- b) **Felt a need to conduct such a study on the basis of work I was already doing in the schools.** This theme was mentioned by 33 percent of the PIs. For example:

What happened was that the principal of the school asked me to come and do some professional development And then over the course of that semester while working in the school, it occurred to me that a lot of really interesting things are going on and the administrator wanted (me to do) research and do some actions around some focal areas. So, that was how I decided to apply for the grant.

- c) **Importance of the topic.** About 22 percent of the PIs decided to conduct the study because of the importance of the topic. To illustrate:

I was very concerned that -- I felt that our country was ignoring one segment and I think we still are. I think also that that population represents for us the forgotten half.

3. Evolution of the Projects

We asked the PIs, BC associates, and BPS personnel about how their project evolved over its course and if any shifts took place in the project. Two themes were mentioned frequently.

- a) **Expanded in one or more ways.** This theme was expressed by about 36 percent of our respondents (including 24 percent of PIs, 40 percent of BC associates, and 38 percent of BPS collaborators). To illustrate:

It was a three-year project and....in the beginning they weren't going to as many classrooms, they weren't going to as many grades. We started going to a little more.

It got bigger - in the first year, we worked with two grades....and then the next year, it was (two more), and so, there were a lot more people involved.

- b) **We made shifts based on feedback we received.**

This theme was expressed by about 28 percent of respondents (including 18 percent of PIs, 32 percent of BC associates, and 32 percent of BPS collaborators). For example:

The first couple of years were really formative -- really in building the project. And then, I think, after that, it was really a process of just small modifications of the project that kind of came out of new people being involved and that came out of the evaluation piece that we did.

It's constantly, sort of, cycling back on research questions with the teachers and thinking about, "Well do they - - does this question that we started with three months ago does it still make the same sense to us and what do we know differently about the question even now that we didn't at the beginning of the year?"

4. Feedback on Proposals and Annual Reports From the Lynch School

We asked the PIs and the BC associates about the kind of feedback they received from LSOE on the proposal and annual report. The most frequent response was:

- a) ***Did not receive any feedback:*** 76 percent of both PIs and BC associates said that they did not receive any feedback on their proposal and/or annual reports.

I don't remember getting any.

None. But I always felt supported. I never felt like it wasn't important.

5. Feedback to Boston Public Schools Collaborators

BPS collaborators were asked about the kind of feedback they received during the project. The most frequent response was:

- a) ***Feedback through meetings and check-ins.*** This response was given by 75 percent of the BPS collaborators. The feedback mainly related to issues such as where the project was going, what they were learning and what could be done in the future. To illustrate:

I think primarily feedback from (the PI). I'm up at BC a lot, so just talking with other professors that I would see and talked a little bit with (a professor) about how the project was going.

.... we talked all the time -- just different things about what's working, what do we need to get better at, how can we improve -- those were conversations we had all the time.

Summary

The material above suggests strong agreement among PIs, BC associates, and BPS collaborators that the individual Collaborative Fellows projects have been beneficial in the settings in which they were carried out; further, the projects have facilitated connections between LSOE and BPS. The projects often resulted from PIs' interests in a topic and/or their experiences in the public schools, and they typically evolved over time in ways that were not necessarily expected in the initial proposal. BPS collaborators often receive feedback from PIs and BC associates during the course of the projects, but the PIs typically do not receive any feedback from LSOE.



C. PERFORMANCE/IMPACT OF THE COLLABORATIVE FELLOWS PROJECTS

We asked the participants about the performance and impact of their Collaborative Fellows projects. These included questions about the impact of their projects on LSOE and BPS where they were conducted. In addition, we asked the BPS collaborators about how the project impacted their

professional development. We also asked all participants about the role of LSOE in facilitating the projects. Finally, the participants responded to how their project fared on the criteria for evaluation laid down at the inception of Collaborative Fellows Program and whether they used any additional criteria.

1. The Impact of the Collaborative Fellows Projects on the Lynch School of Education

- a) We asked interviewees to discuss the impact of their project on LSOE. The only theme mentioned by more than 20 percent of our respondents (21 percent; including 12 percent of the PIs, 24 percent of the BC associates and 31 percent of the BPS collaborators) was that they **did not know** whether their projects had had any impact on LSOE.

I really don't know

I have no idea

- b) A variety of impacts were suggested by small numbers of respondents, none by at least 20 percent of our participants. The only one mentioned by more than 15 percent was **benefits for teacher training** (mentioned by 24 percent of PIs, 4 percent of BC associates and 31 percent of BPS collaborators). To illustrate:

The (BPS) students were never, I don't know, had the chance to come right into the classroom and work with our students the way they did and our teachers and our guidance counselors and see exactly what it was going to take to work with (students) who come in to our schools with a myriad of problems as well as skills, as well as abilities, but all kinds of stuff.

I think the experience for their students is a good one and I think they are preparing students who really know do they want urban education or not. They are aware of the challenges they face....They are aware of issues relating to special needs students and they are doing it early in their college career so

that they have a good opportunity to say this is what I want or this may not be what I want.

2. The Impact of the Collaborative Fellows Projects on the Boston Public Schools

We asked the participants to discuss the impact of their projects on the Boston Public Schools. We discuss the most frequent themes that emerged from their responses below.

- a) **My Project helped teachers in one or more ways.** This theme was stated by approximately 32 percent of respondents (including 41 percent of PIs, 32 percent of BC associates, and 19 percent of BPS collaborators). To illustrate:

If you do a case study of the teachers that we mentored and the cooperating teachers, you'll see that their practice had changed, and their students did better.

I think ... it's helped teachers in... difficult situations in the classroom learn to be more effective in dealing with students. So I think in that way it definitely had a positive impact on the classroom.

- b) **My project helped the BPS students.** This theme was stated by approximately 27 percent of respondents (including 24 percent of PIs, 28 percent of BC associates, and 31 percent of BPS collaborators). For example:

It's providing students with really important information and information that they wouldn't get. It's having a positive impact on the kids individually -- and on a school level as well -- because if you're impacting multiple kids, it's going to have a greater effect.

I think it engaged kids in a way that some of them had never been engaged. For example, ... I had this little boy that ... had not completed an assignment the entire year until we had started doing (this project). Because he wanted to progress to the next level, he actually completed his assignments in full. So, it was engaging him in a way that some of his traditional classroom work wasn't engaging him.

3. Impact on the Professional Development of Boston Public Schools Collaborators

We asked the BPS collaborators about how their project helped in their professional development. The most commonly occurring theme was:

- a) ***It helped in learning and reflecting on one's experiences:*** This theme was stated by 25 percent of BPS collaborators. To illustrate:

For me, I like to learn. So, it was great to be a part of places where we come together and talk about our work and think about how we can make this feel better and stronger.

It definitely helped me be more reflective in my classroom practices.

4. The Lynch School of Education's Role in Facilitating the Projects

We asked the PIs and BC associates about the role of LSOE in facilitating their project. The most frequent themes from their responses are presented below:

- a) ***LSOE's role was very positive.*** This theme was expressed by 23 percent of our respondents (including 35 percent of PIs and 16 percent of BC associates). For instance:

They're very good. The Lynch School -- you know the people here are excellent in different offices, they process requests very quickly.

The Lynch school has given me major and excellent support. All the way through. So I can't fault the Lynch school for not helping me. They did.

- b) ***The financial aspects went well:*** This theme was expressed by about 23 percent of respondents over all (including 53 percent of PIs and 4 percent of BC associates). To illustrate:

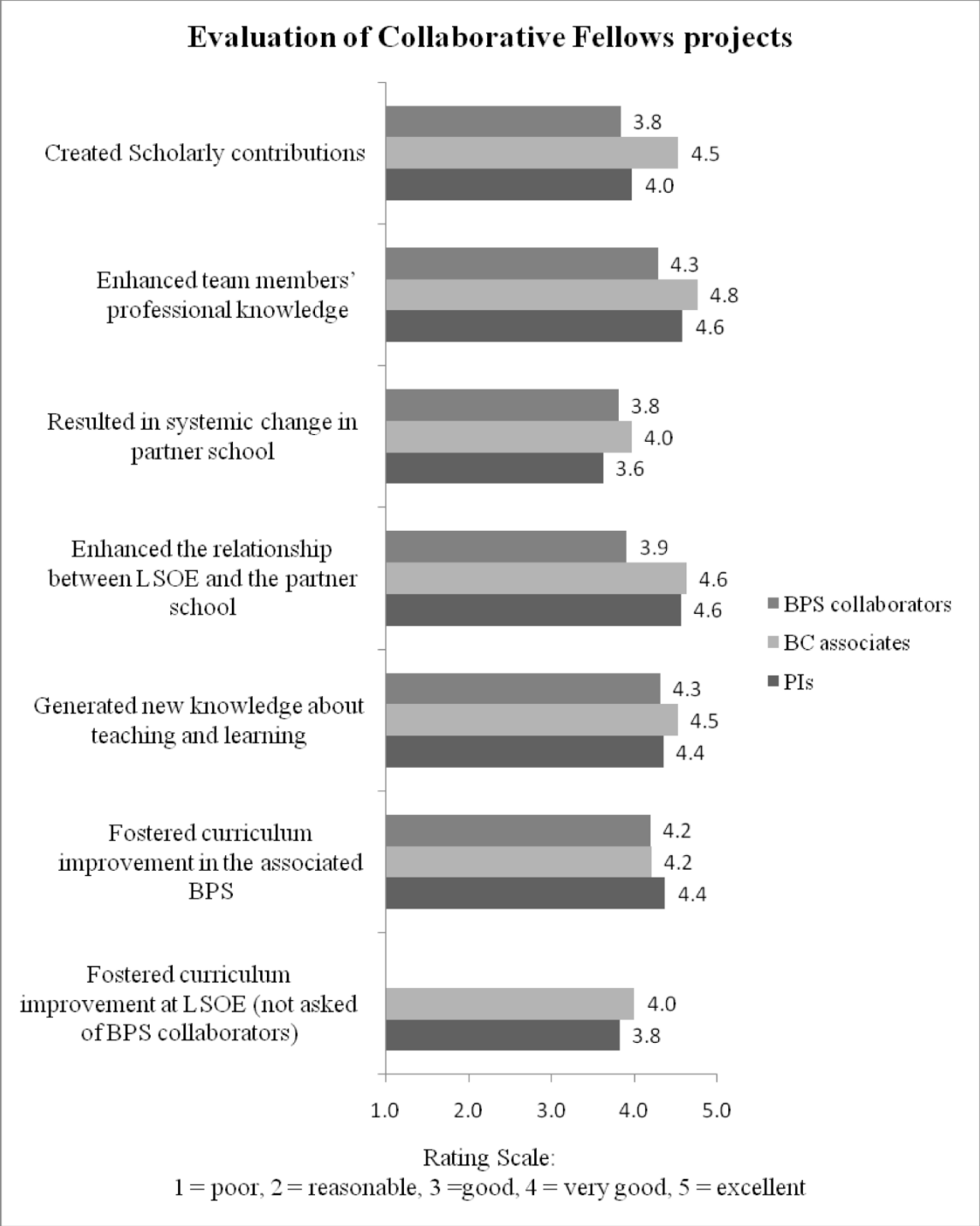
I could find out immediately how much money was left in the budget. They helped me process everything through. So, I would say that they did an excellent job.

Well, I think (the financial administrators at LSOE) were really helpful in terms of ordering things -- paying for things -- I mean they were great and really responsive. So, I think that piece of the infrastructure really helps to make it easy. I found them really easy to work with and responsive.

5. Evaluation of the Projects on the Criteria Established for the Collaborative Fellows Program

Finally, we asked the participants to rate their projects on the criteria established at the outset of the Collaborative Fellows Program. As noted earlier, the program had established several criteria for evaluation for the projects: a) fostered curriculum improvement at LSOE; b) fostered curriculum improvement in the school you worked with; c) generated new knowledge about teaching and learning; d) enhanced the relationship between LSOE and the partner school; e) resulted in systemic change in partner school; f) enhanced team members' professional knowledge; and g) created scholarly contributions. We asked all our interviewees to evaluate their projects on these criteria using a five-point scale (1 = poor; 2 = reasonable; 3 = good; 4 = very good; 5 = excellent). They could also respond with a "don't know" or "not applicable" when appropriate.

We averaged the scores for each of the three sets of participants (PIs, BC associates, BPS collaborators) on these seven criteria. There were no significant differences between types of respondents on any of the scores; nor were there significant differences across criteria. The following figure depicts the scores:



Thus, on average, interviewees rated the various projects between very good and excellent on: “fostered curriculum improvement in the Boston Public School,” “fostered new knowledge about teaching and learning,” “enhanced the relationship between LSOE and the partner school,” and “enhanced team members’

professional knowledge.” They rated the projects between good and very good on achieving the following criteria: “created systemic change in partner school,” “created scholarly contributions,” and “fostered curriculum improvement at LSOE.”

6. Additional Criterion for Project Evaluation

We also asked the participants if they used any additional evaluation criteria, apart from those developed for the Collaborative Fellows Program. The most frequently mentioned criterion was:

- a) **Impact on BPS students.** This criterion was mentioned by 32 percent of respondents (including 47 percent of PIs, 24 percent of BC associates, and 31 percent of BPS collaborators). To illustrate:

I think that we looked at how the children -- the school students kind of responded to the curriculum.

It's pretty much we used...basically just look into our students' work, look at the involvement, the parents' involvement,

7. Participants' Recommendations for the Future

Finally, we asked the PIs and BC associates for their recommendations for the future. There was

one major theme in their responses:

Foster a community of exchange and learning across Collaborative Fellows projects and partners, in order to enable the program to have a greater impact. This theme was mentioned by about 27 percent of our respondents (including 27 percent of PIs, 8 percent of BC associates, and 80 percent of the non-PIs). To illustrate:

There should be some kind of Collaborative Fellows community so that people could know what each other is doing. And in fact, that would probably be very productive in case there's some cross connections and reduce duplication. And also so that I could benefit from what other people are learning. And similarly they could benefit from what I've learned. So, it just seems like it could be more powerful and have more of an impact if there was a community or some kind of organizational setup where you weren't working independent -- you know in a vacuum.



We've met to talk about, sort of, well where do people stand in their projects and, kind of, what's happening and successes and challenges. But it would have... a more of a structured kind of professional learning community... just having a really consistent regular structure and time would - - it would just enhance the work.

Summary

The responses to the open-ended questions suggest that the major impacts of the projects have been in BPS, where they have helped students and have contributed to the professional development of BPS collaborators. In addition, teacher training in at LSOE has benefited from the projects.

The closed-ended items also suggest general agreement among all three sets of respondents that the projects have contributed to scholarly knowledge, enhanced team members' professional knowledge, enhanced relationships between LSOE and partner schools, generated new knowledge about teaching and learning, and fostered curriculum improvement in BPS.

LSOE has played an important role in facilitating these positive impacts. Its financial administrators have been particularly helpful. In order to facilitate the program in the future, the participants suggest that an additional step the Lynch school can take is to foster more ongoing exchange and learning across Collaborative Fellows projects and partner schools.



SECTION IV: RESEARCH RESULTING FROM THE COLLABORATIVE FELLOWS PROGRAM

One of the original expectations of the Collaborative Fellows Program was that it would result in research that was presented in scholarly gatherings and published in academic journals. The various projects funded by the Collaborative Fellows Program have led to abundant scholarly work, including multiple paper and poster presentations at conferences, journal articles, book chapters, and at least one book. In some cases, BC graduate students have based their dissertation research on the projects in which they were involved. Many PIs are actively publishing results of the grant-related studies. We present below a partial list of the publications that have resulted from the Collaborative Fellows projects to this point. These include both scholarly publications and reports applicable to BPS.

Partial List of Publications Based on the Collaborative Fellows Program

Michael Barnett

Barnett, M., Kafka, A., Bellegarde, H., & Pfitzner, A. (in press). Middle School students understanding of earthquakes: A shaky situation. *Journal of Geoscience Education*.

Barnett, M., Kafka, A., Pfitzner, A., & Syzmanski, E. (2005). The living earth: Inviting students into the world of scientific research through seismology. *Journal of College Science Teaching*.

Barnett, M. (2005). Engaging inner city students in learning through designing remote operated vehicles. *Journal of Science Education and Technology*, 14(1), 87-101.

Barnett, M., Strauss, E., Rosca, C., Langford, H., Chavez, & D. Deni, L. (2004). Improving urban youth's interest and engagement through field-based scientific investigations. In Y. B. Kafai, W. A. Sandoval, N. Enyedy, A. S. Nixon & F. Herrera (Eds.), *Sixth International Conferences of the Learning Sciences* (pp. 73-80). Mahwah, NJ: Lawrence Erlbaum.

David Blustein

Kenny, M. E., Gualdron, L., Scanlon, D., Sparks, E., Blustein, D. L., & Jernigan, M. (2007). Urban adolescents' constructions of supports and barriers to educational and career attainment. *Journal of Counseling Psychology, 54*, 336-343.

Kenny, M. E., Blustein, D. L., Haase, R. F., Jackson, J., & Perry, J. C. (2006). Setting the stage: Career development and the student engagement process. *Journal of Counseling Psychology, 53*, 272-279.

Chaves, A., Diemer, M., Blustein, D. L., Gallagher, L., Casares, M., DeVoy, J., & Perry, J. (2004). Conceptions of work: The view from urban youth. *Journal of Counseling Psychology, 51*, 275-286.

Kenny, M. E., Blustein, D. L., Chaves, A., Grossman, J. M., & Gallagher, L. A. (2003). The role of perceived barriers and relational support in the educational and vocational lives of urban high school students. *Journal of Counseling Psychology, 50*, 142-155.

Solberg, V. S., Howard, K. A., Blustein, D. L., & Close, W., (2002). Career development in the schools: Connecting school-to-work-to life. *The Counseling Psychologist, 30*, 705-725.

Hartung, P. J. & Blustein, D. L. (2002). Reason, intuition, and social justice: Elaborating Parsons's career decision making model. *Journal of Counseling and Development, 80*, 41-47.

Maria Brisk

Modifications of chapter 7 of the second edition of the book: Brisk, M.E. (2006). *Bilingual Education: From compensatory to quality schooling. Second Edition.* Mahwah, N.J.: Lawrence Erlbaum Associates

Sánchez, M.T. & Brisk, M.E. (2004). Teachers' Assessment Practices and Understandings in a Bilingual Program. *NABE Journal of Research and Practice, 2*, 1, pp. 193-214. Retrieved on July 1, 2004 from the World Wide Web: <http://njrp.tamu.edu/2004.htm>

James J. Fleming, S.J.

"University Mission and Service Learning" co-written with M. Brabeck in *Learning to Serve: Promoting Civil Society Through Service Learning*. L. Simon, M. Kenny, K. Brabeck, & R. Lerner (Eds.) Norwell, MA: Kluwer Academic Publishers. 2002.

Audrey Friedman with Beth Kowaleski Wallace

Friedman, A. A., & Kowaleski-Wallace. (2006). Crossing borders: Developing an innovative collaboration to improve the preparation of high school English teachers. *Equity and Excellence in Education, 39*(1)

Maureen Kenny

Walsh, M. E., Kenny, M. E., Wieneke, K., & Harrington, K. (2008). The Boston Connects Program: Promoting learning and healthy development. *Professional School Counseling, 12*, 166-169.

Scanlon, D., Cowell, M., Kenny, M. E., Gualdron, L., & Jernigan, M. (2008). Urban adolescents' post school aspirations and awareness. *Remedial and Special Education, 29*, 161-174.

Kenny, M. E., Gualdron, L., Scanlon, D., Sparks, E., Blustein, D., & Jernigan, M. (2007). Urban adolescents' construction of supports and barriers to their educational and career attainment. *Journal of Counseling Psychology, 54*, 336-343.

Kenny, M. E., Blustein, D. L., Haase, Richard F., Jackson, & J., Perry, J. (2006). Setting the stage: Career development and the school engagement process. *Journal of Counseling Psychology, 53*, 272-279.

Kenny, M. E., & Bledsoe, M. (2005). Contributions of the relational context to career adaptability among urban adolescents. *Journal of Vocational Behavior, 66*, 257-272.

Kenny, M. E., Blustein, D., Chaves, A., Grossman, J., & Gallagher, L. A. (2003). The role of perceived barriers and relational support in the educational and vocational lives of urban high school students. *Journal of Counseling Psychology, 20*, 142-155.

Joan Lucariello

Lucariello, J. M., Durand, T.M., & Yarnell, L. (2007). Social versus intrapersonal ToM: Social ToM is a cognitive strength for low-and middle-SES children. *Journal of Applied Developmental Psychology*, 28, 285-297.

“Reading Rangers” 3rd grade Reading Comprehension Curriculum for Thomas Gardner School After –School Program. (2006). (Collaborative Fellows: Joan Lucariello & Allison Butler at BC and Julie Bott, Erica Herman, Kathy Tildsley at Gardner School).

Lucariello, J., Le Donne, M., Durand, T., & Yarnell, L. (2006). Social and intrapersonal theories of mind: “I interact therefore I am”. In A. Antonietti, O. Liverta-Sempio, & A. Marchetti (Eds.), *Theory of mind and language in different developmental contexts*. London: Kluwer.

Lucariello, J. (2004). New insights into the functions, development, and origins of theory of mind: The “Functional-Multilinear Socialization” (FMS) Model. In J. Lucariello, J. Hudson, R. Fivush, & P. Bauer (Eds.), *The development of the mediated mind: Sociocultural context and cognitive development* (pp. 33-57). Mahwah, NJ: Erlbaum.

Dennis Shirley

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“The Persistence of Presentism,” with Andy Hargreaves, *Teachers College Record* 111(11) (forthcoming, fall 2009)

“American Perspectives on German Educational Theory and Research: A Closer Look at Both the American Educational Context and the German Didaktik Tradition,” *Allgemeine Didaktik und Lehr-Lernforschung: Kontroversen und Entwicklungsperspektiven einer Wissenschaft von Unterricht* (Heilbrunn: Klinkhardt, 2009)

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There will be a number of additional publications as well, some of which are currently under review. These make evident the considerable scholarly contributions of the Collaborative Fellows work.



SECTION V: OUR RECOMMENDATIONS FOR THE FUTURE OF THE PROGRAM

Overall, our findings suggest that the Collaborative Fellows projects have been effective in achieving the aims and criteria established at the program's inception. The PIs, BC associates, and BPS personnel, as well as BPS students and teachers have benefited from the projects and rate them highly. Thus, the program has impacted BPS in significant ways. The publications listed above suggest the scholarly benefits of the program as well. Continuing the program will help LSOE achieve its future goals, especially goals associated

with making positive contributions to the city of Boston.

In addition, based on our study, we suggest some areas of development that can be addressed in the future that may strengthen the program. Some of these, as noted above, were indicated by our interviewees. In addition, we suggest others that have become salient to us in the course of gathering our data. We offer these in the spirit of fostering the ongoing development of an already excellent program.

A. Sharing Information and Developing a Collaborative Fellows Learning Community Associated With the Lynch School

1. *Organizing a community/forum where the projects are discussed on a regular basis:* Over the past 10 years, a number of LSOE faculty and doctoral students have been involved in the Collaborative Fellows Program. But our interviews suggested that most of the PIs and BC associates have worked on their own projects without really knowing very much about other projects that have been taking place under the aegis of the program.

Several of the participants in the program, along with several of the non-PIs we interviewed, encourage the formation of some type of community among those participating in the program. We agree with this recommendation, and think that in the future, not only the individual participants, but also the program as a whole, might benefit by such an initiative.

BPS collaborators could possibly be involved in such community building initiatives. While we did not ask them any specific questions about the Collaborative Fellows Program as a whole, we did informally ask if they knew anything about the program. Most of the BPS collaborators were unaware about the larger program and were only knowledgeable about their own projects. Involving BPS collaborators in some type of Collaborative Fellows community will help strengthen links between LSOE and BPS.

2. *Instituting knowledge sharing mechanisms within LSOE:* One of the issues that came up during our conversation relates to knowledge sharing. We found that the projects were of immense value to the PIs in their own research and training. They often wove in their learning in their course syllabi, their classroom teaching, and in mentoring graduate students. However, this use of the knowledge gained was limited to the individual professors. The forums discussed above may help create knowledge sharing mechanisms. In addition we suggest that PIs, BC associates and BPS collaborators share their learning in a written format that can be communicated within LSOE. The advisory committee might help develop the format.

3. *Having LSOE-wide presentations about the program:* We also propose that there be LSOE-wide presentations about the Collaborative Fellows Program and its various projects. For example, there is a Lynch School Symposium each year. Perhaps presentations and posters about the Collaborative Fellows projects could dovetail with this annual event, so more faculty and doctoral students could learn about the activities associated with the program.

4. *Offering Professional Development Seminars in Boston Public Schools.* It may be worthwhile for BPS collaborators is to meet with their respective headmasters/principals and together determine how particular Collaborative Fellows projects address key areas of the schools' Whole School Improvement Plans (WSIP). They might develop seminars that highlight these projects and offer teachers/staff/administrators strategies, and learnings that are relevant to the WSIP.

B. Addressing the Life Span of the Collaborative Fellows Grants

1. *Ensuring that projects have a life beyond the grant:* As they indicated in their interviews, BPS collaborators have benefited considerably from the Collaborative Fellows projects. In some projects, the impact has been long term, and even for projects that ended a few years ago public school personnel continue to use the learning from the

experience. In other instances, it has been difficult to maintain the momentum of the project after funding was complete.

In order to help accomplish long-term systemic impacts, we suggest that, early in the life of their projects, PIs should consider what needs to be done so that the projects have life beyond the grants and public schools can continue to benefit from them even when the grant is over. One way of doing this might be using Collaborative Fellows grants to obtain larger external grants.

2. Ensuring funds for after-data collection research completion: When we spoke with the participants, we found that sometimes the PIs spent all the funds and the entire time duration of the project working at the schools. As a result, when the grant period ended, they were left with work related to data analysis and writing, expenses for which were not funded by the CFP. We understand that this could happen with many projects and hence recommend that some funds could be kept aside for activities that are often done after the completion of work in the schools. Perhaps LSOE administrators dealing with finances might be helpful in this regard

C. Expanding the Boundaries of the Collaborative Fellows Program

1. Expanding the program to other clusters: It is increasingly the case that Collaborative Fellows projects are being carried out in a wider array of schools than Cluster 5. This has especially been the case during the current year with the Step UP Initiative. We suggest that projects continue beyond Cluster 5 in ways that help to meet strategic needs of LSOE in relation to the city of Boston.

2. Involving more LSOE departments: As indicated in the graph presented above, the Teacher Education, Special Education, Curriculum and Instruction Department at LSOE has received the highest number of Collaborative Fellows grants. We recommend that other departments be actively encouraged to participate in the program. This may help in increasing not only the number of faculty members who see its potential links with their

work, but also the range of possible projects that might be conducted.

3. Consider expanding the types of partnerships eligible for grants. One of the grants was given for work with a community agency in Boston that is in the same geographic area as Cluster 5, rather than for work directly with the schools in that cluster. There may be other occasions when it would be beneficial to work with local agencies in addition to the schools. Such work might also expand the number of LSOE faculty (or, perhaps, faculty in other schools of BC) seeking Collaborative Fellows grants.

D. Strengthen the Role of the Advisory Committee and Clarify the Annual Report

1. Strengthening the role of advisory committee: The role of the advisory committee as initially visualized was to evaluate proposals and annual reports and provide feedback to the PIs. Over the years, the role of the advisory committee seems to have been diluted. The participants' responses suggest that feedback on proposals and annual reports has almost been non-existent.

We invite the advisory committee to play a more active role in evaluating proposals and annual reports and giving feedback on them. Annual formal appraisals of project proposals and project reports on the criteria laid down in the original Collaborative Fellows document, along with the additional criterion suggested by our interviewees, may help the projects stay focused on the goals of the program.

2. As a way of expanding the number of LSOE faculty who might be interested in Collaborative Fellows grants, the advisory committee might host an informational session prior to the Collaborative Fellows annual call for proposals. The committee might also circulate and post on the web at that time a brief information sheet that describes the Collaborative Fellows Program's history, mission, and vision.

3. Developing mentoring relationships: We also recommend that members of the advisory committee take on a mentoring role with regard to

the projects. A member of the advisory committee could possibly meet with a PI, BC associate(s) and, perhaps, BPS collaborator(s) of an ongoing project on a yearly basis to talk about the annual report and to help plan for the future, including addressing issues identified in this report such as planning for the steps necessary to make scholarly contributions based on the projects and to sustain them after the grant period has ended.

4. *Designing a standard format for proposals and annual reports:* As we reviewed the proposals and annual reports submitted by the PIs, we found that there was considerable variation in the format. We recommend having a format that is at least partially standard for the proposal and the annual report. This would help give the participants a clear sense of the expectations from the project. Evaluating proposals and annual reports in a standard format may also require less time and will thus facilitate this process. This format should include addressing how the project will contribute to the different criteria laid down at the inception of the Collaborative Fellows Program. At the end of each year, advisory council members might meet with PIs, BC associates and, perhaps, BPS collaborators to take stock of the progress that has been made on these criteria and establish goals for the next year.

E. Expand Possible Goals for the Projects to Accomplish

1. *Elaborate possible goals:* There are often specific priorities stated for BPS for particular time periods that may affect some of the LSOE priorities with respect to the Collaborative Fellows Program. For example, this year there is emphasis on the Step UP Initiative, and two Collaborative Fellows projects are responding to this focus. In addition, BPS Superintendent Carol Johnson unveiled four major initiatives/priorities this year in two documents, *The Acceleration Agenda; 2008-2012*, which highlights key goals across grade levels, and *Pathways to Excellence*, which describes alignment of these goals through proposals, driving factors and community engagement.

We suggest that when calls for proposals for Collaborative Fellows projects are developed each year, the types of priorities in the public schools that might be pertinent to LSOE be communicated with these calls. Further, those who apply for Collaborative Fellows grants might be encouraged to indicate how their proposals respond to these priorities.

2. *Emphasize benefits of the grants for teacher training:* One perceived benefit of the Collaborative Fellows Program for LSOE was in teacher training. We suggest the value of explicitly considering ways of improving teacher (as well as counselor and administrator) training as a result of the projects. For example, there has been discussion of ways to involve BPS teachers and other public school personnel as partners in LSOE curriculum both at BC and in courses that involve the public schools. Specific collaborative teacher/practitioner awards might fund this.

F. Expanding Public Awareness of the Collaborative Fellows Program

1. *Producing a book about the Collaborative Fellows Program.* Some of the participants we talked with informally suggested that it may be of value to produce a book that includes descriptions and analyses of the various Collaborative Fellows projects as chapters and that includes some type of assessment of the contributions of the program. This may be a way to make it more widely known.

2. *Develop a website about the program.* While a book might help publicize the program, a website, especially if it is interactive and continually updated, might provide even more benefits. Such as website might include, among other things, general information about the Collaborative Fellows Program, access to presentations and publications regarding it, descriptions (perhaps with pictures and/or video) of specific projects, interviews with past and current Collaborative Fellows recipients about lessons learned and mentoring wisdom. It might also include curriculum and other materials that have been developed from individual projects, resources for teachers and principals, and links to participating

public schools. Particular projects might be highlighted at different times. For example, www.edvestors.org, which provides grants for school improvement, includes on its website a “school on the move” winner, a particularly successful change effort in a school. In a similar manner, schools carrying out particularly interesting Collaborative Fellows projects may be highlighted. This type of website may help to expand the impact of the program well beyond the Boston area.

projects. We have been very impressed with the projects, with the PIs, BC associates and BPS collaborators carrying them out, and with the kinds of impacts the grants appear to be having in BPS. We believe that what LSOE is accomplishing through the grants is something that should be more widely known, not only in LSOE, but also throughout BC and the larger academic community. We hope this report will make clear the value of these initiatives and support its efforts long into the future.

SECTION VI: CONCLUSION

We have appreciated very much the opportunity to assess the Collaborative Fellows Program and its





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