

Proceedings Submission

1. Title of the submission—University/School Partnerships: Lessons Learned
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6. Abstract of paper—

Educational partnerships between universities and public schools have existed for over 100 years (Greene & Tichenor 1999). During this time, especially the last decade, many educational partnerships were formed, only to fizzle shortly thereafter. The success or lack of success is often determined by the attitude of the players. When new programs are introduced, the prevailing thought among many professional educators is this too shall pass (Bullough & Kauchak 1997). Quite often, programs, as well as partnerships, do pass. When educational partnerships have been formed to provide only temporary band-aid solutions to very complex and multifaceted problems, they, like other trends, have faded away. Yet, some educational partnerships have continued to shine and to become viable coalitions. What makes a difference in the success or failure of these partnerships?

This paper discusses lessons learned by leaders who have been involved in a number of successful partnerships for more than a decade. We know from just a sample of the existing literature that:

- ✓ “School-college partnerships hold significant promise for renewal and improvement in education but must be vigorously supported and advanced by top leadership at public school and college levels (Essex 2001, p. 736).”

- ✓ “The most effective partnerships are dynamic and interactive, work toward common goals, and are characterized by a high level of commitment among group members (Jenkins 2001, p. 6).”
- ✓ If educational partnerships are going to exist as the centerpiece for educational reform employees and managers should agreed to work collaboratively to develop workplace rules and policies (Gayton 1997).

Since collaboration remains illusive for many universities and public schools, now is the time to focus on those “real partnerships” which lead to success. The purpose of this paper is to explore some of the tenets that lead to the success and demise of school/university partnerships. In this paper, lessons learned by many authors (found in the literature on partnerships) and lessons learned from our experience are described and provide models for others who are interested in establishing successful partnerships between universities and school systems.

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