ROLE OF SCHOOL–UNIVERSITY COLLABORATIONS IN EDUCATION–A CASE STUDY OF EXPERIENCE FROM U.S.

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ABSTRACT

Collaborations have become a critical necessity in today's globalised educational environment. Collaborations include issues of governance and required a great deal of time, effort and commitment from partnering institutions. This is especially challenging for inter-segmental collaborative endeavours that involve schools and universities/colleges. It is noteworthy that collaboration between schools and institutions of higher education predates the history of many modern education reforms in the United States. The American experience of school – university/college collaborations highlight the problems and prospects faced by partnering institutions. In this context, this paper examines the history of school – university/college collaborations in the United States from a theoretical lens to derive useful insights which may be useful for other countries.

Keywords: *Collaborations, Schools, Universities, Colleges, U.S.A.*

CHANGING LANDSCAPE OF COLLABORATIONS

It is worthwhile to note that schools and institutions of higher education have become inter-connected and inter-linked in recent times. Students after completing their school education go to colleges/universities to pursue higher education, while the aspiring teachers after graduating from colleges/universities join schools and other such institutions to enter the world of teaching. Looking more closely one can find that the actions and problems of one have a great impact on the other (Hawthorne & Zusman 1992, 418). Consequently,

colleges and universities have to deal with students lacking competency in subjects that they are supposed to have learnt in the schools. On the other hand schools hire teachers who are inadequately prepared by the colleges and universities for today's technologically advanced and diverse classrooms. In the wake of an ever-increasing number of incompetent students and inadequately prepared teachers, there is a growing urgency and recognition that schools and higher education institutions should share responsibility for the educational problems that they both are currently facing. One suggestion to grapple with this situation has been that schools and higher education institutions need to turn to collaborative practices in order to solve their

common problems since neither has the ability or the resources to deal with them alone (ibid, 418). In this regard, considering John Goodlad's A Place Called School (1984), where he expresses the need for "simultaneous renewal of schools and education of educators" (qtd. in Clark 1999, 164), the occasion demands a system of greater reciprocity between schools and higher education institutions whereby both pool in their resources for mutual benefits.

The changing dynamics of the world has affected every possible avenue of human discourse, including education. In terms of collaborative practices, this expansive shift has facilitated the "partnerships in the educational realm (to) take myriad forms" (McCulloch & Crook 2008, 426). Since the major "impetus for partnerships in recent years has been the transformation of the world economy under conditions of globalization" (ibid, 427), there are various reasons as to why institutions have started working together with each other.[1]

Collaboration between schools and institutions of higher education predates the history of many modern education reforms, particularly, in America. For the past 50 years, collaborations were primarily governed by the needs of the universities, which entered into partnerships with schools mainly to provide teacher training sites for its student teachers and for research work (Walsh & Backe 2013, 594). This highly individualistic tendency has recently changed into an overarching, all encompassing approach, which has the capacity to accommodate and sustain the needs and interests of different groups as well. In the light of this change, Brabeck and Walsh in their 'Meeting at the Hyphen: Schools, Universities-Communities-Professions in Collaboration for Student Achievement and Well being' (2003) note, that this decades' old trend has been changing lately with the increasing recognition of the needs of the schools (ibid, 594).[2] Noting this nascent development of the balance in needs of the schools and universities, which had been university-centered, the notion that the major motivation behind any collaboration should be to cater to the needs of both of its partners by providing them with an environment to help each other has now come to

the fore. Moreover, there has been increasing acceptance of the idea that it is by finding ways to link the needs of one partner with the capacity of another to fulfill those needs that successful collaborations are formed.[3]

These developments have led to a number of definitions and terminologies to delineate and demarcate the educational partnerships between schools and higher education institutions.

MEANING OF COLLABORATIONS

The attempts to arrive at a comprehensive definition of collaboration have been multiple and varying. The one very often cited being that of John Goodlad's, from his essay 'School-University Partnerships for Educational Research: Rationale and Concepts' (1988), which defines collaboration as a "deliberately designed, collaborative arrangement between different institutions, working together to advance self-interest and solve common problems" (qtd. in Handscomb, Gu & Varley 2014, 12).

In order to prevent any preconceived misconceptions, it is important to cite the mundane meaning of the term which would lead to a more enhanced understanding of what collaboration in general actually stands for. The Cambridge dictionary online defines the word 'collaborate' in two ways- firstly, to work with someone else for a special purpose, and secondly, to work with an enemy who has taken control of your own country.

Both parts of the definition have something essential to contribute to the concept of collaboration as a whole. The first part emphasizes the idea of having a shared goal; a purpose; a vision. The very engagement and proposal between two or more parties to work together is based on the premise that they want to actualize their efforts to achieve a common goal. This goal is demarcated through a shared understanding, which in itself is the result of a systematical planning and mapping process. Although how this planning is shaped and materialized depends on the quality of the mission and mutual cooperation.

The second part highlights the principle of reciprocity. A collaboration being like any other relationship requires the same approach and strategies to nurture and sustain it. The partners in a collaborative initiative bring along with themselves their own personalities, philosophies, ideologies, needs, and most of all the expertise to increase the opportunities for continuing assistance and support. In this way, collaborations are, and should be reciprocal and balanced, since work in a collaboration is "defined by one partner's critical needs and the other partner's capacity to respond" (Walsh & Backe 2013, 596).

Thus, building upon our understanding of the complex concepts and general meaning of the term, we can define 'collaboration' as an agreement among two or more bodies established in the form of a reciprocal relationship which is based on the principles of trust, respect, balance and synergy to achieve mutually agreed goals. A collaboration therefore, consists of "formal projects or activities in which representatives from the public schools and postsecondary education (public and private) work together towards resolving common problems" by meeting over time to accomplish a set target (Hawthorne & Zusman 1992, 422-423).

STARTING COLLABORATIONS

Just like any other group or organization, structuring and forming a collaboration has its own process. As the Higher Education Academy Report 2012 notes that, collaborative "working requires a structured approach in which institutions plan a common approach and deliver a programme of work to meet agreed objectives" (qtd. in Handscomb et al 2014, 12). Therefore, the first step in initiating any collaboration between school and higher education institution begins with the identification of the possible partners. On the other hand, from the perspective of a university, selection of schools as possible collaborative sites includes, "demographics such as student socioeconomic levels, student ages, minority composition, school size, and school location" (Digby 1993, 37).

The next step involves the identification of the needs and interests of both the partners, and the possible ways the expertise can be offered, as it is important that the needs and interests of the schools at the partnership site align with the specific research interests and pedagogical training of the university (ibid, 37) or vice versa. The same could be the motive of the first few meetings between the partners, since it is crucial for the health of the collaboration to accommodate the differences and create an atmosphere conducive to the collaborative efforts. As Sandlin and Feigen (1995) note, "one of the participants may end up doing more work than the other, causing resentment, or a philosophical difference may exist that could create a lack of understanding of one another's perspective" (76).

Walsh and Backe identify two ways through which collaborations can be initiated (595). There is considerable difference in the ways schools and universities institute collaborations. They broadly divide collaborations between the ones that "begin when an individual stakeholder reaches out to potential partners" and the others that "start in response to a request from an official representative of the university or the school district" (Walsh & Backe 2013, 595).

Collaborations that begin with an individual stakeholder, who can be a principal or a university teacher, target the specific needs on the part of the school or the university, and offer a quick solution without having to go through any major structural or systematic change. A further marker that can be assigned to such collaborations is that they are short-term in nature for being straightforward, task-oriented and time-bound.

Collaborations initiated on the request of an official representative are supposed to address a complex issue. For example, a superintendent of the school district may approach a university dean for starting a professional development programme for school teachers. Conversely, the university dean may request school district superintendent to provide teacher training sites for the pre-service teachers. Such collaborations are long-term undertakings, and involve extended commitment from the participants.

They can lead to some major systematic changes in the structure, and developments in both theory and practice.

COMPONENTS FOR EFFECTIVE COLLABORATION

Collaboration initially begins as an abstract concept, and later materializes in the form of practices, institutions, and communities. A significant number of authors have identified and proposed, that what should be the requirements for effective collaborations. As usual, the opinion has been diverse and manifold. The majority of components identified include, "communication, concern, compromise, commitment" (Digby 1993, 37), "leadership" (Clark 1999, 169), "shared conceptual understanding, mutuality, operational plans, and evaluation" (Walsh & Backe 2013, 599-602). In order to cover and translate these diverse ideas into a concise and comprehensive form, there can be identified four major components for sustaining and running successful collaborations. These components are as follows:

Diversity

It refers to the range of participants and bodies from different backgrounds, cultures, status, age, gender, professions, and so on that come together to participate in the collaborative initiative. These participants bring along with themselves their own episodes, stories, styles and narratives, and contribute in making the collaboration a rich experience for everyone involved.

Shared Understanding

Having a shared understanding of the concepts on which the initiative is based, is instrumental in shaping the foundational structure of the collaboration. "The necessity of establishing a shared conceptual understanding among partners" (Walsh & Backe 2013, 599) can really help in eradicating the initial confusion related to the needs, goals, relationships, choices, aspirations and the whole collaborative mission. Moreover, it can help reaching

agreements in the midst of seemingly irresolvable disagreements, and develop consensus among partners with different interests.

Communication

Communication is the transfer of information from one person to another through a medium, and is essential to sustain any relationship for that matter. Lack of communication has the potential to dismantle a collaborative effort, since "without it, each partner may be unaware of the demands and needs of the other" (Digby 1993, 37). Articulating goals and one's needs can really help in establishing a common ground for communicative understanding and the collaboration to thrive.

Reciprocity

Relationships are not only based on compromise, but respect, trust, balance, and reciprocity. "Mutuality in institutional roles and relationships is as critical in partnerships as relationship among partnering individuals" (Walsh & Backe 2013, 600). At the heart of developing effective collaboration is the attempt to strike a balance, finding ways to grow and work together, formation of trust, respecting one's efforts and reciprocating to the other people's needs.

COLLABORATION BETWEEN SCHOOL & HIGHER EDUCATION INSTITUTION

Examined below is an example of a collaboration between two public schools and a university. Just like any other collaboration, this one also confronted the initial questions of how to amalgamate resources of the two different institutions to benefit children, families, and educators (Reischl, Khasnabis & Karr 2017, 48), and "what structures and tools can sustain this kind of hybrid union" (ibid, 48).

As discussed in Reischl et al, the Mitchell Scarlett Teaching and Learning Collaborative (MSTLC) was launched in the year 2010 as a collaboration between the teacher education program at the

University of Michigan and a pair of Title I schools— Mitchell Elementary School and Scarlett Middle School — in the Ann Arbor Public Schools. MSTLC is an excellent example of a balanced collaborative effort, since the needs of the partners were clear and properly taken care of – the University of Michigan needed school sites with "diverse enrollments to implement and refine its new practice-based elementary teacher education curriculum", while the Ann Arbor Public Schools needed assistance to address the "achievement gap in its two lowest-achieving schools, which enroll the system's largest numbers of Title I-eligible students" (ibid, 48).

Despite the fact that the institutions involved had very "different stakeholders, responsibilities, goals, and problems that needed solving", the MSTLC soon grew into a prosperous collaboration, "leading not just to better outcomes for local students but also to opportunities for experienced educators, teaching interns, teacher educators, and family and community members to learn from each other through and in practice" (ibid, 48-49). The collaborative was based on the idea that all the parties involved (i.e. veteran teachers, administrators, teacher educators, novice teachers and aspiring teachers) would "democratize" the process of "school improvement" by pooling in their resources and "tapping the wisdom that each party brings to the table" (ibid, 49).

MSTLC is an initiative to reorient teacher education by "shifting the emphasis from university-based coursework to carefully structured and well-supervised clinical practice experiences" (ibid, 49). "Instead of taking methods classes at the university and then being given a student-teaching assignment, aspiring teachers are placed in full-year internships in the partnership schools", where a large extent of "their teacher education coursework is embedded into the regular school day" (ibid, 49). In this way, many interns can immediately put the various teaching approaches and theories they have learnt into practice with an instant feedback on their teaching practices by the instructors and mentors on site. Moreover, as opposed to most traditional

teacher education programs, which are "designed and taught by university faculty", in MSTLC, the courses are "co-taught by teacher educators and supervising teachers", and are designed in such a way that they "follow along with what students are learning in their elementary or middle school classes" (ibid, 49). In this way, more opportunities can be provided for the teaching interns to help school students, particularly to help those who find certain parts of the curriculum as challenging and testing by "offering one-to-one or small-group support" (ibid, 49).

An average working day in MSTLC consists of:

- The interns meeting the supervising teacher 30 minutes before the class to discuss the scheduled mini-lesson for the day.

- The teachers describing their "goals for the lesson" and the "decisions that they made when designing it", based on the evaluation of the needs of each child.

- The teachers engaging the interns in professional dialogue by giving instructions, asking questions on their observation of the children, seeking their suggestions and help on the "lessons, classroom management problems and instructional issues".

- The teacher guide the interns through their own lesson, by helping them "rehearse what they plan to do in their small-group sessions," and "giving them feedback on the questions they plan to ask and how they plan to engage students in extended discussion".

- After the rehearsal, the interns "join the 4th graders", observe the "teacher-led minilesson", and take notes.

- After the mini-lesson, the interns work with the students on the "specific focus of the minilesson".

- After finishing their work, interns take time to do self-evaluation by writing down their classrooms experiences for mapping their progress and for further clarification.

- Their reflections are then shared with the teachers and other interns for insights and changes.

    (ibid, 49-51)

An important aspect to look for in MSTLC is that how everyone contributes to everything, and everyone helps everybody. The teachers plan with teacher educators, and "discuss upcoming lessons with the interns". Moreover, the interns "help the teachers revise their plans by offering their observations about students' progress and by contributing ideas based on their research-based course readings and discussions" (ibid, 51).[4]

CONTRIBUTION OF DIFFERENT PARTNERS

The journey from isolation to being together has been rather worthwhile for both set of partners (school and university faculty) in school-university collaborations, since the coming together of individuals from different settings and backgrounds has facilitated as what can be termed as the confluence of knowledge, expertise and other resources. Moreover, as noted by Glazer in 'Working together: corporate and community development' (2004), "what distinguishes partnerships (collaborations) from other (form of) collaborations is that its members adhere to compatible goals and are willing to assume the responsibilities and risks associated with pursuing their joint ventures" (qtd. in McCulloch & Crook 2008, 426).

"In building effective school-university partnerships, each partner must recognize what the other can contribute to the collaborative effort" (Sandlin and Feigen 1995, 80). In this regard, based on their interactions with program directors and participants from different collaborations, Garmston and Bartell in New Teacher Success: You Can Make A Difference (1991), "point out the potential contributions that each partner" bring in a collaborative relationship. These contributions are as follows:

School-based educators bring:

- familiarity with the problems facing new teachers;

- an understanding of the setting in which new teachers teach;

- knowledge of the school culture;

- an understanding of the curriculum the teacher is expected to teach; and

- formal institutional responsibilities and a set of expectations about teacher performance.

    University-based educators bring:

- professional expertise in academic content, curriculum, and pedagogy;

- an understanding of how the new teacher has been prepared;

- a previous helping relationship already established with the new teacher;

- an understanding of beginning teaching and the problems faced by novices;

- some flexibility in allocation of time; and

- research and evaluation expertise.

    (ibid, 80)

Therefore, it is by aligning and matching the requirements of one partner with the ability of another to fulfill it that successful collaborations are shaped.

GENERAL CONSIDERATIONS FOR COLLABORATIONS

Collaborations require a great deal of time, effort and commitment from its partners regardless of the prerequisites: skills and expertise. Various authors have noted numerous considerations for entering into collaborations, as it is important to prepare well and thoroughly before jumping into the deep end. In

his 'School-University Partnerships and Professional Development Schools' (1999), Richard W. Clark "from observing hundreds of such partnerships around the country" (USA) notes the following general considerations for embarking on collaborations (Clark 1999, 167).[5] These considerations offer genuine insights and guidelines to prepare one before entering into partnerships. The considerations are:

- "Build on past successes" and "use past failures as a guide" to have "lasting, successful partnerships."

- "Extensive dialogue about matters of mutual concern" and "accomplishment of specific goals" are useful ways of changing the climate of mistrust "to one that is more trusting."

- Participants must have a "clear understanding of the collaboration's purpose and function" which can be "achieved by extended conversations."

- The "creation of a partnership" should not be the purpose of a collaboration otherwise it would be a failure. Rather it should be "the accomplishment of some ultimate goal."

- "Getting the right people to participate to accomplish the purpose of the partnership is critical."

- "Obtaining the right convener or initial leader is a critical factor in the success of partnerships."

- "A sufficient mass of individual participants must be developed who are thoroughly familiar with the agenda of the partnership in order to (1) achieve the goals and (2) sustain the work in the face of the inevitable turnovers in key positions."

- Individuals should be engaged in "authentic ways" in a collaboration, as "token participation" "is likely to backfire."

- "Revisit(ing) their basic purpose and work plans periodically to obtain the commitment of current participants."

- "Securing the simultaneous renewal of schools and the education of educators requires strong leadership endowed with the ability to see through fads and simplistic solutions. When leaders concentrate on the development and operation of effective school-university partnerships, it is the students in the nation's schools who are the ultimate beneficiaries".

(ibid, 167-169)

Planning, assessment and evaluation are on-going processes of any collaboration. These considerations are important yardsticks for the partners in a collaborative effort to measure their progress, and map their potential for initiating different types of collaborations.

TYPES OF COLLABORATIONS

School-university collaborations have raised the overall expectations of the institutions as a result of their positive and long-term outcomes in recent years. Noting Bartholomew and Sandholtz's statement in their 'Competing Views of Teaching in a School-University Partnership' (2009), "the underlying benefit of successful partnerships is that they offer a means of ending the fragmented approach to teacher education, professional development, and school improvement" (qtd. in Handscomb et al 2014, 12). Therefore, due to its nature, collaboration has become an umbrella term for offering myriad opportunities to institutions for partnering together.

Baumfield and Butterworth, in an attempt to offer a classification, in their 'Creating & Translating Knowledge About Teaching and Learning in Collaborative School–University Research Partnerships: An Analysis of What is Exchanged Across the Partnerships, by Whom and How' (2007), observe that the "relationship between schools and education departments in universities have traditionally been connected through a number of activities which can be grouped around three broad areas: initial teacher education (ITE) and continuing professional development (CPD), consultancy and

research", and that "in all three areas there has been a gradual shift in emphasis so that the focus is on partnership and collaboration" now (qtd. in Handscomb et al 2014, 12). Considering this classification, and from the general understanding of the recent trends in school-university collaboration, the subsequent sections will discuss the types of collaborations into broadly two categories: Teacher Education and Student Learning.

Teacher Education[6]

ITE (Initial Teacher Education) collaborations between schools and universities cater to the needs of novice, pre-service, student teachers by providing them with teacher training sites for developing their teaching practices. ITE has gone through considerable changes in the last thirty years, especially from the "university driven programmes to the shift towards school-based training" (ibid, 12), and the increase in the number of teacher training institutes set up through and because of various partnerships.[7] Development in ITE partnerships has mainly been the result of the increasing demand in the improvement of the quality of teacher education available to the student teachers and aspiring teachers.

"University departments of education have a long history of working with schools on continuing professional development (and consultancy) and this has become a clear feature of partnership activity" (ibid, 14).[8] Moreover, the increasing demand to provide teachers with an up-to-date programme in tandem with the concurrent scenario has opportune the reformation of "professional development as a collaborative enterprise within the school-university partnership" (ibid, 14). Furthermore, CPD seems as an efficacious way to expand the professional development options for already experienced teachers and faculty nowadays, since the idea is to facilitate the process of developing one's skill in order to keep pace with the ongoing educational changes in the world.

Student Learning

Collaboration comprises "groupings of people and/or agencies, including government, business, the voluntary sector, faith-based institutions, parents, and community, that are working together to solve any of a number of problems related to schooling" (McCulloch & Crook 2008, 426). Therefore, at the very basic level, "the notion of a partnership (collaboration) can be used to describe the joint efforts of schools and partners to enhance the academic success of children" (ibid, 426).

The major impetus behind collaborations for decades has been the needs and demands of the universities. This trend has changed in the recent years due to increasing assertion that the needs and interests of the schools are important as well. In this regard, the focus has been recently shifted from teacher-centric collaborations to the ones that directly address the issues of student learning and student achievement gaps. Increase in the number of programs such as, career-oriented sessions, personality development programs, joint co-curricular activities, student exchange programs, and so on are becoming rapidly common, and a major driving force behind many school-university collaborations. The popular opinion has it that since students are the primary receiver of the benefits of education, then why should not they be the focus of, if not all, then at least some collaborative initiatives.

EDUCATIONAL PARTNERSHIPS: A HISTORICAL PERSPECTIVE

The history of collaboration in the field of education has been diverse and dynamic. In his 'University-School Collaboration in Historical Perspective' (1994), Vito Perrone offers a vivid description of the history of collaborative practices in America. In order to understand collaborations from a historical perspective, given below is a detailed account of the major developments in America with regard to collaborations between schools and higher education institutions. The 19th century America is an excellent example of the initial dependence and interconnectedness between schools, colleges and universities. In particular is the case of the University

of Michigan whose original conception was rooted in Augustus Brevoort Woodward's A System of Universal Science (1816). Despite inherent complexities, Woodward's formulation is markedly significant for its "basic understandings of the inter-connectedness of knowledge and the importance of diversity in relation to the sources for learning, as well as his acknowledgment that learning needs to be conceptualized for a lifetime and not for a particular period of time" (Perrone 1994). Woodward's formation was forsaken by 1827, but the University was continued to be viewed as "critical base out of which a cohesive state system of public education would be constructed" (ibid).

In 1837, under the leadership of John Davis Pierce, the first Superintendent of Public Schools, the collaborative spirit was further strengthened. Because of its pioneering nature, the University of Michigan was "expected to assume a connecting role to elementary and secondary schools by establishing mediating branches– essentially multipurpose secondary academies throughout the state" (ibid). In 1879, the University President William Angell made clear the University of Michigan's inclination towards Pierce's thoughts by establishing a chair in the Science and Art of Teaching. The innovation led to the emergence of an "experimental University high school, a system of school accreditation and field services, and a fully elaborated school of education" (ibid).

The University of North Dakota founded in 1883 epitomized the same collaborative spirit. The Dakota Territory in the absence of any secondary school, the University was compelled to provide a preparatory program for its first twelve students. Though the program was closed in 1904, it ended up enrolling more students in the preparatory school than in the collegiate programs. The University exemplified a smooth transition from one program to another, since the "same faculty taught across the two levels with shared purposes and curriculum continuity" (ibid). The University also became the "center of an emerging system of secondary schools across the state" (ibid), where the faculty from various subjects would work with secondary school

teachers. The anecdotes of the University of Michigan and the University of North Dakota and their connection with school education highlight their initial collaborative bent, which further solidified their relationships with schools. As opposed to Universities providing for initial students, the reverse phenomenon also became popular. Many schools in the states of Michigan, Dakota and other parts of America, whose purpose was essentially secondary education, were gradually expanded into state colleges and universities- like the 19th Century Normal Schools in Concord, Vermont. The same propensity is noteworthy in the accounts of other universities, such as Harvard, Wisconsin, Chicago, Johns Hopkins, Columbia and Illinois. Harvard most of all was deeply entrenched in the curriculum design for schools.

In addition to these developments, the educational literature of the 20th Century also points towards the collaborative spirit of the age. The work by John Dewey, and other writers at his school, Ella Flagg Young, Katherine Camp Mayhem and Anna Camp Edwards, provided important guidance on integrating university faculty into the life of schools. Attempts to reestablish such collaborative efforts have been in constant practice since the 1980s. Ventures like the Bay Area Writing Project based at the University of California, Berkeley, which aimed to bring teachers and university faculty together through writing programs are becoming fairly common. The English Composition Board at the University of Michigan had a similar bent and outreach tendency. Another example of long standing collaboration is the Yale- New Haven Teachers Institute, an educational partnership between Yale University and New Haven Public School. The partnership brings teachers and Yale faculty together through a series of seminars annually. The teachers and Yale faculty together bring their expertise to make the program a success. Many institutions have started following in the footsteps of this partnership, such as the University of Minnesota College of Arts and Science, and Harvard. The outgrowth of this kind of interaction is the American Council of Learned Societies' Project,

which brings the classroom humanities teachers and university humanities scholars together on humanities curriculum. The ACLS projects currently exist at Harvard, the University of Colorado, the University of Minnesota, the University of California at San Diego, and the University of California at Los Angeles.

There are also many examples of programs where high school students are required to take a part of their academic and technical coursework in higher education institutions such as colleges and universities. The State of Minnesota, among others, follows a similar scheme. Such efforts are aimed at exclusively benefitting students. Other similar programs include the one followed at Bard College at Simon's Rock, where high school students begin full-time college level work in their tenth or eleventh grade of high school. Other initiatives specifically aimed at benefitting students include minority recruitment support programs at institutions like the University of Alabama, the City University of New York, and the University of North Dakota, in which the ninth grade students receive a variety of college related experiences in order to develop their interests in science, mathematics and study skills. The Boston desegregation case of the mid-70s is an important incident in the history of collaborations in America. The court assigned each college and university a school or a group of schools, to work with, in the hope that such an effort would result in better schools. The Boston University's agreement to run the Chelsea school system in the 90s was the realization of this hope, through which the needs of the School were met by the resources of the University.

Another set of programs which were really common in America in the 60s and early 70s, and are in the process of ongoing reformulation are the teacher exchange programmes- essentially visiting scholars and teachers. By having university faculty teaching in the schools, and school teachers teaching in the colleges and universities, the initiative can expand the scope of constructive discussion and understanding. The Teacher Center Movement across America is another example of promoting school-university collaboration. Teaching institutes like the Institute of Teaching and Learning at the University of Massachusetts have been really functional. There are nine regional teacher centers in the state of North Dakota with the University of North Dakota serving as a collaborative agent, providing resources. Each of the state's public colleges is in tie-up with at least one such center. American institutions also have a long tradition of curriculum development activities with strong school-university connections. The major efforts of the 1960s include ESS, PSCS, BSS, and Project Social Studies. The computer activities associated with Logo that Seymour Papert's work described in Mindstorms (1981), grew out of MIT-school collaborations.

It is evident that collaboration between schools, colleges, and universities was a common practice in America. It would not be an exaggeration to say that[9], America has been the most extensive practitioner of school-university collaborations. It is thus imperative that some lessons be learnt from the American experience of school – university collaborations by other countries.

CONCLUSION

Collaboration between schools and universities is not a recent development but has been a nascent model both in theory and practice since the first connections between a school and an institution of higher education. Perrone puts it appropriately, "our contemporary disconnectedness has not always defined the relationship." In this regard, collaborative practices followed in America and other parts of the world "have some high moments to inspire us" (Perrone 1994). Also, "the need to move forward, to a more solid common ground, is absolutely essential- not just for the health of schools but for the health of the colleges and universities as well" (ibid). The literature on educational partnerships has been wide-ranging and multidimensional. The one main issue that this literature has tried to address since the beginning has been, as to how can schools and higher

education institutions work together for the benefit of everyone involved and also why should they collaborate, if at all. This paper has examined the evolution and growth of such collaborations in the American context. Further, similar attempts with suitable adaptations may be conceived as policy options in other countries.

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[1] For instance, "individual schools often establish partnerships with business enterprises and voluntary organizations to secure both their financial support and their expertise in addressing pressing needs. Such associations often involve cash or in-kind donations to schools or the participation of employees in providing mentoring and tutoring to a school's students."

(McCulloch & Crook, 426)

[2] In the last 20 years or so, the focus of majority of school-university collaborations has been on as diverse areas as "co-construction and evaluation of curriculum, instructional and/or leadership strategies, and service learning" (Walsh & Backe, 596).

[3] It is important to note that the needs of the partners differ in various respects, and needless to emphasize that how varied the requirements of schools are from that of the universities or vice versa. In their differences, the institutions vouch for the needs of the individuals they propose to serve, for example, generally, schools seem to stand for the needs of the students, while universities are seen as spaces which tend to uphold the needs of the teachers. Moreover, as expressed by Walsh, Brabeck, Howard, Sherman, Montes, & Garvin in 'The Boston College-Allston/Brighton Partnership: Description and Challenges' (2000), "the core of most school-university partnerships is the critical intersection of theory and research with implementation and practice" (Walsh & Backe, 595). In this respect, schools have become the site where implementation and practice takes place, while universities are seen as spaces where new theories are formulated and research work carried out to be implemented and practiced later.

[4] MSTLC's work is not limited to only writing, but it also includes other kinds of collaboration, such as, "addressing a wide range of content areas, grade levels, and activities — from leading 7th-grade book club discussions to strengthening 5th graders' knowledge about fractions, teaching middle schoolers about digital safety, leading kindergartners in generating oral language before writing poetry, developing ESL curricula that integrate cultural and community-based knowledge, and many others" (Reischl *et al 2017*, 51).

[5] Clark's essay offers a number of considerations, but only the general ones have been selected for citation.

[6] Collaborations of this kind mainly include programs related to Initial teacher education (ITE), Teacher training, continuing professional development (CPD) and so on.

[7] In North America, such teacher training institutes are generally termed as 'professional development schools', similar to the 'training schools' in the UK.

[8] Examples of such CPD programmes include the English language teaching courses such as, Cambridge CELTA, TEFL certificate and so on, which are organized through long-standing partnerships.

[9] In addition to America, other major practitioners of school-university collaboration can be found in North America (Canada), Europe (UK), Asia (Hong Kong), Africa (Uganda & Sub-Saharan Region) & Australia.