

**National Network for
Educational Renewal**

**Annual Report
2015**

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL

ANNUAL REPORT

2015

In Praise of



Education

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Executive Directors' Report

Following 2014 with the death of John Goodlad and the accompanying reflections, 2015 was a significant year for the NNER to look forward. The NNER continues to embrace being 'proofing sites' for simultaneous renewal of our work and our institutions based on the Agenda for Education in a Democracy (AED) while being mindful of the ongoing changes in the context in which we work. We continue our commitment to ensuring that new generations of educators and community members focus on the public purposes of education in a democracy and continue to work toward addressing issues that challenge equity in our profession, our institutions, and our communities while increasing diverse voices and perspectives in our Network.

Greg Bernhardt and Ann Foster continue as co-executive directors and Dean Joseph Keferl of the College of Education and Human Services at Wright State University has agreed to extend the MOU put in place by former Dean Charlotte Harris to host the NNER and provide infrastructure and support for our work. The college is exploring alternate office space as the need for space grows with new programs and staffing. The institutional support helps the executive directors' work, the NNER writ large, and provides a needed clearinghouse for archives and publications.

Following is an overview of the year's activities.

Policy Work

The NNER Governing Council agreed that the NNER should have voice in the policy decisions that affect our profession. To that end modest funding is being provided to Nick Michelli to conduct a network-wide survey and use the results to inform the settings on how to engage in policy decisions and to inform policy makers about the NNER's work. An update on policy issues was provided by Nick Michelli at the 2015 annual conference and results of the survey will be available in 2016.

Summer Symposium

The Summer Symposium, designed to introduce the NNER mission and AED to those new to the work, was initiated in 2005 and has been held in Seattle each year since. In 2015, for the first time, this venue was held in an NNER setting. The Wyoming School-University Partnership (WSUP) proposed that the session be held in Laramie, WY, co-hosted by the local setting and the NNER. The proposal was accepted by the Executive Board and the groups collaboratively planned the content and logistics. The symposium was held June 26-29, 2015—which was a significant change that included days of the week scheduled and month. All past symposia were held Monday through Thursday in mid to late July. In addition, the proposal included a one-day pre-session to occur before the beginning of the symposium—a Leadership Session was designed to take advantage of a different site and Wyoming's particular needs. WSUP was responsible for online registration for the one-day session that was open to Wyoming School-University Partnership governing board members (largely Wyoming school district superintendents), UW

faculty, past Wyoming summer symposium participants, and others from nearby institutions of higher education who may be seeking information about the NNER and possible membership.

WSUP noted that the one-day session would provide renewal and reflection for those who may have participated in the variety of NNER events over many years. Second, the day was viewed as a kind of NNER Agenda for Education in a Democracy primer for those seeking orientation and information. As a new venue it was also noted that NNER leadership might consider the model in future years, especially if the summer symposium rotates to sites outside of Seattle. Many of the NNER Executive Board members attended the pre-session and facilitated small group sessions along with WSUP colleagues. The pre-session included a common reading of excerpts from the new Robert Putnam book, *Our Kids: The American Dream in Crisis* and included a panel presentation on the NNER and AED by various local NNER members and table conversations that connected the author's findings to the local setting and the NNER mission. It was attended by approximately 50 people from throughout Wyoming and the NNER leadership.

The four-day summer symposium was attended by more than 30 NNER colleagues and others interested in the NNER work. Facilitated by the Executive Board, the co-chairs of the Equity, Diversity, and Social Justice Committee, and local experts, the session included overviews of the NNER four part mission, a Socratic Seminar on the book, *Hair Up and Heal Over*, activities on diverse voices and inclusion, and presentations on the Democracy Walk findings—and in this case many engaged in the Democracy Drive and explored a wide range of the WY environment. As the first summer symposium to be held out of Seattle the session provided an opportunity to explore different aspects of democracy, geography, and local factors that intersect with our work. The large number of participants indicated that having the session in various locations could become a source of renewal.

Conference

The 2015 conference, held in Chico CA provided a rich context for the overarching theme of Diversity, Equity and Democracy in Education. Strands included *Education for Everyone* where the role of public schools and publicness were explored. Examples of topics related to equity included focus on democratic practice, school programs that increase equity for all learners, school – university partnerships that promote inclusive practices, or innovative programs that engage historically – marginalized groups such as people of color, LGBTQ community, indigenous people, etc. a second strand, *Place: How does where I live impact how I live?* invited educators to think about how pedagogies such as place-conscious education have the potential to work against deficit constructions of places and to serve as an asset-based pedagogy and attention to context in school-community partnerships, community-based organizing, internationalization efforts, or place-based teacher education models. *Digital Media and Social Justice* comprised the third strand and invited examples of work that used digital media. *Racial Justice*, the fourth strand addressed the theoretical and practical understanding of the political economy of schools and the dynamics in which they are embedded, with a specific focus on issues of neoliberalism, race, and social transformation. The fifth strand, *Immigrant Communities* invited such questions as: To what degree does a child whose family immigrated to the United States have a voice in our schools? How is that voice silenced the rough lack of access to equitable practices, oppression and harmful political posturing? And the closing panel brought voice to the unique and difficult issues that many immigrant students face. The final strand was

Policy Implications for Education in a Democracy and invited descriptions of efforts to be proactive in mitigating the effects of anti – democratic policy or managing to maintain integrity in the context of such policies.

The conference represented several new approaches to our annual gathering. It was held on the Chico campus rather than a hotel venue and welcome signs were prominent throughout the campus, student support was widespread, as were opportunities to explore campus initiatives that addressed the conference theme. In addition the conference planning team used technology extensively including an online only conference program.

This conference was the first held since the passing of John Goodlad. Nick Michelli, CUNY, opened the conference with a retrospective tribute to John’s work and shared his view on where the work might continue. A panel of network members composed of Nick Mazarella, Carol Hall Whittier, and Rene Roselle then shared their perspective on the current application of the Agenda for Education in a democracy in Brooklyn NY, St. Louis MO, and Storrs/UNCONN CT.

Every successful conference has a planning team that works for months to bring everything together and this year’s planning team was outstanding. All of us in the NNER want to recognize and thank the Chico conference planners: Annie Adamian, Kim Jaxon, Heather Quilici, Ann Schulte, Maia Sudduth, Maris Thompson, and Angela Jaimie. Of course there were many other colleagues that assisted and students that volunteered to make everything run so smoothly.

Awards

Wright State University’s College of Education (CEHS) and the Dayton Boys Preparatory Academy partnership were named by the NNER as its 2015 Richard W. Clark Partner School Award winner. Dean Charlotte Harris, Anna Lyon, David Lawrence, and Jack McKnight from Wright State, and Lori Ward and Horace Lovelace from the Dayton Public Schools accepted the award. The partnership between CEHS and the academy demonstrated “remarkable vision and progress in critical aspects of partner school work dedicated to advancing quality learning for all.” At the heart of the award was a student-led crosswalk project, which came into existence through the Professional Development School partnership between the academy and Wright State. Anna Lyon has been a driving force behind the partnership, begun in 2007.

REACH (Raising Educational Achievement in Collaborative Hubs) a CSU Chico initiative received the 2015 Nicholas Michelli Award for Promoting Social Justice. REACH exemplifies the spirit of this award by addressing critical issues of equity facing first- generation, low-income (FGLI) college freshman class members; supporting the collaboration of multiple parties and voices across campus including peer mentors, faculty mentors, and staff; and improving learning conditions for all students. Only two years old, REACH has become institutionalized across campus assuring the sustainability of their efforts to support FGLI students and increase the diversity of students graduating from CSU Chico. REACH students and sponsors accepted the award and REACH provided stipends to ensure the students could attend the conference.

Future Conference Planning

Greg Bernhardt and Ann Foster are working with a task force to explore future conference options. This group includes Jean Eagle, Catherine Bear, Audrey Kleinsasser, Nick Michelli, and John Smith. This look at the long view is in light of the current context where most NNER settings have hosted at least one conference, the travel and budget restrictions, and changes in conference cultures (i.e. online). At the October Tripartite Council meeting groups discussed options that included having a conference every other year, hosting regional conferences in alternate years, using destination cities continued use of setting locations, and online interactions. There was support for locating conferences in settings and looking long term into other options. UTA has volunteered to host the conference in 2016 and the St. Louis Consortium will host in 2017.

Executive Board

The NNER Executive Board met in Arlington, TX for the December meeting and met with the local planning committee at the 2016 venue. This provided time to tour the facility, review the themes, potential speakers, activities, and school visits. The executive board has five new members from across the NNER (see election results below).

Journal

The University of Connecticut is hosting the NNER journal for three years beginning with the 2015 edition. René Roselle and Dorothea Anagnostopoulos serve as co-editors. Josie Tinajero provided background as the new editors recruited editorial board members and reviewers. The journal serves as communication tool to disseminate the NNER's work. The 2015 edition was distributed in the Chico at the conference and is now online on the NNER web page. Rene Roselle facilitated a session at the conference to get ideas for future editions and get feedback on the call for manuscripts process. The call for manuscripts for 2016 includes suggestions from the session and is on the NNER web page.

New Setting News

Ohio University became a full member in 2015 and the University of Idaho (UI) joined as an affiliate member. UI faculty have attended summer symposia, presented at the NNER conferences, and published in the NNER journal. In addition, the setting met with Co-Director Ann Foster on campus over the time they were exploring membership and reviewed the NNER mission, their local work, and commitment to partnerships as part of the decision-making process.

Initiatives

Equity, Diversity, and Social Justice Committee (EDSJ)

The committee was formally included as a standing NNER committee with the chair becoming a member of the Governing Council. Wayne Reed and Angela Jamie are sharing the chair position.

The group met at the October conference, hosted a social gathering, and had prominent presentations during the conference. The EDSJ's mission statement and goals are cited below:

Mission Statement

The Equity, Diversity & Social Justice Committee (EDSJ) is a group of educators, advocates and researchers who promote call for the intentional engagement of all students, families, teachers, administrators, policy-makers and community stakeholders in the educational process. Recognizing the historical legacy of alienation and oppression in American society, the Committee works to shape and sustain schools where all students are heard, supported, educated and affirmed.

The EDSJ goals include:

To advocate for greater diversity throughout NNER's including:

- Increased diversity on NNER's committees and governing bodies
- A diversity training model for NNER sites
- Diversity trainings at NNER annual events, i.e., summer symposium, annual conference.
- The inclusion of student voices and participation in the organization's life and work.

To share EDSJ research and action through:

- Presentations at the Annual Meeting in Arlington in 2016
- Publications in the NNER journal, the NNER newsletter and other relevant venues.
- To support the research and advocacy efforts of EDSJ Committee members at their respective sites.

Sustainability

The NNER continues to collaborate with the UNESCO decade of teacher education for sustainable development. Greg Bernhardt, Ann Foster, Jim Tomlin, Leslie Wilson, Sylvia Parker and Victor Nolet continue to work with this initiative and Victor is leading the efforts to develop a network in the US to advance our commitment to this work.

Collaboration with Kappa Delta Pi (KDP)

In 2004 Michael Wolfe, Executive Director of (KDP) approached the IEI with an opportunity to collaborate on a publication of the KDP Record as he was interested in promoting democracy in

education and noted that the work of the IEI and the NNER embodied this goal. The resulting publication that included articles by NNER colleagues from many and diverse settings and roles was used throughout the NNER in local setting work and at the summer symposia. The NNER recently approached KDP with the suggestion that another collaborative edition be published and Kathie-Jo Arnoff, KDP Director of Publications agreed to work with us on this endeavor. Nick Michelli agreed to be the guest editor and solicited manuscripts from throughout the NNER. Greg Bernhardt and Ann Foster will write a review of the Putnam book, *Our Kids: The American Dream in Crisis*. The resulting publication will be available in 2016 and will provide an updated version of the earlier edition addressing the NNER work in the current context. Current publications that describe our work was one of the key points of discussion in marketing and recruitment of new settings so this work is timely and important to the NNER.

Recruitment/Marketing

Audrey Allan continues to lead the efforts to provide a marketing plan for the NNER that describes the work effectively and efficiently. She worked with Dennis Potthoff and the University of Nebraska at Kearney Marketing Department to develop a marketing plan that became a starting point for further work on this. The Governing Council and Tripartite Council had discussions on the plan, possible tag lines and essence statements for wider recognition of the NNER and its work. This discussion was continued at the December Executive Board meeting and the board recommended moving forward with funding of up to \$5000 for this work with a notation that the newly elected Governing Council at-large members co-facilitate the work with Audrey.

Tagline: NNER, since 1992, engaging School, University, and Community Partnerships to Improve Education.

Essence statement: The national Network for Educational Renewal (NNER) is dedicated to simultaneously renewing education for a socially just democracy through developing partnerships among schools, universities, and communities.

Governing Council and Tripartite Council

At the October meetings the Governing Council elected officers including Vi Florez as chair and Jennie Rakestraw and Jennifer Robinson as Governing Council at large members to the Executive Board. Dennis Potthoff whose term as chair ended was recognized and thanked for his hard work and commitment to the NNER.

Tripartite Council chair election results: Audrey Allan was reelected as School Chair, Daniella Cook was elected as Education Chair, Jim Tomlin was elected as A&S Chair.

Strategic Planning

At the December Executive Board meeting, the leadership group agreed that a strategic planning session for the NNER is needed. With transitions in membership, the closing of the IEI, and new generations of NNER members in a rapidly changing and challenging context new ways of

looking at our work and our impact would be beneficial. The board agreed to plan a July, 2016 session that includes the setting contacts, executive board, and chairs of the standing committees will be held. A budget of \$18,000 was proposed for this session that will be held in Charlotte, NC hosted by the Winthrop University setting. Specific goals and facilitator will be determined. This session will be held in lieu of the summer symposium.

Communication

The newsletter continues to be published three times a year. The NNER web site continues to be upgraded since the transfer to Wright State University. The goal is to make it as transparent as possible while including in-depth information and resources for members and others interested in our work.

The CO-Executive Directors visit settings and other venues to support the NNER's work nationally and locally.

Conclusion

In closing, we would like to extend our deepest appreciation to colleagues throughout the NNER who live and breathe the mission. The NNER's mission to advance the public purposes of schooling in a democracy continues to be vital to future generations of learners. As we seek to make equity and quality education for all a reality in the face of financial and political barriers we look to our roots in John Goodlad's work and to our future in our students. We deepen our work to create a healthy ecology within our schools and communities. We work to advance community engagement with and for schools and universities. Opening doors to life's possibilities for all students remains central to our work. The initiatives and day-to-day local work continue to demonstrate our commitment to quality learning for future teachers and current students. It is our privilege to serve this organization and its members. We look forward to 2016, moving forward to implement the strategic planning goals and strategies that will guide the organization and most importantly our students' opportunities.

California State University, Chico

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This section of the report focuses on some recent successes and challenges of several CSU, Chico, School of Education collaborative efforts. These examples help to advance our equity and social justice agenda through support of first-generation, first-year college students, with rural schools, and in other setting contexts. Not described are our ongoing grant funded projects, previously addressed, and listed in the second section of this report.

Successes:

1. REACH (Raising Educational Achievement through Collaborative Hubs), a program run through the Chico State Student Success Center.
 - REACH is an academically focused and mentor driven program that supports first-generation, low-income students in their first year of college. The REACH model is collaborative by design and aims to foster reciprocal mentorship amongst faculty, peer mentors, and students who are positioned as mutual learners. These reciprocal relationships lead to academic and professional growth for both faculty and students. To facilitate these relationships, REACH students are placed in hubs along with ten other peers. Each hub is assigned a faculty and peer mentor who attends Study Jams and monthly social events along with the students. The Study Jams facilitate academic achievement while the social events promote community connections. Students work as academic support systems for one another by enrolling in courses with a similar collaborative design. The effectiveness of this model is demonstrated by increased student persistence rates and grade point average for first generation, low-income college freshmen.

- REACH received the Michelli Award for Promoting Social Justice at the 2015 NNER Conference. Director Deanna Pierro accepted the award for all REACH participants, many of who attended the ceremony. The award recognizes both the NNER's and REACH's commitment of equitable access to knowledge and nurturing learning environment for all students. The award is named after Nicholas Michelli, a member of the NNER whose work on social justice issues in education spans decades. Michelli believes that, "ultimately, our moral responsibility is to children—we must be able to justify our positions and actions in the context of kids' best interests." Michelli's comment is a reminder to us all that the work of the NNER—to provide access to quality knowledge to all children—must be advanced at all levels and in all roles throughout our work.
- The School of Education plays a central role in the success of REACH. A significant percentage of the faculty mentors in REACH are SOE faculty including Kathleen Gabriel, Talya Kemper, Maris Thompson, Ann Schulte, Tal Slemrod, Rick Stout, Chuck Zartman, and Al Schademan, who nominated REACH for the award. This is just one more example of how the SOE plays a central in helping Chico State meet its strategic goal of increasing and supporting student diversity at our university! Additionally, faculty have presented papers about this mentoring model at nationals conferences, engaging audiences in conversations around the primary components of REACH: mentorship, community connection, academic tenacity, and relationship development with the aim to emulate to generate new ideas and share ways of creating meaningful mentor programs across campuses.

2. Recent examples of SOE faculty research, publications, and presentations that foreground equity address issues and inform practices to support first-generation, low-income students:

Adamian, A. S. (2015). A moving imagination: Teacher and student agency in public schools. In Kumashiro, K. (Ed.). *Against Common Sense: Teaching and Learning Toward Social Justice*. New York: Routledge.

Adamian, A. S. (2015). In the spirit of democracy: Bringing to life human rights education in the science classroom. In Katz, S. & Spero, A. (Eds.). *Bringing Human Rights Education to U.S. Classrooms*. UK: Palgrave.

Beddow, M., Kidwell, F., & Chadwick, F. (2015). Promoting Civic Education in Teacher Preparation Programs. *California Council for the Social Studies*, Volume 3 (2).

Jayakumar, U. M., & Adamian, A. S. (2015). Reflections on the diversity (rationale) literature: Examining the potential and need for critical diversity research praxis. In Jayakumar, U. M., & Garces, L. M. (Eds.). *Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead*. New York: Routledge.

Schademan, A. R., Pierro, D., McMahon, G. (2015). First-Generation, First-Year College Students: Developing Academic Tenacity Through Reciprocal Mentorship. Paper presented at the Mentoring Institute at UNM Conference, Albuquerque, NM.

Schademan, A. R., & Thompson, M. (in press). Are College Faculty and First Generation, Low-Income

Students Ready for Each Other? *The Journal of College Student Retention*. DOI: 10.1177/1521025115584748.

Schulte, A.K., & Walker-Gibbs, B. (eds.). (2015). *Self-studies in Rural Teacher Education*. New York: Springer.

Challenges:

Primary challenges of conducting research that advances equity and social justice with the aim to inform policy include the time, resources, and support necessary, not only to conduct the research but also for dissemination of the findings.

Challenges with our efforts to support first-generation, first-year college students continue to be how to build trust, foster a sense of community, and connect them with community resources. Other challenges include helping instructors to understand, value, and acknowledge that many under-served students bring a resource-rich perspective to their classroom settings. Instructors report that first-generation, first-year college students in REACH tend to be satisfied with lower expectations for themselves than those set by their mentors.

Primary challenges that rural educators face include the negative construction and deficit perceptions of rurality and sample sizes in our more remote sectors of the region.

DESCRIBE SUCCESSES AND CHALLENGES RELATED TO ANY/ALL OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INLCUED ABOVE.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation,**

Successes:

Our grant-funded projects that focus on the mission of CSU, Chico's School of Education continue to provide our setting and all its partners with opportunities to engage our local communities, promote the democratic purposes of schooling, and allow us to be good stewards of the profession. It is our hope that the evaluation components of these projects will yield research that will further support the NNER and School of Education belief in the power of education to create a diverse, democratic, socially responsible society in which every student is valued.

PRISMS: Promoting Rural Improvement in Secondary Math and Science Residency in Secondary Education (RISE): www.csuchico.edu/soe/rise/ Project Director: Maggie Payne	Office of Innovation and Improvement, US Dept. of Education	10/2014-9/2019	\$6.48M
Co-STARS: Collaboration of Student and Teacher Achievement in Rural Schools Rural Teacher Residency Pathway Program: www.csuchico.edu/soe/rtr Project Director: Maggie Payne	Office of Innovation and Improvement, US Dept. of Education	10/2009-9/2014 Evaluation Augmentation 2015-2016	\$7.3M
NorCal CLIPP (Northern California Collaboration for Low Incidence Personnel Preparation) http://www.csuchico.edu/soe/clipp Project Director: Talya Kemper	Office of Special Education & Rehabilitative Services, US Dept. of Education	10/2013 - 9/2018	\$1.25M
NorCAL PRIE: Northern California Preparation for Indian Educators Website: www.csuchico.edu/soe/prie Project Director: Michelle Cepello	Office of Indian Education, Office of Elementary and Secondary Education, US Dept. of Education	7/2012-6/2016	\$1.2M
Collaborative Professional Development in Rural California Schools www.csuchico.edu/soe/cpdproject.shtml Project Directors: Esther Larocco, Charles Zartman	Office of English Language Acquisition, US Dept. of Education	5/2012-4/2017	\$1.9M
Inland California Partnership for Teacher Based Reform www.csuchico.edu/teacher-grants Project Directors: Mike Kotar, Julie Monet, Karen Villalobos	Improving Teacher Quality State Grants Program, CA Postsecondary Education Commission	2010-2015	\$2.53M

Challenges:

All of our projects are situated in our local context—rural northern California. Given the setting, we continue to attempt to create counter narratives about rural settings in light of the media’s continued focus on the perceived deficits of rurality as a means to attain attention and/or secure funding that serves to perpetuate the deficit narrative. Additionally, the largest teacher shortages in California are rural areas, particularly in northern California.

As one means to begin to address this challenge, we are very fortunate to have rural voice representing us in Washington. Nancy Veatch, teacher in Cottonwood, CA and part-time instructor in the School of Education was chosen by the U.S. Department of Education to serve as a Teaching Ambassador Fellow for the 2015-2016 school year. She is currently one of nine

teachers chosen, three to work full time in Washington, DC and six, including Nancy Veatch, as “Classroom Fellows” to remain in their classrooms and participate on a part-time basis. In its eighth year, the Teaching Ambassador Fellowship Program was created to give outstanding teachers a chance to contribute their knowledge to the development of national education policy and to learn about national education issues. The Fellows learn about federal education policy, reach out to teachers and schools in the field, and reflect with staff on knowledge gained. Our partnership setting has been fortunate to be able to have Nancy take our setting’s feedback to Secretary John King and Undersecretary Ted Mitchell (Higher Ed). She will continue to be the rural voice for teacher preparation at the table and will be asking for more insight as we move through the spring semester. In fact, she has started initiated an Education TwitterChat about how we can attract and keep the best teachers in the field.

Faculty also write for *The Rural Schools Collaborative*, a group comprised of people who recognize the value of local schools and small communities. The collaborative believes innovative instruction, thoughtful collaboration, and targeted philanthropy strengthen the fabric of rural places.

Successes:

California State University, Chico was proud to host the 2015 NNER conference on October 1-3. The theme of the 2015 conference was Diversity, Equity, and Democracy in Education, with six strands: Education for Everyone; Place – How does where I live impact how I live; Digital Media and Social Justice; Racial Justice; Immigrant Communities; and Policy Implications for Education in a Democracy. These topics provided the context for some very important learning that happened in both the keynotes and the individual paper and roundtable presentations.

The theme of the 2015 conference was Diversity, Equity, and Democracy in Education, with six strands: Education for Everyone; Place – How does where I live impact how I live; Digital Media and Social Justice; Racial Justice; Immigrant Communities; and Policy Implications for Education in a Democracy. These topics provided the context for some very important learning that happened in both the keynotes and the individual paper and roundtable presentations. Local setting highlights included Chico State School of Education faculty featured in 18 sessions that included 30 faculty and 12 school partners. The recipient of Chico State’s 2014 Outstanding Project Award and graduate of the credential and MA program, Ger Thao, presented her project in a session titled *The Hmong Journey: A Critical Multicultural Analysis in Children’s Literature*. In the digital media strand, SOE faculty Dr. Cris Guenter presented a session called *Twitter: A Tool for Social Justice and Social Justice Educators*. Dr. Michelle Cepello and Mr. Rick Stout discussed the PRIE (Preparation and Retention of Indian Educators) program in their session titled *Addressing an Alarming Demographic: How Can Universities Support the Recruitment and Retention of Highly Underrepresented Native American College Students?* Dr. Jennifer Oloff-Lewis brought colleagues and students from Chico State and Sacramento State to highlight the work of Noyce Scholars. Dr. Maris Thompson, and co-presenters Annie Adamian, Hogan Brown, Alex Charlon, Patrick Cleary, Rina Gonzalez and Cristi Tellechea from partner schools, highlighted initial results from four years of the MASCOT Co-Teaching Program in their session titled, Co-Constructing Expertise or “I got your back and you got mine”: Co-Teaching as a Model for Clinical Practice in Teacher Education. Dr. Esther Larocco and Mses. Elizabeth Stevens-Olmer and Nora Aguilar-McKay discussed the five essential elements of

culturally responsive teaching in their session titled, *Developing a “Symbolic” Curriculum*. The conference concluded on Saturday morning with a special DREAMer Panel: *Voices of Experience: Pathways to Legal Status in the Current Political Climate*. Panel members included Ofelia Landeros, a kindergarten teacher at Rosedale Two-Way Immersion Elementary School in Chico.

University of Cincinnati

Setting NNER Partnership Contact: Greg Hollon

Setting Tripartite Council Arts and Science Representative:

Setting Tripartite Council Education Representative:

Setting Tripartite Council P-12 Representative: Kathie Maynard

Please see our current developments in respect to the NNER mission.

Emphasis Area 1:

DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS.

Because the College of Education, Criminal Justice, and Human Services has a professional mission that addresses community connections, each of the four schools within the college have partnerships with community agencies. Some of these partnerships are with the police force (School of Criminal Justice), others with local businesses (School of Informational Technology), and others are with regional schools and districts. The college continues to grow its online delivery options at the graduate level and has started to address issues of diversity through study abroad programming. The professional development arm of the college continues to offer “courses of study” through certificate programs (ie. gifted education; reading specialist; TESOL certification; Learning with Community Resources, etc).

We address some of these collaborations in this section, but others will be discussed under Emphasis Three.

Successes:

- *Professional Development Workshops with Iraq:* Associate Professor, Holly Johnson, continued the partnership with the US Embassy—Baghdad on delivering workshops on grant writing, study abroad, community leadership, interviewing and resume writing, and public speaking. This falls under the mission of partnerships as we are partnering with Iraqi universities on this endeavor and address values of democracy and community development. This project is completed in January, 2016.
- *Ohio Dean’s Compact:* The Graduate Director and one faculty member sit on the Ohio Deans Compact for Special Education. This group consists of Ohio Dept of Education personnel, the Ohio Board of Regents, university personnel, and school district personnel to discuss ways of working together on how to address the imperative of ensuring the best education for all students. The group meets quarterly and has funding for an annual

conference in which agencies can present support for the work (ie Cedar Center; IRIS Center, OLAC, etc). Initiatives from this group are brought back to the School of Education for consideration. Much of this work revolves around state policy initiatives.

- *Interdisciplinary Work*: The college, with its four diverse schools, has been working on ways to partner across schools to provide students with more examples of interdisciplinary research and study. In addition, the college continues to seek partnership work with other departments across campus on content-related efforts. At present, three faculty members within the School of Education, have joint appointments or are extending their faculty status to teach in other departments as ways to provide both content and pedagogical knowledge to teacher candidates. These faculty members are in biology, physics, and geology.

Challenges:

The greatest challenge for this emphasis area is the systemic change that must occur at all stakeholder levels. With legislators still willing to create policy without deep engagement by university and school personnel creates a top-down delivery that has the potential of only cursory attention without recognizing how public school students and their teachers may or may not benefit from such work.

Another challenge includes developing global mindedness within our schools and our efforts with schools. Without understanding the connections across borders (cultural and geopolitical), we remain parochial in our mission and our understanding of how we are a multicultural nation or simply a nation within the field of security and ideological intrusions that result from our lack of awareness.

A third challenge is to be sure that faculty members with joint appointments or teaching loads are made aware of their responsibilities to both the content department and the School of Education. In addition, making sure these faculty members are “at home” in the School of Education must be continually addressed.

Funding will always be an issue in any partnership initiative.

EMPHASIS AREA 2:

DESCRIBE SUCCESSES AND CHALLENGES that are EQUITY-RELATED so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

Successes:

The College of Education, Human Services, and Criminal Justice has created a diversity Council to specifically address opportunities of inclusion (writ large). Specific initiatives have included the following:

- *Diversity Research Day*: this opportunity allows students (undergraduate and graduate) to display the research they are conducting in respect to diversity. The specific agenda

for this event included the NNER mission on equity that addresses “working toward the elimination of discrimination against groups oppressed on the basis of traits including but not limited to age, disability, gender, language, locality, personal appearance, political ideology, race, religion, sexual orientation and socioeconomic status.” This year the event will be held on January 21, 2016.

This event showcased over 20 student research projects that addressed issues of transgendered children, culture shock, and homeless women. This event is becoming an annual event that will serve as a precursor to the diversity conference held each spring by the university.

Other initiatives the Diversity Council held included movie night around “Do the Right Thing” anniversary, and will hold different diversity-focused events each month to bring faculty, students and staff together.

- *Bearcat Pipeline*: Continuing work within 11 high-needs high schools, university student ambassadors meet with high school students about career and academic possibilities. Ambassadors discuss challenges transitioning into university, the importance of grades, thinking about career choices, financial need, and academic life with high school students. Ambassadors visit each of the schools once a month to ensure a stable support structure.
- *Graduate Application Fee Waiver*: As part of the continuing efforts to be accessible to students from underrepresented groups or those with socioeconomic challenges, the university has created a policy to allow programs to waive the application fee for graduate study. While this may not seem a large issue, it continued to be a problem, and thus the university has addressed it.

Challenges:

The College still struggles with participation in programming. While we continue to strive toward more equity and justice, we recognize that part of the challenge of our urban setting remains deeper engagement by a larger number of faculty members, students, and staff.

EMPHASIS AREA 3:

Describe successes and challenges related to any/all of the following NNER priorities that have been a focus for the setting and are not included above.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation**
-

Successes:

The College of Education, Criminal Justice, and Human Services (CECH) at the University of Cincinnati has a strong focus on community engagement that fosters cross-sector collaboration to support quality teaching and learning. In this section, we would like to especially

highlight two major efforts begin driven by CECH at UC: 1) Greater Cincinnati STEM Collaborative (GCSC) and 2) UC-Hughes STEM High School systemic partnership. The Greater Cincinnati STEM Collaborative (GCSC) is an **active agent of systemic change** that brings education, community and business partners together to create hands-on, real life learning experiences in STEM (Science, Technology, Engineering and Mathematics) for our region's students and is committed to developing a workforce that reflects the region's diversity. GCSC's **Theory of Change** is that a sustained, systemic collaboration between cross-sector partners across the region will provide the collective impact necessary to engage, motivate, and prepare students for STEM education and careers. The **short-term goals** of GCSC include to:

- Increase cross-sector partnerships involved in student-engaging projects.
- Improve students' STEM attitude, knowledge, skills, and career awareness.
- Increase teachers' STEM career knowledge and involvement with STEM professionals as well as with business and community partners.
- Increase access and use of STEM resources and expertise for all GCSC partners.
- Increase parent and public awareness of and support for STEM education and workforce readiness.

The **longer-term goals** of GCSC are to increase the number of students in greater Cincinnati graduating college ready, entering and completing STEM education, and entering STEM careers. The ultimate **vision** is to create the most robust STEM (Science, Technology, Engineering and Mathematics) pipeline of diverse talent to meet the accelerating demand for STEM jobs in the greater Cincinnati region. In order to accomplish these goals and our ultimate vision, our **Theory of Action** includes the following strategies:

- Spur collaborative action to identify solutions for our toughest challenges, e.g., increasing gender and racial diversity (participation and access) in STEM programs
- Develop, evaluate, and scale models for collaborative action between business and educators (K-12, higher education, and informal educators).
- Extend impact of our programs (i.e. take our learning to scale) by providing technical assistance to external projects meeting GCSC standards as well as use technology to maximize GCSC reach and impact.
- Engage in a deep partnership with a representative school to increase our understanding of what actions provide the greatest impact on student STEM learning and career preparation.
- Leverage data to guide our decisions, track our progress and measure our success.

GCSC has brought in approximately \$300,000/year of local business and foundation funds to support projects as well as the creation of support systems for STEM education and careers. Based on pre-post comparison of "strongly agree" survey responses from independent groups of students involved in GCSC projects student results include:

- 19% increase in the recognition of the usefulness and application of science
- 10% increase in the recognition of the usefulness and application of engineers creating and designing new ways of doing things
- 11% increase in the recognition of the importance of learning how to design new things
- 11% increase in the recognition of the importance of learning new technologies
- 10% increase in interest in math
- 12% increase in interest in technology
- 14% increase in confidence in ability to solve problems
- 17% increase in preference to work as a team

The second success is the emerging systemic partnership among 10 colleges across UC and Hughes STEM High School (a neighborhood urban public high school in Cincinnati). This partnership seeks to create a best practice model that supports more minorities to be college ready and to increase the diversity of the UC student body and diverse students entering STEM careers. **The goals of the Hughes-UC Partnership are:**

- To create a robust, prospective pool of **diverse** STEM (Science, Technology, Engineering and Mathematics) talent to meet the accelerating demand for STEM jobs in our region.
- To bring K-20 education, community, and business partners together so that **every** Hughes student, **every** year will have **multiple and extended exposure** to hands-on, real life learning experiences. Additionally this facilitates a 3-stage life approach for students creating for them a “glide path” that connects high school to college to career.
- To use the Hughes Innovation Lab/Training Center and the UC infrastructure for Hughes teacher development and training and to **disseminate best practice models** of authentic STEM experiences that have been shown to grow student interest in and readiness to pursue STEM education and careers to schools across the greater Cincinnati region.

In order to accomplish these goals, a two-pronged approach to the UC-Hughes STEM High School Partnership will be used:

- 1) Systemic Cross-College and Unit Partnership Support
 - Supporting rigorous, college-ready STEM academic programming
 - Facilitating partnership and innovation in STEM education
 - Supporting Hughes STEM High School students, faculty, staff, and parents
 - Developing the Hughes STEM Training Center for regional, state, and national dissemination of STEM education best practices
- 2) Proof-of-Concept Demonstration Projects
 - To implement best practice “college and career ready” models where cohorts of students are supported throughout the academic year and summer.
 - To apply a continuous improvement approach to iterate and refine using a formalized evaluation framework.

This is the first time that 10 colleges across the university, with the support of the highest levels of leadership, have joined together to develop and implement a broad-based partnership with a local high school.

As part of the partnership with Hughes, we received this 2015-16 academic year, a 21st Century After-School grant to connect the University and the school even more closely as partners to provide extended college and career learning experiences, as well as both math and literacy remediation. This is a 3 year grant, totaling \$600,000.

Challenges:

As expected this community engagement work highlighted some **systemic problems, issues, and opportunities** which can only be solved **collaboratively**:

1. It is difficult to create educational experiences where students are able to engage in **multiple and extended experiences** in order to build skills, knowledge, and interest in / readiness for STEM careers.
2. **Gender and ethnicity** must be an explicit and intentional area of focus in order to address **equity**.

3. It is difficult to align out of school STEM experiences **with the curriculum** being taught in the classroom in order maximize impact on student skills, knowledge, and readiness for STEM careers and to help teachers more easily add this to their lesson plans.
4. **It is difficult to create Strong business involvement** that brings career opportunities to life for students, parents, and teachers which can motivate student learning and interest in STEM education and careers.
5. We must view STEM education as a **dynamic system** and continually consider what is missing in the current system; ensuring that the portfolio is **inclusive and representative** of the tri-state region.

Other Setting Information:

The College has two initiatives that address the inclusion of individuals with developmental delays and transitioning from high school to university life. These have been part of the CECH landscape prior to becoming an NNER member.

- **Project Launch:** Works specifically with a local school district to help students who have finished high school, but still receiving services from the district, to attend the university during the weekdays. Participating students are allowed to take courses, receive educational seminars on career readiness and transitioning into the community, and many find employment on campus.
- **The TAP Program:** The Transition and Access Program is both a day and residential program for students who decide to matriculate into a certificate program at the University of Cincinnati. The first year, students attend a day program that includes taking courses, etc, but they receive certificate credits for this work. The second year, the students have the option to enter the residential program whereby they live on campus.

An additional aspect of CECH has been the institutionalization of the Gen-One House, which is a residential facility for first generation students. Students receive additional support during the critical first year of university. CECH was the sponsor of this program, but happily, the university has decided to make it a university priority with a permanent budget for support of the programming tied to the House. The university has adopted the Gen-One House as a program, which means CECH now supports programming within the college, but is no longer expected to manage the budget for that programming. Students who complete the first year in the House have requested a second year, and thus, the university has expanded the Gen-One House to two houses.

Colorado State University

Setting Contacts:

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Setting NNER Partnership Contact:

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Dr. Ann Sebald

Setting Governing Council Representative:

Dr. Heidi Frederiksen
Dr. Ann Sebald

Setting Tripartite Council Arts and Science Representative:

Setting Tripartite Council Education Representative:

Dr. Heidi Frederiksen

Setting Tripartite Council P-12 Representative:

Mr. Mike Viney, Science Educator, Blevins Middle School, Poudre School District

DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, and OTHER GROUPS. Collaborative grants, reciprocal professional development, partner school and/or community partnerships, and collaborative policy work that advance the mission serve as examples. Provide detailed information that will help colleagues learn from your successes and include descriptions of challenges.

Please note that at the October meeting the governing council asked that work toward advancing Equity and Social Justice be included in each report so that we can focus on this and learn from one another as settings continue seek innovative and effective collaboration.

Successes:

Dr. George Kamberelis, the Director of the School of Education within the College of Health and Human Sciences at Colorado State University, understands well the importance of the work of John Goodlad, the development of the National Network for Educational Renewal, and the Professional Development School Model. Dr. Kamberelis envisioned a closer partnership between the School of Education and the former School of Teacher Education and Principal Preparation (STEPP) at Colorado State University. In the spring of 2015, STEPP was restructured to be a center within the School of Education, and the Center for Educator Preparation was realized. The mission, vision, and goals for CEP remain the same. With the change in structure, there has been a change in leadership. Two Co-Chairs have been hired to lead the CEP: Dr. Heidi Frederiksen and Dr. Ann Sebald.

The Center for Educator Preparation is continuing in its work to be a viable, sustainable Center within the University community. Work within the University

A commitment to hiring those who have worked within the PK-12 environment, and have a passion for teaching.

Budget maintenance and sustainability continues to be solvent

Working relationship with the School of Education further defined

In addition to the undergraduate program, we have maintained Master's Level cohorts founded on the principles of the NNER. Students in these cohorts are able to complete a Master's degree, and licensure in any of these programs. Each cohort is taught on site in collaborative partnership with a local school district.

Option # 3A Poudre School District
Fossil Ridge High School
Kinard Middle School

Option # 3B Front Range (Windsor and Thompson School Districts)
Windsor High School
Windsor Middle School
Severance Middle School
Mountain View High School (Loveland)

Inherent in the lesson planning component of the program is the development of "democratic objectives" for every lesson.

The process for writing "democratic objectives" has been outlined by CSU instructors at the annual NNER meetings.

NOYCE Scholarship grant that provides full ride scholarships for students who are pursuing teaching careers in the STEM areas, in high needs schools.

Exploring the addition of an Elementary Education master degree specialization

Continued Work with Educational Partners.

Re-negotiation and creation of a Memo of Understanding with local partnerships, to clarify, and codify the expectations/responsibilities, and rights inherent in our daily operations

Informal and formal meetings with local Superintendents to reinforce the agenda.

Presentations at local schools regarding the partnerships and the theoretical frameworks within which we operate.

Professional Development hosted by CSU CEP faculty around co-teaching, pairs training, and curriculum design.

Maintaining the complex relationships inherent in effective partnership work

Ongoing development of partnerships that represent the mission of the NNER and the CEP

Working with local settings around the development of mutually beneficial research opportunities

Working with local settings around robust, dynamic experiences for teacher candidates that enact the concept of “simultaneous renewal”

Regularly scheduled meetings with the leadership of partner school districts to facilitate conversation, identify problem areas, and encourage the continued growth of the partnership

The Executive Board:

Superintendent of Schools

Asst. Superintendent for Secondary Schools

Executive Director

Dean, College of Health and Human Sciences

Co-Chairs of CEP

The Advisory Board:

Every Principal who works with our teacher candidates

Continued work with TEAC and CAEP as required for the maintenance of national accreditation, and the TEAC designation as an exemplary field placement site.

Mrs. Jennifer Roth (Asst. Principal at one of our partner sites) serves on the Certification Review Board with TEAC

Mrs. Roth is a CAEP Commissioner

Letter dated November 24, 2015 confirming successful TEAC Accreditation for 7 years with no weaknesses or stipulations.

The Co-Chairs for CEP serve on the Colorado Council for Deans of Education.

The Co-Chairs for CEP serve on the NNER Governing Board

Implementing a Research Focus for CEP Tied to Work with Educational Partners.

Working with education partners to critically examine the clinical practice of co-teaching during student teaching model

Connecting with AACTE Topical Action Group: Co-Teaching in Clinical Practice so as to join the national conversation regarding this relatively new approach within teacher preparation.

Applied for a Teacher Quality grant to support the preparation of secondary level rural educators (not funded); letters of support were obtained from multiple rural partners

Development of a Logic Model defining our future direction and work

Challenges:

Work to grow the Center to increase staff that support its overall mission, vision and goals.
Develop a Programmatic Logic Model to identify resources and activities we have and those we need to further the NNER Agenda

State/Federal Mandates and Critique of Teacher Preparation Programs.

Continual reiteration of the NNER agenda as related to our philosophy around effective teacher preparation with respect to the following:

State-mandated evaluation system (SB-191), which will require 50% of every teacher's annual evaluation to be based on the measured achievement of their students.

Additionally, 50% of every Principal's evaluation will be based on the achievement scores of their students.

Pressure to provide online alternatives for teacher preparation

Continued pressure from NCTQ to provide data that will be used against teacher preparation programs across the country.

Competitive federal grant opportunities (Race to the Top) that do little to advance our democratic principles in the education of every child.

Continued pressure from Alternative Licensing processes that undermine quality pedagogical training, in favor of cheaper, less rigorous programs.

State interpretation of the revised Every Student Succeeds Act (ESSA) and its relation to the above identified mandates/critiques.

In light of these critiques we remain committed to:

The delivery of a high quality, effective teacher preparation program in spite of external pressures.

Continued partnership with local school districts around the overall retention of a quality teaching pool.

The insistence that all of our partnership work be built around the concept of "Simultaneous Renewal".

The ongoing, University/Community/State/National visibility of our program as an exemplar for Educator Preparation programs.

DESCRIBE SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INCLUDED ABOVE.

Community Engagement

Promoting the democratic purposes of schooling in the current political environment

Stewardship of the profession and quality teacher preparation

Research related to NNER mission and its implementation.

Successes:

Stewardship of the profession and quality teacher preparation/ Research:

Senate Bill 191 has created an environment where teachers are hesitant to take on student teachers. CSU CEP is attempting to address these concerns with innovative placements for teacher candidates during their student teaching. Co-teaching (with a mentor teacher, and/or with more than one teacher candidate in a classroom) is a model that not only allows the mentor teacher to be present and active in instruction, but also creates an environment where collaboration is key. Preliminary findings of our research indicate that the student teaching experience is much more rewarding for candidates, candidates are better prepared, and student achievement is higher than it would be with a teacher candidate alone. A formalized research project has been submitted for university and school district IRB approval. In addition, we are collaborating with a similar teacher training program at LaGrange College exploring the importance of context in co-teaching during student teaching.

Continued national presence related to Clinical Practice models for effective educator preparation. CEP faculty participated in the Clinical Practice Commission with AACTE in writing a White Paper that was presented to the Secretary of Education.

Community engagement:

Continuation of the “Cording Ceremony” to acknowledge the accomplishments of teacher candidates, every semester for the last 12 semesters

“Cording Ceremony” advertised more broadly as to raise the visibility of teacher licensure across campus and throughout the community.

The Education “cords” received by teacher candidates are worn with academic regalia at each graduation ceremony, and are recognized by the Dean of each College at their commencement ceremony.

Cooperating teachers, families, professors, mentors, and friends are often asked by teacher candidates to “cord” them. This not only increases visibility of the program, but honors those who have served as mentors, role models, and support for teacher candidates.

Challenges:

Challenges continue to be lack of resources (people, time, and funding) for additional research opportunities.

School districts are feeling pressures of legislation (testing, evaluation, lack of funding), therefore are sometimes hesitant to take on partnerships or research opportunities. We continue to have conversations about “giving back” to the profession (stewardship), how we can be resources for schools (simultaneous renewal, professional development), and how we can be innovative in our partnerships to benefit all stakeholders (simultaneous renewal).

Other Setting Information:

(Provide any additional information including celebrations, acknowledgements, awards, accomplishments, challenges at the setting, changes in personnel, etc. that provide additional background.)

Since the inception of CEP, when three employees were responsible for licensure at CSU, we have grown tremendously, as follows:

Name	Former Position	Current Position in CEP
Dr. Heidi Frederiksen	Teacher/Administrator	Co-Chair CEP
Dr. Ann Sebald	Center Program Coordinator	Co-Chair CEP
Mr. Derek Decker	Teacher	Key Advisor/Instructor
Dr. Wendy Fothergill	Teacher/Principal	Key Advisor/Asst. Professor
Ms. Juliana Searle	M.A. Counseling	Advising Coordinator
Ms. Jody Drager	Teacher	Student Teaching Coordinator
Ms. Susan Becker	SOE Administrator	Finance Officer
Dr. Antonette Aragon	Teacher	Tenure Track Faculty
Dr. Jim Folkestad	Faculty	Faculty
Dr. Cerissa Stevenson	Teacher	ECE Coordinator/Research
Mr. Matt Wurst-Caligari	Database Administrator	Assessment Coordinator
Dr. Andrea Weinberg	Teacher/Researcher	ECE Instruction/Research
Mr. Ben Bongers	CSU Student/Work Study	Academic Support & Ed Prep Coordinator
Dr. Daniel Birmingham	Asst. Prof. Loyola Univ.	Tenure Track Faculty
Dr. Vincent Basile	Ph.D. Candidate UC-Boulder	Tenure Track Faculty
TBD - Position Posted		Application Developer and Data Support Specialist

Of course, there are over 100 others who serve as part time, adjunct instructors and student teaching supervisors, work study students, etc.

University of Connecticut: Neag School of Education

Setting Governing Council Representative:

René Roselle, Associate Director of Teacher Education,
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Dorothea Anagnostopoulos, Executive Director of Teacher Education,
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Setting Tripartite Council Arts and Science Representative:

Manuela Wagner, Associate Professor, manuela.wagner@uconn.edu

Setting Tripartite Council Education Representative:

Robin Hands, Director of School University Partnerships, robin.hands@uconn.edu

Setting Tripartite Council P-12 Representative:

changes year to year

Collaborative grants

1. Math LEAD Project/Donation of iPads (Eliana Rojas)- through a 5 year federal grant that funds an initiative called Mathematics Literacy in English Across Disciplines (Math LEAD), the Neag School of Education donated 30 iPads and a charging cart to Windham Public Schools in September. The goal of this initiative is to improve overall instruction in STEM for emergent bilingual and culturally, linguistically, and socially diverse students. The project also serves to increase the ability of in-service teachers to provide effective instruction across disciplines to emergent bilingual students. Impact: 15 teachers and approx 450 students.

2. Making History: Implementing Connecticut's New Social Studies Frameworks.

This collaborative grant--a federal pass through grant awarded from the Connecticut Department of Education helped 34 elementary educators from two partner districts and from some high needs schools not in our network; an intensive summer work, 6 follow-up meetings, observations and coaching in schools, and sharing of resources is impacting 34 teachers and and 900 students.

DESCRIBE SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INCLUDED ABOVE.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation.**

Other Setting Information:

New Dean

Starting July 1, 2016, a new Dean will begin at the UConn Neag School of Education. Gladis Kersaint, previously from the University of South Florida will begin her first term. Kersaint has been the associate dean of academic affairs and research for the College of Education at the University of South Florida (USF) since 2011, where she is also a professor of mathematics education.

AREA 1: ADVANCEMENT OF SIMULTANEOUS RENEWAL

1. Schools as Clinics Committee and Lead Teacher/Site Coordinator Group

School-university partnership faculty continue to work with leaders from partner school districts to establish new practices that enhance teaching and learning for pre-service teachers, in-service teachers, and K-12 students. Some examples of other issues or topics the Schools as Clinic Committee considers are program data, needs of the schools and university, state policy concerns, and program improvement.

The Schools as Clinics Committee established the Lead Teacher/Site Coordinator role in each partnership school with the goal of strengthening the “feedback loop,” improving the quality of clinic and student teaching experiences for pre-service teacher candidates and creating a forum for including the voice of the classroom teacher in program revisions and current practices. This dynamic group meets several times a year and has discussed topics such as effective qualities and dispositions of cooperating teachers, gaps and strengths of the teacher preparation program, and high leverage teaching practices. Both of these groups have been instrumental in informing our program redesign.

Both of these groups have been instrumental in the identification and adoption of high-leverage teaching practices or “Core Practices” that currently provide the foundation for our teacher preparation program.

2. Co-Teaching

In an effort to be responsive to school partners, we are continuing to educate our partners, faculty and university supervisors on the benefits of the co-teaching model. The new teacher evaluation systems and high-stakes testing of P-12 students are creating a need for universities to consider creative ways of preparing teachers in the clinic settings. We continue to pilot and explore expanding this initiative as a proactive measure so teachers can stay in control of their classrooms while still modeling, collaborating and mentoring teacher candidates.

3. Integrated Bachelors/Master's Teacher Prep Program Redesign

Beginning in 2013, the faculty and school partners have engaged in redesigning the teacher preparation program, focusing specifically on the IB/M program. During 2014, faculty and school partners continued to read research on how teacher education can support beginning teachers enacting ambitious instruction. This work was further facilitated by a two-day conference in March 2014, supported by the Neag dean and NNER that brought together faculty and school partners to renew the program's commitment to NNER principals and to review and revise the redesign proposals. In the summer, a TE Redesign Steering Committee, which included faculty from across the program and school partners, revised the Core Practices documents developed through the redesign program. A sub-group of faculty created the Core Practices document, which identified 19 high leverage teaching practices that the program intends all graduates to be able to enact effectively as beginning teachers. The TE Redesign Steering Committee revised the Core Practices document and used it to develop an agenda for the redesign for the 2014-2015 academic year. In October, 2014, the faculty and school partners voted to accept the Core Practices as a guiding document for the program redesign. The faculty and school partners are currently using the Core Practices to redesign coursework and clinical placements.

Update:

Faculty have since proposed a new course scope and sequence, which will include additional coursework addressing cultural diversity and a second subject area methods course for elementary and secondary educators, or additional methods appropriate to special educators. Revisions reach beyond a group of renamed courses; by identifying the core practices our program seeks to promote across courses, we just started conversations about how multiple courses and instructors collaborate, how to parse practices and address pieces of them, and how we might assess preservice teachers' developing mastery and make these results available to inform subsequent instruction.

4. AACTE National Commission on Clinical Practice White Paper: Rene Roselle has joined a national group of teacher educators, P-12 teachers and representatives from national

organizations to contribute to a white paper hoping to inform the field on best practices in clinical practice partnerships. This policy document will be hand delivered by the commission to the US Secretary of Education, John King when completed.

5. Intercultural competence and intercultural citizenship in foreign language and mathematics education

Encouraged by their common interest in supporting and enhancing teacher education, Manuela Wagner from the Department of Literatures, Languages, and Cultures and Fabiana Cardetti from the Department of Mathematics are leading a long-term project that has been funded by the Neag School of Education and the College of Liberal Arts and Sciences as an extension of the work of Teachers for New Era initiative at UCONN (TNE). The well-known expert in intercultural competence and citizenship, Michael Byram emeritus professor from Durham University, closely collaborates with them in this project. They are joined by graduate students from the respective departments, as well as from the graduate and IB/M program in the Neag School of Education. Together they work with teachers and administrators from the Farmington school district creating a diverse set of curriculum materials for the development of intercultural competence across subject areas. In its first iteration, the project is focused on grade 6 that will address the needs of about 700 Farmington students.

The primary purpose of this interdisciplinary intercultural project is to explore the development of intercultural competence and intercultural citizenship in foreign language and mathematics education, while creating support for deeper learning in these subjects and in others, such as social studies. The project also introduces a space for collaboration between faculty, graduate students, and teachers from considerably different disciplinary areas that create and foster partnerships within and outside the university. The purpose of the project extends also to develop a prototype to support K-16 as well as an innovative take on the use of makerspaces.

AREA 2: EQUITY-RELATED

1. UPDATE: *Member of AACTE's Workforce Alignment Initiative: Changing the Demographic Makeup of the Teaching Workforce, Networked Improvement Community (NIC)*

This initiative brings together representatives from 10 university-based teacher education programs across the country to engage in and research efforts aimed at increasing the number of Black and Latino males enrolled in their programs by 25%. We are in the process of developing tools and strategies to meet this goal, conducting research on these efforts and their impact, and disseminating the practical and theoretical knowledge developed to the broader professional community at AACTE annual conferences and professional publications. The Neag School of

Education, led by Dorothea Anagnostopoulos, has taken a lead role in assisting AACTE towards this effort.

2. Strategic Hires

Neag hired two academic advisors specifically to focus on Minority Recruitment and Retention: Dominique Battle-Lawson and Mia Hines. Having completed their first year, they are very active in recruitment and retention efforts.

3. Leadership in Diversity (LID)

Project L.I.D is dedicated to providing support for students from under represented backgrounds interested in the field of education. L.I.D. aims to help close the gap around educational equity and equip students with the necessary tools, networks and information to be competitive, well-rounded future educators.

Events: Monthly meetings that serve as a support group, LID Kickoff dinner, NYC Core Conference: Justice not Just-Tests, Educators of color leadership conference, Bilingual education conference, Hip Hop Summit

4. Establishment of the Educator Quality Group (led by Suzanne Wilson)

The Educator Quality Group has several emerging purposes. First, the group might act as an umbrella organization/homeroom for faculty and students who have interests related to educator quality. Second, the group might develop a shared agenda for scholarship/teaching/outreach that would allow us to pursue both funding and instructional/service/outreach programs and partnerships. Third, the group will be responsible for leading the school's efforts to identify educator quality as one of the school's foci. In this case, we are also particularly interested in points of intersection with other groups, say for example, science and mathematics education or social justice.

Challenges:

- Maintaining stable partnerships (reform, turnover, burnout)
- Maintaining quality clinic placements
- Faculty engagement in partnership schools when PTR does not support it
- Recruiting and retaining students of color

AREA 3: MISC.

Community Engagement, Promoting the democratic purposes of schooling in the current political environment, Stewardship of the profession and quality teacher preparation, Research related to NNER mission and its implementation

1. Educator Preparation Advisory Council (EPAC) and CCSSO Network for Transforming Educator Preparation (NTEP)

Neag School faculty and administrators continue to collaborate with teacher educators, P-12 administrators, state officials, higher education administrators, and members of the State Board of Education to make revisions to the state's educator preparation standards, practices, and policies through the statewide Educator Preparation Advisory Council. Neag faculty have been actively involved in the state's redesign of its educator preparation program review processes. In 2014, Connecticut was selected as one of seven states to pilot the recommendations of the CCSSO and provide information on implementation efforts to enhance understanding of educator preparation reform. Neag faculty and administrators are actively engaged in these state-level efforts, and in many cases, are leading the discussions on what works in teacher education.

2. First Annual Supporting Beginning Teachers Workshop: New Induction Program for graduates from our programs during year 1 and 2. Experienced teachers and administrators come together with teacher educators to support early in-service learning for participants. Many of our alumni, partner school teachers and teacher education faculty are coming together in this effort.

3. ASPIRE Survey Implementation (Michele Femc-Bagwell)

The ASPIRE survey is a web based tool designed to identify the skills and interests of parents and community members in schools and organizations in an effort to connect them as valuable resources to the schools and their programs.

RESEARCH

In the Spring of 2016 we will launch a research study with school partners and teacher educators called: *Simultaneous Renewal in Teacher Education through Core Practices Redesign*.

Research Question: How do the core practices promote simultaneous renewal in a teacher education partnership?

Dorothea Anagnostopoulos received grant funding to support two large-scale research studies with colleagues from the University of Virginia and Michigan State University that will identify the components of teacher preparation that support beginning teachers' enactment of ambitious instructional practices in math and English language arts. The team received \$997,598.00 from the Spencer Foundation and \$1,497,618 from the National Science Foundation to fund the study.

Metropolitan St. Louis Consortium for Educational Renewal

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Setting Governing Council Representative if different from above:

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650 Maryville University Drive, St. Louis, Missouri 63141
Cbear@maryville.edu

Setting Tripartite Council Arts and Science Representative:

Setting Tripartite Council Education Representative:

Cathy Bear
650 Maryville University Drive St. Louis, Missouri 63141

Setting Tripartite Council P-12 Representative:

Theresa Wilson, Teacher Wilkinson ECC, St. Louis Public Schools
1921 Prather, St. Louis, Missouri 63139
theresa.wilson@slps.org

DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, and OTHER GROUPS. Collaborative grants, reciprocal professional development, partner school and/or community partnerships, and collaborative policy work that advance the mission serve as examples. Provide detailed information that will help colleagues learn from your successes and include descriptions of challenges.

PLEASE NOTE THAT AT THE OCTOBER MEETING THE GOVERNING COUNCIL ASKED THAT WORK TOWARD ADVANCING EQUITY AND SOCIAL JUSTICE BE INCLUDED IN EACH REPORT SO THAT WE CAN FOCUS ON THIS AND LEARN FROM ONE ANOTHER AS SETTINGS CONTINUE SEEK INNOVATIVE AND EFFECTIVE COLLABORATION.

Successes:

As has been mentioned in our previous reports, the Consortium has been in a reflection and strategic planning mode for the last two years. During this time, we have looked at the illustrious history of our local organization. It is one filled with goals, vision and successful projects implemented to advance the Agenda. Now, we are ready to put our ideas into action.

It is important to interject at this time the makeup of the Metropolitan St. Louis Consortium for Educational Renewal. Then one can understand why the projects in which we are engaged are important to the future of this organization. The Consortium is made up of two universities; one suburban and one urban with a designation as a historically black college. We have three school districts; one urban and two suburban. Our suburban school districts are located in upper class neighborhoods with mostly white constituents. Suburban school districts struggle with understanding and teaching diverse populations. Our urban school district is faced with issues experienced by most urban districts across the country: low academic achievement, trouble attracting good teachers, and teacher accountability.

Historically, the Center for Inquiry and Renewal, patterned after the Center of Pedagogy is one of those efforts that yielded collaboration, dialogue and transformational thinking to impact organizational change on the university level and in schools. The Consortium has acted to resuscitate the Center so that the efficient work of the past can be continued in today's context.

There are three components to the Center for Inquiry and Renewal: A preservice teacher component, a local leadership program, and a Fall Conference. Our refreshed local leadership program is called "A Conversation and Inquiry on Race and Class." We are using the book *Teaching with Poverty in Mind* by Jensen to engage participants in an in depth conversation on one's personal beliefs on teaching children from diverse backgrounds and how those beliefs can negatively impact student success. Participants will review the effects of poverty on academic achievement and will be immersed in research and brain based strategies that will bring about academic success. There will be six two hour sessions starting in February for teachers, pre-service teachers, university faculty, high school students and school district leaders. The pre-service component was initiated this year at Wilkinson Early Childhood School where there were Maryville students and Harris –Stowe Students. The goal is to engage pre-service students from Harris-Stowe and Maryville in common school based PD and collaborative learning between the two universities.

The Fall Conference is being planned for fall 2016 which will include educators, legislators, and community representatives from the metropolitan area engaging in conversations on the future of education in Missouri.

Challenges:

The urban university in this partnership, Harris Stowe, has had a decrease in the number of students enrolling in their college of teacher education. St. Louis city has been bombarded with news on the successes of Teach for America and I am sure this has affected the enrollment of interested teacher candidates to traditional teacher preparation programs. Teach for America has financial and political backing with the ability to attract interested teacher education candidates by giving them stipends when they join the program and a shortened time with which to get their teaching certificates. Many political leaders embrace Teach for America as an alternative to a four year college degree and their political clout puts teacher preparation in colleges and universities at a major disadvantage.

Another challenge is identifying an Arts and Sciences partner for this work.

DESCRIBE SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INCLUDED ABOVE.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation.**

Successes:

Stewardship of the profession and quality teacher preparation

The St. Louis Mathematics Partnership Initiative funded by a Math and Science Program federal grant, began in October 2013 and will conclude in October 2016. It is implemented by the St. Louis Public Schools in partnership with Maryville University and area nonpublic schools. Leadership is provided by educators from Maryville and educational leaders from the St. Louis Public District and non-public schools within the district.

The primary goal of the Urban Math Institute (UMI) is to improve mathematics achievement for students in grades three through five. Forty-eight public and nonpublic school teachers participate in the partnership, which includes intensive professional development in a two-week Summer Academy and throughout the school year in the form of four full-day Saturday Institutes designed to provide participants with new pedagogical models, strategies, and resources for strengthening mathematics instruction in their classrooms. In addition, each participant receives monthly coaching visits in their classrooms from their assigned Maryville mathematics instructor. The purpose of these visits is to offer support and reminders to the participants as they implement the strategies they are learning through the professional development. The grant has three components designed to help reach the goal of improving student achievement in mathematics: to improve math content knowledge of the teacher participants, to improve the pedagogical knowledge and skills of the teacher participants, and to increase the use of technological tools designed to enhance student learning. The pedagogical goals include: questioning strategies, contextualizing and decontextualizing mathematical problems, differentiated instruction, inquiry-based strategies, mathematical discourse, and inquiry-based strategies.

UMI Project Director Mascheal Schappe reports that "in the third year of this grant, we have seen an increase in both teacher expertise and content knowledge. In the first year, the average math content score, determined through pre and post testing, rose eight percentage points. In the second year, there was an increase of 15 percentage points. We are also seeing and have documented evidence of an increase the pedagogical skills targeted by the grant, as well as, an increase in the use of technology that helps deepen students understanding of mathematics."

Stewardship of the Profession

The Consortium has forged a new relationship with an organization within the Parkway School District focused on identifying high school students who are interested in becoming a teacher. Parkway is trying to grow their own teaching work force from a diverse population of students within their district.

The program is called “Spark! Teaching and Learning.” High school students are engaged in lessons and experiences focused on understanding learning styles, teaching methodologies, technology integration, cultural responsiveness and data-driven decision making in a schooling system. Students also engage in a collaborative relationship with teachers, administrators, other students and families.

Other areas of focus are general theory and practice of learning and teaching; the basic principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. Through observation, interaction, and teaching students will experience the true essence of the teaching and learning.

Monica Dickens, the director of “Spark” is now a member of the Executive Committee of the Consortium. Identified students of Spark Teaching and Learning will participate in the Consortium’s Leadership Program on race and class.

Community Engagement

The Parkway School District is a suburban district in a predominately white upper class neighborhood. African American students are bussed in as a part of the St. Louis Public Schools desegregation ruling and other diverse students attending schools in the Parkway School District. Even though the forced bussing era is over, Parkway has continued its’ commitment to educating students from the “city”.

One of the programs focused on increasing academic success for African-American students in Parkway is **Parent Advocacy for Multicultural Excellence in Education**. PAMEE is a district-wide organization comprised of parents of children of color (by definition this would be any non-white parents), who are predominantly African-American parents and Caucasian parents of African-American children. Non-white parents of all ethnicities are welcome to attend. It is a resource and support group for parents to share strategies and concerns they have when their students attend a school where the majority of the teachers and administrators do not look like them. Because of the small percentage of parents of color, this format provides a place for families of similar backgrounds to “find one another”, network, and share resources for their children’s success.

Another program focused on minority student success is **Spirit of Excellence**. It is a Parkway School District Awards ceremony that honors African-American Parkway students, in grades 3-12, who have excelled academically. This celebration provides an opportunity for African-American students to feel recognized by their peers, teachers, family and the Parkway community. The district program will be celebrating the 20th year of the Spirit of Excellence on February 23rd, 2016. The number of recipients this year increased by nearly 40 percent and Parkway is very excited about this achievement.

Challenges:

It has been difficult to get the involvement of the Consortium's Board. The Board is made up of District Superintendents, teachers, University Leaders and school leaders. There are always representatives from the school districts and the universities in attendance, but those in attendance are not necessarily the ones who attended the previous meetings. Those people are the decision makers for their organizations and there is no continuity in thought and ideas from them. More involvement would promote true collaboration between school districts and true collaboration between universities. More continuity would also help to secure an Arts and Sciences representative from both universities.

Luckily, there is continuity on the Executive committee level. Those members are the worker bees of the organization working to facilitate goals for the simultaneous renewal of schools and the education of educators. They keep the work of the Agenda relevant and results driven.

Other Setting Information:

We have had another change in organizational leadership. There is a new principal at Wilkinson and a new dean of Teacher Education at Harris-Stowe.

In times past, Harris-Stowe engaged in simultaneous renewal with two partner schools. Presently, they don't have partner schools with which they solely interact and it limits the Agenda's influence on teachers and students in our three school districts.

Miami University Partnership

Setting NNER Partnership Contact: Dr. Jean Eagle – Director of Partnerships

Setting Governing Council Representative if different from above (See Above)

Setting Tripartite Council Arts and Science Representative Name, Title, and Department:
Vacant

Setting Tripartite Council P-12 REPRESENTATIVE Name, Title and School or District:
Mrs. Holli Morrish – Director of Community Relations, Talawanda School District

Emphasis Area 1: Successes and challenges that advance simultaneous renewal across institutions, departments or other groups.

Successes:

Dr. Michael Dantley assumed the role of Dean of the College of Education, Health and Society in June, and is reimagining the work of partnerships throughout the College. With a focus on cross-institutional work, Dr. Dantley appointed me to serve as Director of Partnerships for the College. The first-ever partnership retreat was held on September 11, and work included the development of a Vision: *EHS Partnerships for the Common Good* and Mission: *Nurturing and sustaining mutually beneficial relationships for just communities*.

Miami University's Urban Teaching Cohort, recipients of the 2014 Michelli Award for Promoting Social Justice, provided the keynote speech, entitled, *Education in the Age of Econocide* at Montclair University's Summer Partnership Conference.

Members of the Urban Teacher Cohort shared two presentations at the 2015 NNER National Conference at Chico State in October; *Taking it to the Streets* described efforts in community activism and teacher education and *The Importance of Place Based Education within Teacher Education* included discussion of the merger of theory and practice.

The Miami HELPS project, (Helping Educators with Literacy Partnerships) a collaborative with Hamilton City Schools, a local small urban district, is focusing on enhanced delivery of feedback to students in order to improve literacy instruction. This work is supported by a \$30,000 Race to the Top Grant.

Once again, the Partnership Office supported *Sharefest*, a community collaborative, by providing human capital for this weekend event that includes the collection of unwanted student furniture and household items as well as distribution to various local agencies.

A summer reading clinic was offered to at-risk students that contained a comprehensive technology component. Students were introduced to various technologies in order to improve their reading skills.

Over 30 local high school students were invited to attend the second annual Careers in STEM Women's Conference, hosted by Miami University.

Make Tank, a STEAM collaborative that includes Miami education and arts faculty, as well as community members from the immediate region and the Urban Teaching Cohort, is providing a hands-on after school programming related to science, technology, engineering, the arts, and math.

Connections, an inclusive offsite curriculum delivered to at-risk 9th and 10th graders, was offered on Miami's campus for students from the local district. Additionally, the program has been replicated in 2 other sites, and grant funding was received to implement *Connections* on 2 other Ohio college campuses.

Middletown City Schools, a nearby small urban school district, hosted all middle childhood candidates for their content area field experiences. In its third year, this program continues to explore a co-teaching model between inservice and preservice teachers.

Faculty from nutrition and health are now working with the Urban Teaching Cohort and community members on a wellness/childhood obesity initiative.

Miami hosted a Second Annual Celebration of Partnerships in May 2015 that included teachers, administrators, faculty and community members from our four largest school/university partnerships. The event included a showcase of collaborations representing each partnership, as well as reflections and goal-setting.

Challenges and Opportunities:

We continue to struggle to better engage faculty in the Arts and Sciences. Teaching schedules and other conflicts continue to prevent us from naming an Arts and Sciences representative for the Tripartite Council. We will seek out interested individuals to engage them in the work of the NNER with a goal of filling this vacancy as soon as possible.

Miami University's 20/20 initiative defines partnership as a profit-based model, making recognition of our work more difficult than in the past. While we have a seat at the table during these discussions, the direction that the university is pursuing regarding partnerships does not align with our current work. Conversations continue at our college regarding ways to raise awareness regarding our important collaboratives with regional school and communities and how they benefit students, faculty and the university writ large.

Emphasis Area 2: Successes and challenges that are equity-related.

We are in the early stages of forming a new Center for Just Communities, a vision of our new Dean, Dr. Michael Dantley. Middletown, a near-by small urban district has agreed to engage with faculty representing all aspects of our College of Education, Health and Society in order to explore ways that we can best support schools and the overall community.

The Urban Teaching Cohort has expanding into Cleveland. Students are living with local families and working in schools on the near west side of the city. This program provides another alternative location to complement our work in Cincinnati.

CSIP, the *Cincinnati Summer Immersion Program*, features students living in the Over the Rhine region of Cincinnati, volunteering at several community agencies, and working with students on academic skills for two weeks in June.

Urban Teaching Cohort student mentors and mentees engaged in inquiry related to four youth-identified issues: homelessness, poverty, inequality and non-violence.

Miami literacy faculty are partnering with the Myaamia Center to bring author Helen Frost's work on native cultures to the local K-16 community.

Several new senior capstone collaboratives include working with the local English Language Learner population. One of their culminating projects involves sharing co-created digital stories.

A new collaborative is emerging with Fredrick Douglass Elementary School in Cincinnati. Miami students are providing after-school tutoring and literacy supports.

For the first time, Miami student teachers were given the opportunity to student teach in Columbus City Schools. This emergent program provided another context for urban teaching in a large in-state setting.

Challenges and Opportunities:

The success of the Urban Teaching Cohort in Cincinnati has led to expansion into Cleveland and Columbus. Replicating the UTC at a distance has proved challenging, as is the recruitment of students. The capacity grows slowly as faculty realize that some students have a limited interest in moving off campus and away from their peers.

Our proposed Center for Just Communities could further strain partnership resources, and may force a choice between several emergent and mature urban partnerships.

Emphasis Area 3: Successes and challenges related to community engagement and stewardship of the profession and quality teacher preparation.

The Hamilton/Miami Partnership engaged in a project-based learning STEM model with middle grade students. A National Science Foundation grant was received to sustain the work.

A \$75,000 grant was received to build capacity for Miami University Robert Noyce Scholars that includes the use of faculty in area high-needs school districts that will increase participation in STEM education programs via the development of two scholarship tracks for Noyce Scholars. The ultimate goal is to increase the number of highly qualified high school teachers in science and mathematics who will serve in economically disadvantaged communities.

In collaboration with Miami's Center for Community Engagement in Over-the-Rhine, three Teacher Weekend Immersions were offered in this neighborhood.

Miami preservice teachers are serving as Literacy Enrichment Tutors in two of our partner school districts in order to meet targeted needs for young learners. These students are learning about the Response to Intervention model as they track the progress of their tutees.

Miami Reads, an undergraduate student organization that works with local emergent readers, is now partnering with the Oxford Literacy Team, a community-based initiative.

Based on the success of the Literacy Enrichment Tutors, Math Enrichment Tutors is now being offered for at-risk elementary students. Plans are to expand the program to include middle and high school students.

A tutoring boot camp provides preservice teachers with the necessary skills to work with at risk students on a weekly basis.

First Years for First Years a literacy initiative designed to promote a tutoring experience for freshmen Education Health and Society Scholars and local kindergarten students, has expanded to include *Second Years for Second Years* so that matches can continue for another year.

Challenges and Opportunities:

We see the structural changes related to partnerships as an opportunity for purposeful growth. As we disaggregate our work in terms of emergent, developing and mature partnerships, we need to examine each, consider the prospect of future collaboratives, but also carefully determine which are sustainable and mutually beneficial.

Respectfully submitted,

Jean F. Eagle, Ed.D.
Director of Partnerships
Miami University
December 22, 2015

University of Missouri Partnership for Educational Renewal (MPER)

Setting Contacts: Dr. Mary A. Laffey, Director , MU Partnership For Educational Renewal- LaffeyM@Missouri.Edu

Setting NNER Partnership Contact: Dr. Kathryn Chval, Acting Dean, MU College Of Education- Chvalkb@Missouri.Edu

Setting Governing Council Representative If Different From Above:

Setting Tripartite Council Arts And Science Representative:

Setting Tripartite Council Education Representative:

Setting Tripartite Council P-12 Representative:

DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, and OTHER GROUPS. Collaborative grants, reciprocal professional development, partner school and/or community partnerships, and collaborative policy work that advance the mission serve as examples. Provide detailed information that will help colleagues learn from your successes and include descriptions of challenges.

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Successes:

Continuation and Expansion of the MU Teaching Fellows Program- We have collaborated with our 22 Partner Districts to place 90 fellows this year. Missouri is experiencing a shortage in teachers prepared to teach in our urban and rural environments. The Kansas City Public School District has once again taken an active role in its partnership with MPER and we have four fellows in practice at the district.

Challenges:

Equity of Effective Teachers State Wide - Attached is the State of Missouri's Equity Report in which MPER participated. (Available for review in electronic version.)

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- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation.**

Successes:

Supporting our Mizzou Students through this fall's focus on equity and an inclusive environment

Challenges:

Continuing the conversations and actions that support diversity. Attached is a report on the State of Mizzou. (Available for electronic review).

Other Setting Information:

Montclair State University and the MSU Network for Educational Renewal

Setting NNER Partnership Contact:

Dr. Jennifer Robinson ROBINSONJ@MAIL.MONTCLAIR.EDU

Setting Governing Council Representative if different from above:

same

Setting Tripartite Council Arts and Science Representative:

Dr. Leslie Wilson WILSONL@MAIL.MONTCLAIR.EDU

Setting Tripartite Council Education Representative:

Setting Tripartite Council P-12 Representative:

Dr. Connie Donvito DONVITOC@MAIL.MONTCLAIR.EDU

Successes:

New Collaborative Grants:

- The MSUNER and the Center of Pedagogy, in partnership with the Elizabeth School District (an MSUNER partner district), two independent schools, and a charter school submitted a grant application to the New Jersey Department of Education for the first year of a three year grant, and were awarded a \$250,000 grant: Building Teacher Leadership Capacity to Support Beginning Teachers. The **BUILD grant** is designed to develop a cadre of effective mentors for beginning teachers and pre-service teachers, in a high needs district. The long-term goal is to help districts improve student outcomes by building their capacity to support the professional growth of novice and student teachers, improve teacher retention and build a positive school culture.
- **The EF Robbins Grant**, a partnership with Mt. Hebron Middle School in the Montclair School District, has provided the 75 teachers in the school with opportunities to learn ways to more effectively integrate technology into their classroom practice, thus providing their students with greater access to those higher level 21st century skills.

Reciprocal Professional Development:

- **MSUNER Offerings:** The MSUNER offers over 45 afterschool mini-courses on a variety of topics, including Teaching for Critical Thinking, Strategies for Mentoring and Coaching, and Culturally Responsive Teaching. The Network funds the Teachers As Scholars Program and Grant Programs including, Teacher Research Grants, Teacher

Incentive Grants, and Action Research Teams. Mini-courses are taught by educators from the schools, university faculty, and teams of teachers or faculty working in collaboration.

- **Campus Collaborations:** The MSUNER works in partnership with campus entities to promote professional development offered to teachers and in some cases to subsidize the cost of professional development by offering a discount to educators from member districts. These Partnerships include: Yogi Berra Museum Curriculum Committee; PRISM (Math and Science Workshops); NJEEC (New Jersey Statewide Educational Technology Organization); *Inserra* Italian Department offerings; offerings of various Campus Centers-Including, LGBTQI, Autism and Children’s Mental Health, Newark Montclair Urban Teacher Residency Program; ADP Center for Learning technologies; advertising and supporting campus programs from colleges and programs across the campus.
- **MSU Holocaust, Genocide, and Human Rights Education Project:** The MSU Holocaust, Genocide, and Human Rights Education Project, directed by Dr. Zoe Burkholder, is supported through a partnership with the NJ Commission on Holocaust Education, and the NJ Amistad Commission. Project offers professional development to MSU student teachers, practicing teachers, and the public on various topics in human rights education. The Project sponsored fall and spring conferences titled: “Global Holocaust Education,” and "Toward Justice: How Teachers Can Shape a More Equitable America" respectively.
- **MSUNER Annual Summer Conference:** The theme of the June conference, attended by nearly 300 participants, was Social Justice and Equity for Student Success. Keynote speakers were Dr. Tammy Schwartz, Director of the Urban Teacher Cohort at Miami University in Ohio, and her colleague, Dr. Thomas Dutton. Sessions were facilitated by grant recipients from MSUNER partner schools, university faculty, and outside speakers, and were provided for school partners, university mentors, and administrators from the schools. This was done in collaboration with the Center of Pedagogy, the Educational Leadership Program, and faculty from various departments in the College of Education and Human Services, College of Humanities and Social Sciences, and College of the Arts.

Partner Schools and/or Community Partnerships:

- 28 partner districts - 349 P-12 schools
- 2 Districts currently in the application process
- Montclair Fund for Educational Excellence, Newark Museum, Yogi Berra Museum, Montclair Community Partners; Facing History and Ourselves (FHAO)

Collaborative Policy Work:

- MSUNER Partner District Committees-Operations (District Coordinators) and Executive (District Administrators)-These committees meet on a regular basis to make recommendations and set policy for the MSUNER;
- Teacher Education Policy Committee-A Campus-wide committee consisting of representatives from all departments and colleges who prepare teacher candidates;
- MSUNER Director serves on the NNER Social Justice Standing Committee and the Social Justice Task Force in the College of Education and Human Services at Montclair State, which is now set to collect data on how issues of social justice are being

incorporated into CEHS teacher preparation courses, with the intent to make appropriate recommendations and take action as needed to insure these issues are identified and being addressed. The Director is also serving as the Acting Director of the MSU Holocaust, Genocide, and Human Rights Project.

- The Portrait of a Teacher Task Forces continues its work to align MSU's Institutional Standards to the newly revised Portrait of a Teacher, and seek faculty input to begin the alignment to the CAEP and In-TASC Standards, as well as re-designing the process for recruitment and retention of teachers for the Teacher Education Program. Program and course assessments are also being reviewed and appropriate changes will be made as necessary.

Challenges:

- Lower numbers of educators from public schools at MSUNER participating in after school mini-courses
- Encouraging more active participation of university faculty in MSUNER events and offerings
- With the emphasis on scholarship, research and publishing, newer and non-tenured University faculty are not always familiar with the work of the MSUNER and the Agenda for Education in a Democracy, with lower numbers (less than 5) participating in the Summer Leadership Associates Program.
- Private funding sources that were previously available for innovative programs in the MSUNER are no longer available.
- Changes in district leadership have often led to decreased participation of the district in MSUNER Programs. The MSUNER is actively pursuing the continued participation of those districts in the partnership.

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- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation.**

Successes:

- **Promoting the democratic purposes of schooling in the current political environment**-Providing school and district support for current programs and providing the opportunity for faculty consultation, sponsored by the MSUNER, has been a successful strategy to counter those challenges.
- **Stewardship of the profession and quality teacher preparation**-Educators from our partner districts have presented at the NNER Annual Conference as a result of working with university faculty in the schools. This has also resulted in scholarship, research, and a publication in progress. Most of the after school mini-courses are facilitated by MSUNER school partners, who share their best practices with colleagues from other schools. The teacher education program has a strong foundation in the "Portrait of a

Teacher,” an aspirational document that draws upon the principles of the Agenda as its theoretical framework. The work of the Teacher Education Policy Committee and the Center of Pedagogy, support the quality of the teacher education program.

- **Research related to the NNER mission and its implementation**-Faculty members continue to work in schools, often with few rewards or recognition, and the MSUNER partnership often provides support for those successful grant applications.

Challenges:

- **Community Engagement**- Changes in school district leadership and in local politics often lead to the need for re-establishing the relationship with that community, determining who the new players are and how to sustain the relationship, particularly those long-standing and mature partnerships.
- **Research related to the NNER mission and its implementation**-The nature of the scholarship that is currently favored, tends to draw scholarship and research agendas away from the schools. Funding for Professional Development Schools is waning or non-existent, and time spent in schools is not often considered a part of a faculty member’s course load. Budgets have decreased as well, and faculty members spend much of their time pursuing grants in order to conduct their research.

Other Setting Information:

- The national Carnegie Classification of Institutions of Higher Education, which is the widely recognized classification of U.S. institutions of higher education, has, for the first time, recognized **Montclair State University as a Research Doctoral University**. This change recognizes the substantial growth at Montclair State in doctoral-level education and research activity.
- **Drs. Monica Taylor and Emily Klein** recently published *A Year in the Life of a Third Space Urban Teacher Residency: Using Inquiry to Reinvent Teacher Education*. The book is an edited volume with articles by several members of the Montclair State University community who were involved with Newark Montclair Urban Teacher Residency. The book tells the stories of faculty, residents, mentors, administrators, community organizers, and students who have lived together in a third space urban teacher residency in Newark, NJ.
- In 2015, **Montclair State University was ranked among the top 30 percent of the nation’s education schools by U.S. News & World Report**, and is one of only two institutions in New Jersey to be nationally ranked.
- For the third year in a row, **Dr. Katrina E. Bulkley, Professor of Educational Leadership, was named to the list of top education scholars in the 2016 Rick Hess Straight Up Educator Public Presence**. The rankings recognize university-based scholars in the U.S. who are doing the most to influence educational policy and practice. They are based on the scholar's academic body of work and their contributions to public discourse on education and policy issues.
- **Dr. Chris Torres**, faculty member in Educational Leadership, writes about high turnover rate of teachers in charter schools. See <http://dianeravitch.net/2015/10/31/study-why-do-charter-teachers-burn-out-so-quickly/>
- **Newark Montclair Urban Teacher Residency (NMUTR) graduate, Matthew Perkins**, recently began his second year of teaching as an Algebra teacher at Orange High School in

New Jersey. Matthew was awarded a “**Superintendent’s Recognition Award**” for his hard work and commitment to his students. Matt contends that a strong connection with his students leads to a strong and important connection in the classroom.

- Spring 2015 student teacher **Emily Regan** was recognized at the event as one of fifteen **New Jersey Distinguished Student Teachers** statewide for the 2014-2015 school year.
- **Dr. Jennifer Robinson**, Executive Director of the [Center of Pedagogy](#), was recently named to the **Clinical Practice Commission (CPC) of the American Association of Colleges for Teacher Education**. The CPC is charged with identifying a set of criteria that define clinical practice, lifting up exemplary models, and publishing recommendations for teacher preparation programs nationwide.
- Montclair State University’s **MEd in Special Education** was named one of the **top 25 Special Education Graduate Programs** in the country by GraduatePrograms.com.
- **Nicole Casper**, a prospective teacher education candidate majoring in Fine Arts, went above and beyond the requirements of her class, and organized her own book and toy drive for a Newark Public School. Enlisting her mother’s help, she collected 500 donations, including books, winter coats, food and toys from Jackson, NJ.
- **Dr. Doug Larkin**, faculty in the Department of Secondary and Special Education, shares why forcing standardized test upon students and schools is a matter of power – and the right to protest and dissent <http://www.njspotlight.com/stories/15/03/18/teachable-moments-our-family-s-real-reasons-for-refusing-the-parcc/>
- The Woodrow Wilson Teaching Fellows Program (WWTF) at Montclair State University represents a collaborative effort between the Woodrow Wilson Foundation, Newark Public Schools, and Orange Public Schools. Residents work closely with faculty in the College of Education and Human Services as well as the College of Science and Mathematics. Inspired by the model of medical residencies, the WWTF program provides graduate education, intensive classroom experiences with a master teacher, and three years of mentoring and professional development in the schools where they teach. In May, 2015 the first cohort graduated and earned their MAT degree and teacher certification simultaneously.
- Read **Zoe Burkholder’s** response to the Time magazine article: [Bite Me: One Scholar's Response to Time Magazine's Attack on Teachers](#) by Zoë Burkholder
Instead of blaming teachers for the systemic problems of American public schools, how about we consider a more promising reform? This commentary explains how and why school integration remains a potent strategy to equalize educational opportunities.
- **Donna Kobza** (Montclair Public Schools), **Stacey Bachenheimer** (Fair Lawn Public Schools), and **Steven Greenstein** (MSU-Mathematics) attended the **NNER Summer Symposium** sponsored by the University of Wyoming at the Laramie, Wyoming Campus June 26th to June 29th.
- Twenty-four persons including Montclair State University faculty, staff, and educators from MSUNER settings attended the 2015 Summer Leadership Associates Program from July 13th to 17th. The program was facilitated by **David Keiser, Fernando Naiditch, Jean Ann Slusarczyk, Mayida Zaal, and Leslie Wilson**.

Challenges:

- **Student Resources-** As the university continues to grow the diversity of the student body is equally increasing. To assist students applying to the Teacher Education Program, the Center of Pedagogy in coordination with the Teacher Education Advocacy Center (TEAC) has revised and strengthened its student organizations and student activities. An expansion of the number of faculty/staff teaching the introductory New Student Seminar course is planned for fall 2015. Either two or three sections of the course will be offered to incoming students who are interested in teaching. TEAC is working with academic departments to offer tutorial sessions for both PRAXIS I and II. The Department of Mathematics has developed a course to help students bolster students' math understanding. Similarly other departments, including the Department of History, are designing new content-related curriculum to aid students in preparation for PRAXIS examinations and their futures in the schools.

Achievements:

- The Department of Spanish and Italian received national recognition from their Specialized Professional Association (SPA).

University of New Mexico

Hector Ochoa, Dean – College of Education - Phone: 505-277-7267

Vi Florez, Professor – UNM Setting Director & 2016 Chair of NNER Tripartite Governing Council & Executive Board - 505- 277-2367

Glenabah Martinez, Associate Dean for Teacher Preparation Programs, College of Education- 505-277-7267

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Marjori Krebs, Associate Professor, College of Education – Phone: 505-277-0602

Setting NNER Partnership Contact:

Vi Florez, Professor, College of Education, University of New Mexico, VFLOREZ@UNM.EDU - Phone: 505-277-2367

Setting Governing Council Representative if different from above:

Glenabah Martinez, Associate Dean, COE Teacher Prep Programs

Setting Tripartite Council Arts and Science Representative:

The College of Education established a Teacher Education Advisory Council in collaboration with the College of Arts & Sciences as partners in the preparation of teachers and the efforts with community as it pertains to children and families. We are planning to have an A&S representative be a part of our NNER efforts soon.

Setting Tripartite Council Education Representative:

Marjori Krebs, Associate Professor of Education

Setting Tripartite Council P-12 Representative:

Katarina Sandoval – Associate Superintendent of C&I - Superintendent’s Office - Albuquerque School District

Emphasis Area 1: DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS.

Successes: The College of Education continues to receive funding from two major Foundations (W.K Kellogg & ECMC) and the New Mexico Public Education Department (PED). The W.K. Kellogg Foundation has extended the grant for three years (2016-2018) and the ECMC Foundation, a national Foundation from California has funded two years’ work with community schools and community outreach. The New Mexico Public Education Department (PED) grant extended funding for two years for professionals and veterans seeking licensure in the area of mathematics and science. This grant supports two cohorts of 13 students for teaching licensure. The first cohort of students completed the Accelerated Alternative Licensure Program (AALP)

December, 2015. The Albuquerque Public School District hired & placed the first cohort of students as teachers of mathematics or science in multiple schools across the district. The second cohort of 10 students will complete the licensure program in May, 2016. The funded grants support the mission and vision of the College as it pertains to the preparation of quality educators.

The W.K. Kellogg grant continues to provide the opportunity to study and document growth and professional development of faculty and students in meeting the three objectives of the Grant: 1) Transform our teacher education and other professional education courses through collaboration with experts in the areas; 2) Leverage that transformation to assist a struggling school to improve K-12 instruction; and 3) Design integrated field experiences to support cultural competency. The Transformative Action Groups (TAGS) is comprised of College of Education faculty from across all departments in the college. One TAG focuses on elementary education, one on secondary education, and one on early childhood. The project has developed partnerships with 3 rural schools in three districts: a BIE Tribal School in San Felipe Pueblo (Early childhood), Bernalillo Public Schools (Secondary), and Albuquerque Public Schools (Elementary). Each district has at least one school designated as a “priority” school by the New Mexico Public Education Department (PED). Placing students in rural communities for a portion of their experiences provides faculty an opportunity to go to the rural communities and observe communities to better understand the children and families that we serve. This opportunity provides faculty time to reflect on curricular needs for teacher preparation and professional courses, contributing to the transformation of our teacher preparation curriculum.

The New Mexico Public Education Department grant is focused on the education of STEM professionals and veterans in the area of mathematics and science. This is a partnership also with the Woodrow Wilson Foundation to address the shortage of math and science educators and the Albuquerque School district. The Accelerated Alternative Licensure Program (AALP) in the area of STEM education has recruited highly motivated STEM professionals and veterans into the middle and secondary education to become licensed teachers in the field of STEM education. This two-year program has an intensive field component, supported by course work, and intense mentoring and supervision from faculty in the College and master teachers from the Albuquerque Public School who serve as partners with this initiative. The program offers scholarships to help students with tuition, books, and fees. This grant will help strengthen the partnership between APS and UNM in the joint preparation of educators for the field of math and science.

The ECMC Foundation Grant is a two year term award to assist with the efforts related to Community Schools. We have placed a cohort of 8 secondary students for student teaching at 4 high need schools with close supervision and mentoring by master teachers and college embedded faculty. The professional development efforts for the cooperating teachers are also a part of this initiative, especially the training on how to be an effective mentor & supervisor of beginning teachers at the secondary level. We have placed embedded faculty at the four schools as the connector to the school, community, and the college. They work directly with the college faculty and the community as supervisors and liaisons to community efforts, especially facilitating the involvement of the teacher candidates with community projects.

The College of Education continues to collaborate with community partnerships (ABC Partnership, Mission: Graduate, ABEC, ECAP, etc.) mentioned in prior annual reports over the past two years. The reimagining work in the college has been strengthened with the external support and the commitment and dedication of internal leadership and faculty. The envisioning efforts over the past three years has concentrated on the preparation of high quality educators for New Mexico K-12 students and these efforts will continue to connect in more strategic ways to schools and community. The community engagement work is rich, messy, and complex; however, the enthusiasm to make a difference continues among the faculty and the students we prepare as educators for these communities.

Challenges:

The major challenges for the partnership work are the sustainability and evaluative work related to the collaborative efforts funded by external sources. It is critical that the funding continue in order to sustain the work; therefore, finding internal funds within the college and university to sustain the excellent work will be important over the next several years. The work is important for the college and its future impact on the community as a whole. We also will be engaging McREL International to assist us with the evaluation of the reimagining efforts of the college and all of the community outreach work we have done over the past several years. This will be a massive undertaking, but critical for future planning.

Emphasis Area 2: DESCRIBE SUCCESSES AND CHALLENGES that are EQUITY-RELATED so that we can continue to learn from one another as settings continue to do innovative and effective collaboration.

Successes:

The funded grant activities described above has provided the faculty across disciplines the opportunity to work collaboratively to define cultural competence and cultural responsiveness as it applies to the preparation of teachers, especially placed in rural and tribal settings. This work has promoted efforts to revisit and reflect on our curriculum and teaching practices. Because the faculty are from across all disciplines: such as, nutrition, counseling, health, exercise science, educational psychology, special education, bilingual, and educational leadership, some of the efforts focus on cultural complexities intrinsic to school, university, and community collaborations in New Mexico. Such collaborations involve high levels of trust and a shared value orientation to the learning and futures of urban, rural, and tribal youth. This work has been ambitious and has required intense collaborations with community and schools, plus we have had to learn more about the aligning of resources and development of new structures for collaboration across multiple sectors. Faculty has worked hard to understand how to incorporate critical cultural consciousness in our work with the schools and communities involved with our teacher candidates.

In order to promote educational leadership among the indigenous communities that we serve, the educational leadership faculty has created a new transformation action group (TAG) to recruit Native American teachers who wish to become school leaders. The new initiative is called Promoting Our Learning & Leadership and Empowering our Nations (POLLEN). The POLLEN

program is designed to increase the number of licensed school principals serving Native American students throughout the state of New Mexico. The first cohort of students will begin fall, 2016. This endeavor is part of the work funded by W.K. Kellogg Foundation, who will support students with tuition, books and fees. The courses will be offered through a blended online and face-to-face format to ensure access to communities throughout the state and the curriculum will center on Native American leadership, vision, epistemology, and culture in addressing issues in Native American Education.

The College of Education has formed an internal Community Partners Advisory Committee, comprised of thoughtful leaders in education from the state's diverse communities. The advisory committee met to discuss the efforts on renewed educator preparation and to discuss the vision of creating new models for education that build strong and deeper connections with community in order to improve public and tribal education statewide. The efforts within the college include clinical training in majority-minority schools beyond the metro area to include small communities - rural, and tribal settings; innovative instructor-developed materials; and tighter integration with community contexts to effectively serve diverse learners. Together in collaboration with school, university, and community, we aim to interrupt patterns of inequity and create more equitable and socially just features for students, their families, and their communities. The work of the TAGS has enhanced all of the efforts mentioned as major thrusts by the leadership in the state.

Challenges:

The College launched a re-imagining process three years ago with a clear focus on educational renewal - preparing educators for the 21st century better and differently, which involved change that is not easy to do, especially partnering with complex organizations such as K-12, higher education systems, and community. The re-imagining process has been complex, messy, and challenging in many respects; however, many of the faculty in the College have embraced the change, and this work is evident as it relates to curriculum changes and faculty collaborations across disciplines. The challenge to implement the efforts and make the transformational change discussed over the past several years has been invigorating and rewarding in many ways, especially seeing faculty work together in an interdisciplinary way. The challenge has been to maintain, enhance, and secure continued funding for all of the projects that focus on the vision for the reimagining work. Over the past year, we know more about how and where to improve our curriculum; how to improve clinical placement of students; understand our involvement with the school communities; how to prepare teacher candidates to be culturally competent; and what we need to do to help improve school culture that makes a positive impact on the mentoring of new teachers in tribal and public school settings at the elementary, secondary, and early learning levels of education. The challenges to implement the changes have been cumbersome at times, but with focused efforts, we have been able to move beyond barriers that could have discouraged the work. The dedication of the faculty has made this work possible.

Emphasis Area 3: DESCRIBE SUCCESSES AND CHALLENGES RELATED TO any/all OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INCLUDED ABOVE.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to clinical practice for new teachers, excellence & equity, and how best to improve schooling for all students.**

Successes:

Community Engagement

The College of Education has been involved with the community in multiple ways over the past decade and continues to strengthen and build stronger partnerships that focus on schools, families, and communities. The internal TAG projects focus on building trusting collaborative relationships with teachers, school leaders, families, and community members. We recognize, respect and address families' needs as well as class and cultural difference. Throughout the partnership work we have embraced a philosophy of partnership where power and responsibility are shared and valued. We have worked with parents to help them understand and learn more about their role as a parent and how to become more involved with their child's learning. Albuquerque Public School District (APS) has created a University Parent Institute (UPI) that offers training to parents and other interested individuals on how to become involved with their neighborhood school. Through all of our collaborative efforts with APS, we have learned that when schools engage families in ways that are linked to improving learning in school, the outcomes is positive. When schools are encouraged to build partnerships with families that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement. The UPI offers training three times a year and several COE faculty are involved with the training sessions. The scheduled training session for 2016 is January 12th at 5:00 pm at the Hispanic Cultural Center.

The intensity of the work with community has multiple goals, which are interdisciplinary in nature. This is due to the wide interest of faculty working together on various projects. All of the work is focused on community and engages multiple stakeholders with the efforts to improve the education of students and improve the quality of life for children and families. The NNER effort continues to reach community through its work with schools, families and community.

Stewarding the profession and quality of teacher Education:

The College faculty is involved at the state and national level with professional organizations that are stewards of the teaching profession in multiple ways. Many of them are prolific authors of work related to the importance of democratic practices in education via their publications, national presentations, and public affiliations with local legislators and key stakeholders in the community.

The College offered a Summer Institute to Cooperating Teachers working with Community Schools identified to work with us on the grant efforts. They have volunteered to serve as mentors and supervisors of teacher candidates placed for clinical experiences at their school. The Cooperating Teachers had an opportunity to learn how to be effective mentors of new beginning teachers and how to work with the community, especially parents in a more productive way. The teachers we work with are excellent stewards of the teaching profession and continue this commitment by mentoring future generations of teachers.

Research related to the NNER mission and its implementation:

Faculty working with the TAG Kellogg Grant is conducting research on various aspects of community engagement, teacher quality, student performance, teacher evaluations, diversity, school leadership, and school/university partnerships.

The Transformation Action Work (TAG) work related to teacher education, community, and families will be presented at the Annual American Educational Research Association Conference in Washington, D. C. The Structured Poster Session was accepted by AERA and it will involve twenty-eight of the faculty working with the transformation efforts in the College. Each poster will feature the individual or team research being done with transformation of curriculum, teaching practices, clinical experiences, community, and interdisciplinary work done with schools or/and community. The Discussant for the Presentation is Ann Foster, Co-Executive Director for NNER.

Other Setting Information:

The college of education met all of the NCATE national accreditation standards - October, 2015. The final approval for accreditation should be received soon.

The National Coalition for Community Schools in partnership with ABC Partnership, Albuquerque Community Schools, UNM, and other community organizations are sponsoring the Annual National Coalition for Community Schools Conference on April 6-8 in Albuquerque, New Mexico. The theme for the conference is “rising together: learning across school, family, and community.”

The City University of New York and the New York City Public School Partnerships

Setting NNER Partnership Contacts:

April Bedford, Dean, School of Education, Brooklyn College
Deb Shanley, Professor, Secondary Education Dept. Setting Coordinator
Nick Michelli, Presidential Professor, PhD Program in Urban Education at the CUNY Graduate Center

Setting Governing Council Representative if different from above:

Setting Tripartite Council Arts and Science Representative:

Laurie Friedman-Adler, Music Educator and Adjunct Professor, Brooklyn College Academy

Setting Tripartite Council Education Representative:

Wayne Reed, Asst. Professor, Childhood Bilingual Special Education Dept.

Setting Tripartite Council P-12 Representative:

Nick Mazzarella, Principal, Brooklyn College Academy, NYC Department of Education

Successes:

Partnership #1: The book on Partnerships between IHEs and local school districts will be published Spring 2016 in the series – Advances in Teacher Education-“Better Together”. Deb Shanley and Diane Hoppey (USF) are co-editing the book and it includes the following NNER settings Montclair, Winthrop, and CUNY examples.

Partnership #2: In addition to a long list of dissertations (available upon request) on social justice and equity under the leadership of Nick Michelli, public forums were held each semester to present the work at the CUNY Grad Center. All NNER partners were invited to attend. Three of our PhD students also travelled to the fall conference in Chico to present their work. The Nicholas Michelli Fund supports PhD students who have papers and other types of presentations accepted that reflects the AED.

Partnership # 3: The BC-LGBTQ (across campus) and GLARE (SOE) work was active this year and the following events took place:

- * the building of a new campus LGBTQ Resource Center and two GLARE members voted to serve on the Center’s Advisory Board;

- *in collaboration with the BC-Alliance (Student Organization), GLARE hosted “Come Out and Celebrate honoring the National Coming Out Day with over 100 students, faculty and staff participating;
- *the Proud Teacher Initiative held a mixer for LGBTQ teachers in the fall;
- *co-sponsored a sold out “Uncovering the Mirrors”, a theatre event with the transgender performing artist, Rebecca Kling from Chicago;
- *presented workshops with Dean Bedford, Principal Lisa Fernandez and Prof. Wayne Reed to teacher candidates on bringing LGBT topics into k-5 classrooms; and
- *added an LGBT-themed course into the college curriculum written by NNER member Maria Scharron del Rio and her colleagues in the School Psychology, Counseling and Leadership Department.

Partnership #4: The Urban Community Teacher project expanded and integrated its work with the new NYC MEN TEACH efforts to educate, engage and empower young men of color to prepare to teach. Faculty, current students and UCT graduates continued to present their work across the country including at the annual NNER Conference in Chico; the CGCS annual conference in Long Beach and in Orlando. We are also aligned with the My Brother’s Keeper National Forum, the NYS Men of Color Regents’ efforts and the Council of the Great City Schools Males of Color work.

Partnership #5: The CUNY Graduate Center in collaboration with Montclair State University is managing a major study of the impact of policy on CUNY settings. The team is exploring the knowledge of policy, the presence of particular policies, efforts to be proactive in the face of policy and dealing with policy when it is put in place.

Partnership #6: The Brooklyn College Academy continues to build student voice through their after school efforts with clubs addressing the adolescent concerns of both our young men and women, both separately and together. The students organized events around Black Lives Matter and will host in NYC a Student Leadership Conference in partnership with the Middle College National Consortium in April 2016.

Partnership #7: The Brooklyn College Early Childhood Center continues to build on their family and community engagement efforts and has joined hands with the BC Puppetry and Practice Center, Jumpstart and the Early Childhood Department in new ways. At the heart of their work has been a school-family-community-college partnership.

Challenges:

- 1) Resources, including on-going budget cuts, continue to challenge our work. Our approach continues to involve braiding our funds to make sure the NNER work continues.
- 2) Conflicting time schedules between partners are always a barrier to full participation and we are planning a Summer Institute in June 2016 to bring everyone together to renew the setting.

Other Setting Information:

Professor Trina Yearwood was an invited speaker at the UN at a Conference on Children and Families.

Professor Nick Michelli is editing the fall KDP issue on our NNER and the AED.

Professor Deborah Shanley received the Charles Mackey, Jr. Excellence in Service Leadership Award from the New York State Association of Colleges for Teacher Education. Deb is also co-chairing a National Park System Program & Planning Committee for a Learning Summit in DC in April addressing choice and place-based education including stewardship.

Ms. Lorraine Mondesir was made the new Director of the BC Early Childhood Center.

The Gladys W. and David H. Patton College of Education, Ohio University

Setting NNER Partnership Contact: Marcy Keifer Kennedy, Director, Center for PDS Partnerships, The Patton College of Education

Setting Governing Council Representative: Dr. Renee Middleton, Dean, The Patton College of Education

Setting Tripartite Council Arts and Science Representative: Dr. Allyson Hallman-Thrasher, Teacher Education & Mathematics, The Patton College & The College of Arts and Sciences

Setting Tripartite Council Education Representative: Dr. Ginger Weade, Teacher Education, The Patton College of Education

Setting Tripartite Council P-12 Representative: Ms. Liz Hoisington, First Grade Teacher & PDS Teacher Liaison, The Plains Elementary School PDS Partnership

DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, and OTHER GROUPS. Collaborative grants, reciprocal professional development, partner school and/or community partnerships, and collaborative policy work that advance the mission serve as examples. Provide detailed information that will help colleagues learn from your successes and include descriptions of challenges.

Science Nights: Grant Outreach Programming That Benefits ALL

The Gladys W. and David H. Patton College of Education awards mini-grant funding for outreach activities that have a direct impact on our local communities each year. School partners and university faculty in the Early Childhood Education PDS Partnership Program identified the need to further engage families with the school communities and submitted collaborative mini-grant proposals to provide programming for family engagement through science exploration. Three different school-university partnerships in the Athens City Schools district submitted proposal that were funded. The three projects are described below:

The Morrison-Gordon PDS partnership's mini grant brought together Morrison-Gordon teachers and administrators, Patton College faculty, and faculty from the College of Arts and Sciences. The grant, ***Supporting the Importance of Science in Schools through Collaboration, Engagement, and Outreach Opportunities*** (Kennedy, Mullins, McDowell, Sandler, & Ulloa, \$900) brought together this diverse team to assist teacher candidates in the planning and implementation of the event. Morrison-Gordon families were given the opportunity to engage in

child centered, hands-on science exploration and 85 children participated in the event. The research study, ***Family Science Night in Early Childhood Teacher Preparation***, was conducted and included not only Morrison-Gordon PDS faculty member Chris Kennedy but also PDS faculty coordinators Susan Payne from The Plains PDS and Dr. Sara Helfrich from the West PDS schools and the science methods instructor, Dr. Danielle Dani. This study reflects on the effectiveness of conducting science night by teacher candidates in terms of the perception of preparedness to teach science.

The teacher candidates at The Plains ECE PDS engaged in a number of different service learning projects during the year that included the mini grant funded ***Super Science Family Night*** (Hosington, Kennedy, & Payne, \$900). Under the direction of PDS faculty coordinator Susan Payne and teacher liaison Liz Hoisington, the ***Super Science Family Night*** was on April 15, 2015. Teacher candidates utilized ideas and activities from their methods courses to offer 19 different hands-on science stations. Candidates also collaborated with Live Healthy Appalachia and Catapult.

Fifty-six different Kindergarten-3rd grade families with 69 children interactively participated in a two hour evening event that was planned and implemented by the spring PDS teacher candidates. Primary students were given science related literature and supplies at the end of the evening to create and extend activities at home. The event also provided dinner for all families and access to resources that might not have been available otherwise.

Under the direction of faculty coordinator Sarah Helfrich and teacher liaison Lindsey West, ***Science Night at West Elementary*** (Helfrich & West, \$900) took place on April 16, 2015. With the provided funding, candidates planned a science night and purchased science texts and materials. Science Night at West took place in conjunction with a school pasta dinner fundraiser. It was an extremely successful night! Candidates worked with their classroom peer to create engaging science centers based on appropriate grade-level science content standards. Candidates focused on such topics as recycling, force, states of matter, and phases of the moon. Around 100 students and their families participated in this free event.

CARE PDS PARTNERSHIP (CREATING ACTIVE AND REFLECTIVE EDUCATORS)

CARE is a Partnership program for Middle Childhood, Adolescent-to-Young Adult, and Multi-Age majors. The CARE PDS Partnership has been a collaborative program with the Federal Hocking Local School District for over three decades. Patton College Faculty William Elasky and Cindy Hartman are the faculty coordinators for this partnership and Federal Hocking teachers Ann Cell, Kim Householder, and Cathe Blower are the teacher liaisons.

CARE program faculty from the Federal Hocking Local School District, and representative faculty in the Departments of Teacher Education and Educational Studies, designed and implement a curriculum that emphasizes a democratic ideal in teaching and in classroom life. Social foundations of this program are grounded in the works of John Dewey and other philosophers of education. Teaching strategies, in turn, focus on collaborative curriculum development, cooperative learning, thematic and inquiry-based approaches, expeditionary

learning, and project-centered formats that emphasize active student engagement in learning-centered classrooms. Recent collaborative projects are described below.

Activities during the past year included sophomore service learning. CARE teacher candidates worked with Kids on Campus and the Kilvert Community Center to teach nutrition and preserve produce donated by the local growers *Vest Berries* and other community members. Frozen/canned products were then donated to the Kilvert Center.

Another important CARE activity involved junior CARE teacher candidates co-teaching the elective course, “*Controversial Topics in a Democratic Society*” to seventh grade students with Federal Hocking teacher Robin Hawk. The candidates planned and facilitated the course with the classroom teacher and the course emphasized democratic/progressive practices. Candidates rotated into class for a four week period in groups of 3-4. A team including teacher candidates, the mentor teacher, PDS faculty coordinator, and middle school students not only presented this work at the NNER conference in Cincinnati, Ohio but also presented as an invited presentation at the National Board for Professional Teaching Standards Conference in Washington D.C. last March.

Teacher candidates, mentor teachers, and PDS faculty participated in a workshop with Harvey “Smokey” Daniels that provided professional development regarding literacy techniques. The group planned expanded cooperation for the 2015-2016 school year centered on Smokey and Stephanie Harvey’s book Comprehension and Collaboration.

DESCRIBE SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INCLUDED ABOVE.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation.**

OpEds: Patton College Dean Renee Middleton

Below is a summary of OpEds that appeared in publications including the Athens News, The Athens Messenger, The Marion Star, Tribune Chronicle, Wilmington News-Journal, International Math Education ListServe, The Telegram News, Columbus Business Journal, Gallipolis Tribune, and The New Political.

January 2015: Dean Middleton argued against the removal of “thorough and efficient” from the Ohio Constitution, saying that the mandate has stood for more than 160 years and established the foundation of education in Ohio. Education must be fair and equitable, she said, and erasing or altering “thorough and efficient” would erase Ohio’s accountability and commitment to its children.

March 2015: Dean Middleton urged state senators to vote no on SB3, a bill that sought to deregulate education by limiting or eliminating various testing requirements for students in Grades 1-3 in math, reading, and writing. Senators Cliff Hite and Keith Faber, who sponsored the bill, felt exempting students from certain tests would increase efficiency in schools. Middleton disagreed, saying students need a solid foundation in math, reading, and writing to ensure that they keep up with their peers and have success in the future. Middleton also argued that the bill marginalized and undermined the legitimacy of teacher education by allowing “high-performing school districts” to be exempt from hiring teachers with licenses and credentials currently required throughout the state. Teaching is a profession, she said, and students deserve to be taught by professionals.

September 2015: Dean Middleton argued against Ohio’s charter-school system, which has been criticized by the Center for Research of Educational Outcomes (CREDO), the National Education Association, the National Alliance for Public Charter Schools, and the National Association of Charter School Authorizers, among others. For Ohio to support charter schools with taxpayer money – especially when public schools perform better than charters overall – is “lunacy,” Middleton said.

October 2015: Dean Middleton criticized the Ohio Department of Education for falsifying information in its grant application to procure \$71 million in funding from the U.S. Department of Education’s “Charter School Program” grant, which awarded money to eight states. Ohio received more funding than any other state despite having one of the most corrupt and lowest-performing charter programs in America. Middleton maintained her argument that taxpayer money should go to public schools and that the U.S. Department of Education’s grant money should have gone to a more deserving state.

November 2015: Dean Middleton argued that the teaching profession does not garner the respect and appreciation that it should. She said that teaching is a noble profession that goes beyond lessons and lectures and that a teacher is often the only positive role model or influence in a student’s life. She asked readers to thank teachers for their service and encouraged aspiring teachers to join Educators Rising, a program that gives high school students an opportunity to see if teaching is the right profession for them.

Dean Middleton’s blogs on AACTE site:

<http://edprepmatters.net/2015/12/commentary-teachers-deserve-respect/>

<http://edprepmatters.net/2016/02/essa-hardly-perfect-but-progress-to-build-on/>

Trimble MCE PDS Partnership: Co-Teaching to Support Student Learning

During the 2014-15 school year the Trimble Middle School Partnership was expanded to include opportunities for general and special education teacher candidates to co-teach. Collaborative field placement experiences were developed and piloted with general and special education candidate dyads co-teaching lessons both in the general education classroom and special education resource rooms. The collaborative experience involved Ohio University faculty and mentoring teachers providing preliminary feedback on lessons to co-teaching dyads, observing lessons taught, and conducting post-observation conferences.

Dr. Karen Oswald and Ms. Perianne Bates, Special Education Faculty, along with Dr. Pam Beam, Trimble's Faculty Coordinator worked closely in establishing the Mentor teachers who will host the candidates with an eye to increase participation in this collaboration. The premise supporting this endeavor is that instruction, along with student opportunities in social environments and student engagement in learning, are enriched through collaboration and wraparound support between content experts and intervention specialists.

Teaching Fellows: First Year Teachers/Graduate Students Supporting P-12 Student Learning

The Center for PDS Partnerships seeks qualified applicants each year to serve as PDS Teaching Fellows. Teaching Fellows teach 20 hours per week in a PDS school while also pursuing a Master's degree in The Gladys W. and David H. Patton College of Education. The Teaching Fellow helps to support the collaborative work that is done in our PDS Partnership programs.

During the 2014-2015 year, there were 12 teaching fellows working in our professional development schools that support field placements for undergraduate teacher candidates. There were also 13 additional fellowship positions that were collaboratively funded to support intervention and other school programming in the PDS districts. These positions were jointly funded by the University and the following school districts: Alexander School District, Nelsonville-York School District, Southern Local School District in Perry County, and Trimble Local Schools.

The Teaching Fellows programming was coordinated by Dr. Sara Hartman. Dr. Hartman spent time traveling across our PDS Network to offer support to the fellows and their work in the schools as new teachers while also supporting their research and work as full time graduate students. Dr. Hartman conducted a number of professional development seminars for the fellows during the year as well to support their work as teachers and graduate students.

Other Setting Information:

Two National Awards

2015 Spirit of Partnership Award

The Patton College with a team of teacher candidates, professional interns, mentor teachers, administrators, and Patton College faculty accepted the 2015 Spirit of Partnership Award during the Professional Development Schools National Conference in Atlanta, GA.

2014 iNACOL Innovator Award for Innovative Research in Blended and Online Learning

The Patton College's Instructional Technology program received the 2014 iNACOL Innovator Award for Innovative Research in Blended and Online Learning.

Awards featured in Athenaeum:

[http://mydigitalpublication.com/publication/?i=275059#{"issue_id":275059,"page":14}](http://mydigitalpublication.com/publication/?i=275059#{)

AACTE Research-to-Practice Spotlight Series

In October 2015, The Patton College was chosen for AACTE's Research-to-Practice Spotlight series. Dr. Rodrick Lucero, Vice President for Member Engagement and Support, and Tim Finklea, Director of Member Engagement, traveled with a film crew and spent two days visiting and interviewing administrators, PDS teacher liaisons, mentor teachers, teacher candidates, Patton College faculty, and P-12 students. Interviews were conducted about the clinical model at Ohio University and its impact on P-12 student learning and teacher preparation. The video blog series will be released in April of this year.

Why I Teach! P-12 Video Contest

During the 2015-2016 academic year, The Patton College of Education sponsored a "Why I Teach!" video contest. The competition was open to all P-12 public educators in the state of Ohio. Teachers were encouraged to create a 2-3 minute video about why they are passionate about teaching. Videos were judged on quality, content, overall message, and creativity. The top four videos win cash prizes and their videos are screened at The Patton College's Public Education Recognition Day, March 9.

University of Texas at Arlington

Setting NNER Partnership Contact:

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Setting Tripartite Council Education Representative

John A. Smith
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Successes:

During the 2014-15 academic year, UT Arlington's College of Education experienced a number of successes in its efforts to enhance its effectiveness in partnering with local schools districts in order to ensure well-prepared classroom teachers and education leaders who will provide an effective education to all students.

Increased Association with NNER Leaders and Members

- Three UT Arlington teams visited other NNER settings.
- opportunity to plan for the 2016 NNER conference has deepened our convictions and allowed us opportunities to consider our own goals and priorities. The work for the NNER Conference has also inspired us to consider more and better ways to be inclusive of all pieces of our community and helped us to think of ways to better partner with our public schools, teachers and principals.
- Denise Collins, UTA director of the Office of Educational Field Experience, will be attending the annual conference of the National Association of Professional Development Schools this spring.

Increased Interactions with Local School Districts and Community Agencies

- COEd leaders organized two luncheons with leaders from local school districts to explore ways to increase our interactions. Two area school districts, AISD and HEB ISD, are willing to partner and discuss planning professional development schools with UTA.
- A C&I faculty member serves on the Executive Board of the AWARE Foundation that selects the Arlington School District Teachers of the Year each year.
- HEB ISD is willing to identify junior high schools and high schools to which the junior students will go as placements for teacher candidates, thus allowing teacher candidates to be clustered, to work with a specific cadre of teachers, and to work as a cohort within each setting.
- UT Arlington's wonderful diversity was recognized as it was designated a Hispanic Serving Institution
- Maria Trache and Adrienne Hyle offered service learning doctoral courses, in collaboration with Arlington Police Department (APD), to develop a collaborative project with Arlington Independent School District. Arlington Youth At-Risk Project: A university-community research partnership. The plan was to form a partnership among UTA, AISD and APD (Arlington Police Department) with focus on the educational trajectories of and program supports for delinquent youth. APD contacted our department and offered to give us access to their database in order to identify a cohort of delinquent youth.
- Faculty member Dan Saunders in the Education Leadership and Policy Studies Department (ELPS) received a grant: Widening post-secondary access pathways of marginalized youth in gateway cities
- Opening in the fall of 2015, Diane Patrick Elementary School was designed with specific academic goals in mind, especially getting students interested in the STEM fields. The state-of-the-art school contains two STEM labs, a student broadcast studio, and classrooms equipped with technology such as iPads and notebooks. The library offers 3-D printing and robotics opportunities. The diverse student population comprises 95% economically disadvantaged and 70% English Language learners. Named in honor of former Texas State Representative and current UT-Arlington Educational Leadership and Policy Studies Clinical Assistant Professor Diane Patrick, the elementary school is educating approximately 800 PK-6th graders
- The principal and superintendent program coordinators schedule regular meetings with stakeholders so that discussions could be held on a departmental level. Agendas for the meetings have included: a) discussion of committee members' roles and responsibilities; b) discussion and decisions related to the design, delivery, evaluation, and major policy decisions of the educator preparation program; c) discussion and decisions related to evidence of on-going and relevant field experiences as determined by the advisory committee (determine and review field-based experiences); and d) discussion and decisions related to evaluating the design and delivery of the educator preparation

curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments. Principal and superintendent candidates complete practicum activities at school campuses and districts. Field supervisors and cooperating administrators are provided with training activities and field resources to support administrative candidates.

- ELPS faculty member Bradley Davis has worked with Arlington ISD on the evaluation of the leadership development aspects of their existing strategic plan. He also provided input on the leadership development aspects of the next AISD strategic plan.
- Dr. Davis also collaborated with five educational administration scholars from across the US to craft an open letter that was sent to the Chief Council of State School Officers (CCSSO). The letter, which made the pages of Ed Week and received over 500 signatures of support from researchers, practitioners, and community members, helped bring voice to the demands for more socially just leadership standards.

Challenges:

The process of changing and evolving brings with it challenges that need to be addressed. As UT Arlington moves toward greater interactions with public school partner, several challenges have arisen.

Focusing UT Arlington Education College and Department Efforts

- UTA needs to develop a more concrete idea of their expectations to solidify the partnership and next steps with HEB ISD. This includes defining the roles our partners will play and the expectations for each role. For example, within each school district what are the roles and responsibilities of the administrators and teachers? Within UTA, what are the roles and expectations of administrators, faculty, and teacher candidates?

Needing More Experience

- UTA needs to further research the co-teaching model, including providing training, building awareness, and conceptualizing how the model will be implemented in the current local teacher preparation structure.

Establishing Working Relationships

- The number of school districts with whom UT Arlington partners and the very large geographic and administrative size of some of these districts presents challenges in getting to the right people and also concentrating student teachers in schools as it moves toward a professional development school model.
- Administrative changes in school districts have created changes in policies and procedures for access to principals for meetings and placements.

- School districts are understandably hesitant to provide access to their student achievement data to allow university partners to study student achievement patterns.

Featured Program: Pathways to College Access

The following paragraphs describe the Pathways program that sends UT Arlington students into local high schools to mentor students who might not otherwise think that college is a possibility for them.

The Pathways to College Access and Career Readiness is a program of the College of Education that promotes college access and career readiness among K-12 students, parents, and families. In keeping with the need for a skilled and educated workforce, the College of Education has aimed to increase the number of traditionally under-represented and minority students in post-secondary education. Pathways has been at the forefront of this effort through the following initiatives: GO Centers, Parent Workshops, and Early College Experiences.

GO Centers – GO Centers are college-readiness offices located in high schools that provide and enhance opportunities for students, regardless of ethnic background, country of origin, or perceived academic abilities, to attend a college or university. GO Centers are staffed by first-generation, bilingual UT Arlington students from different majors and classifications who are trained on how to meet the needs of a diverse student population and how to work with families in ways that are responsive to their cultural and linguistic needs. These College Mentors guide students through the process that leads to college enrollment, from preparing for the SAT/ACT (10.16%), applying for financial aid and scholarships (17%), applying to colleges (10.6%), and being mentored on what it takes to be a college student (48.29%). Currently, the Pathways Program at UTA operates 19 GO Centers in 7 school districts (Arlington ISD, Grand Prairie ISD, Mansfield ISD, Everman ISD, Fort Worth ISD, Burleson ISD, and ILTexas). See Table below for a visitors' snapshot. Over 70% of the students served through the GO Centers belong to a minority group. GO Centers' visitors plans after high school include attending a four-year university (70.35%), attending a community college (35.4%), looking for employment (8.71%) and joining the armed forces (3.35%).

Parent Workshops - Pathways to College Access offers free conferences year-round on a variety of topics related to college and career readiness for parents and families. The presentations are held both on our UTA campus and at local schools, and are given in English and Spanish. A total of 39 events have taken place in the 2014-2015 year, serving 474 parents and 706 students; 502 parents participated in similar events the year before. The majority of our conference parent participants are female (65.19%) and the largest group in attendance have been Hispanic parents (64.21% Hispanic, 10.29% African American, 9.31% Caucasian, 6.37% Asian American/Pacific Islander).

Early College Experiences - Pathways to College Access fosters college-going awareness and culture by providing a variety of early college experiences for students in our community. Pathways coordinates visits by UT Arlington students to local elementary and middle schools to share their experiences as college students. We also provide opportunities to learn more about

college life first-hand through UTA campus tours and summer camps held at UT Arlington and other institutions. In the 14-15 academic years, a total of 237 students attended a week-long, residential summer camp where twenty six (26) school districts from the Dallas-Fort Worth Metroplex were represented. The campers learned success strategies for high school and college (reading/studying/learning skills), they participated in a variety of STEM-related hands-on activities, and they learned about college life by interacting with college students and faculty.

For further information about the Pathways to College Access program, contact Dr. Carla Amaro at amaro@uta.edu.

Winthrop University

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DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, and OTHER GROUPS. Collaborative grants, reciprocal professional development, partner school and/or community partnerships, and collaborative policy work that advance the mission serve as examples. Provide detailed information that will help colleagues learn from your successes and include descriptions of challenges.

PLEASE NOTE THAT AT THE OCTOBER MEETING THE GOVERNING COUNCIL ASKED THAT WORK TOWARD ADVANCING EQUITY AND SOCIAL JUSTICE BE INCLUDED IN EACH REPORT SO THAT WE CAN FOCUS ON THIS AND LEARN FROM ONE ANOTHER AS SETTINGS CONTINUE SEEK INNOVATIVE AND EFFECTIVE COLLABORATION.

Successes:

Overview – Fall 2015 saw the conclusion of the College of Education’s U.S. Department of Education Teacher Quality Partnership grant, NetSCOPE. The year marked completion of all NetSCOPE goals, including the complete transformation of Winthrop’s Teacher Education Program into a clinically-based, partnership-guided program impacting all teacher preparation programs including those housed in the College of Arts and Sciences and the College of Visual and Performing Arts. A fully functioning 9-school district, 45-school Winthrop University-School Partnership Network now serves as the foundation for university-school collaboration to support pre-service teacher education while also sharing the goals of improving P-12 student learning, improving professional learning for district and university faculty and teacher candidates, and increasing support for new teachers and school leaders. This work is sustained by the Jim and Sue Rex Institute for Educational Renewal and Partnerships, a unit in the College of Education that promotes ongoing internal and external collaboration, partnership, and outreach. The culminating project of the NetSCOPE grant was the redesign and renovation of the Withers building classrooms into 21st century teaching and learning spaces, a major project that occurred summer 2014. The 21st century initiative continues as the college integrates the use of technology and adopts innovative teaching strategies to prepare teachers for changing school and career learning environments.

Governance – We continue to find success in the organization and governance of our outreach and partnership-oriented programming. The work of the Rex Institute is facilitated by the Rex School/Community Council consisting of district and university leaders (http://www2.winthrop.edu/rex/rex/rex_council.html). Building dual enrollment programs, facilitating 21st learning, and more are topics that often fill the agenda of these quarterly meetings. The Partnership Advisory Council (PAC) continues to be an active and vibrant group event after the TQP funding dissolved last year (<http://www2.winthrop.edu/rex/rex/council.html>). Meeting six to eight times per year, the PAC reviews curriculum and assessments, provides input on mentoring, identifies professional development needs, and engages in continual conversations focused on the Network’s four goals.

Inclusive Winthrop University-School Partnership Network – As a collaborative representing 45 schools and nine districts, the Network seeks to increase opportunities for shared professional learning among pre-service teachers, in-service teachers, and university faculty/staff. The Partnership Network added five new Partner Schools in 2014-2015. Six active Professional Development Schools have a “Winthrop Faculty-in-Residence” based at their school 1-2 days per week to engage with faculty in extended research and inquiry. The School-Based Reflection, Assessment, and Goals form is completed annually by Professional Development and Partner Schools as a collaborative effort between school administrators, liaisons, and WFIR (if applicable) as they work to achieve the Partnership Network goals. On an annual basis, schools assess performance as part of the Network using a ranking scale of 1 (having difficulty), 2 (improving), 3 (acceptable), and 4 (significant achievement). Although questions vary for professional development versus partner schools, all sites assess the three questions listed below.

- Whole school community understanding of Partnership Network goals, initiatives, and opportunities. Average rating - 2.7
- Participation in a collaborative learning environment: Average rating – 2.5
- Dedication to teacher candidate development: Average rating – 3.1

Quantitative and qualitative data suggest in the coming year, we will work on additional strategies for making connections between schools (e.g., having schools host professional learning events) and providing resources for sharing the goals and mission of the Partnership Network (for use with new school faculty, community members, etc.).

Professional Learning Opportunities – Even without grant funding, we continue to facilitate professional learning for collaborative groups of faculty, students, and P-12 partners. Data from the Partnership Conference for Educational Renewal indicate the level of performance was exceeded with 98% agreeing or strongly agreeing that the conference was engaging and worthwhile. This annual conference regularly exceeds 250 attendees and is run solely by participants and a Partnership Advisory Council sub-committee. In addition to faculty presentations, teachers and administrators from Network schools offered professional development sessions on topics such as inclusion and critical thinking.

Challenges:

Facilitating a Clinically-based Program – Implementing a clinically-based teacher preparation program implies faculty are working with teacher candidates at the university as well as in partner schools. Such work is intensive on the part of the teacher candidates, the faculty, and school partners. With university-wide goals of increasing enrollments, the challenge continues in keeping field-based courses at manageable numbers for schools to support (putting a section of 30 teacher candidates in one school so the instructor can fully participate can be overwhelming, especially for smaller schools). Additionally, faculty must commit additional time to traveling to school sites and keeping in constant communication with host teachers. We continue to look for models of how to effectively and efficiently implement a program with close to 1400 field hours with few resources for new faculty appointments.

Meeting New Accreditation Guidelines – As Winthrop engages in the new work of CAEP accreditation, we are finding challenges in accessing the necessary data to address specific elements of the standards, especially regarding state-level data on graduate performance. Having

information on impact would be helpful not only for the accreditation process, but for program improvement as well. Where we can gather a glimpse of performance indicators from our partner districts, such data represents only a sample of our graduates who often relocate to various parts of the state to work.

DESCRIBE SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INCLUDED ABOVE.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation.**

Successes:

International Opportunities – In summer 2015 two faculty members implemented a short-term study abroad to the Dominican Republic associated with EDUC 200: *Developmental Sciences and the Context of Poverty*. A COE faculty member and a teacher candidate participated in a summer teaching experience in China through the college’s collaboration with the China Culture and Education Center. The Rex Center is exploring additional experiences through a European Coalition to allow for a variety of global experiences to complement the year-long internship.

New Capstone Course – Spring 2016 will mark the second semester of a new capstone course, *Education in a Democracy: Broadening Professional Perspectives*. Designed as a co-requisite course for candidates’ final internship semester, the course seeks to meet five goals: (1) Examine the political, legal, and philosophical foundations of contemporary education; (2) Explore the rights and responsibilities of professional educators in a democratic society; (3) Critically analyze the way ideas about pedagogy, diversity, equity, and access have changed over time; (4) Recognize the ethical, moral, and legal dilemmas in education that impact learner access to equitable education; and (5) Recognize learners as global citizens with diverse backgrounds and needs. Knowing such a course would be best facilitated in small group discussion, the teacher preparation program is partnering with Educational Leadership program candidates to implement the course. Leadership candidates act as small group “leaders” in an internship experience for their program thus gaining experience in facilitating groups of teachers in a professional development setting. We hope the course brings attention to the multiple facets of teacher work beyond the classroom and proves a successful model of inter-program collaboration.

Challenges:

Recruiting and Retaining a Diverse Teaching Force – We continue to examine ways to increase the diversity of the teaching force to better represent our communities. Where our diversity mirrors that of the university, we continuously look for opportunities to broaden opportunity. We are currently considering multiple strategies including offering computer-based support (e.g. Northstar) to help freshmen and sophomores pass the Praxis Core exams and offering specialized course work in some of our diverse, partner high schools.

Other Setting Information:

The Richard W. Riley College of Education welcomed Dr. Beth Costner as a new Associate Dean for Accreditation and Student Services. As the former Associate Dean for the College of Arts and Sciences, Dr. Costner brings a wealth of knowledge and expertise from the content perspective as well as experiences in grants and partnerships. The college is fortunate to have her facilitating the implementation of the edTPA assessment and CAEP accreditation standards.

The Winthrop University-School Partnership Network celebrated the great work of three teacher candidates and three mentor teachers during a moving convocation ceremony in May. After a nomination process that solicited numerous inspirational stories of dedicated coaches and candidates committed to excellence, a selection committee offered special recognition to the six individuals for their work. As submission excerpts of the winners were read aloud by their nominators to a capacity crowd of close to 500, it was hard to find a dry eye in the house. Forgoing the traditional “speaker,” gave us an opportunity to recognize those who go above and beyond expectations.

Wright State University Network for Educational Renewal

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SUCCESSSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, OR OTHER GROUPS

Successes:

Wright State University Network for Educational Renewal Conference

The 3rd annual Wright State University Network for Educational Renewal (WSUNER) Conference was held April 23, 2015. The conference included participation by faculty from the nine partnership school districts, the Dayton Regional STEM School, local community organizations, and WSU faculty. Thirty-one presentation proposals were accepted. Faculty from

each district, community organization members, WSU faculty, and WSU student teachers attended. The total number of participants was approximately 290.

The conference included a Curriculum/Technology Forum which brought curriculum and technology specialist from twenty different K-12 districts to explore various learning platforms. Microsoft brought presenters from Seattle explain Microsoft 365. A panel discussion followed detailing the advantages of both Google and Microsoft systems.

The conference committee once again was able to gain financial support from NNER and Microsoft. Planning for the 4th annual WSUNER Conference is ongoing. The event is scheduled for May 7, 2016.

NNER Conference Fall 2015

WSU was well represented at the 2014 NNER Conference in both presentations and attendance. NNER awarded WSU and the Dayton Boys' Prep Academy with the Richard W. Clark Partner School Award.

Partnership Districts

The WSU College of Education and Human Services (CEHS) continues to maintain strong partnership agreements with nine local school districts and the Dayton Regional STEM School. The college places between 550 and 600 students each semester for their field experiences in the schools of these districts. There are a variety of projects initiated by faculty in the College of Liberal Arts, the College of Science and Math, and CEHS that collaborate with P-12 faculty to improve student learning while enhancing the teacher candidates' field experiences.

Expansion of the WSU Professional Development Schools (PDS) Network

In addition to the Dayton Boys Prep Academy, Louise Troy PK-4, Horace Mann PK-8, Eastmont PK-8, and the Dayton Regional STEM School, WSU has added the Milton Union Exempted Village School District, Westbrooke Village Elementary and Morton Middle School as professional development schools. CEHS continues to encourage university involvement in K-12 through the professional development school model as a means to engage WSU faculty with the PK-12 population, increase PK-12 student achievement, and provide quality field experiences for WSU teacher candidates.

2015 Richard W. Clark Partner School Award

Dayton Boys' Preparatory Academy and Wright State University were selected to receive the 2015 Richard W. Clark Partner School Award. It recognizes the efforts of WSU associate professor, Dr. Anna Lyon and school principal, Mr. Horace Lovelace, to develop a strong working PK-12/university partnership. Student at the Dayton Boys' Preparatory Academy have improved their achievement levels while WSU teacher candidate have an excellent site for placement.

Challenges:

Wright State University Network for Educational Renewal Conference

Probably the greatest challenge for the conference committee is the conference venue. Though the current location Allyn Hall, which houses the College of Education and Human Services, contains all of the necessary facilities and services, it limits the growth of the conference. With the addition of the Curriculum/Technology Forum in 2015, the maximum of three hundred participants may be met.

Funding is also a major challenge. Microsoft joined the conference as a sponsor two years ago and has continued its support for 2016. Though Microsoft's involvement hopefully will continue, funding the conference is significant expense for the college.

Partnership Districts and Expansion of the WSU Professional Development Schools (PDS) Network

Developing consistent meaningful partnering programs with each individual district is the major challenge. Though teacher preparation is a common connection, the university and partnership districts have so much more from which to benefit through sharing resources. Convincing university faculty that partnership involvement with P-12 schools is an opportunity for professional growth, and persuading district administrators that partnering with university faculty and resources might lead to relieving some of their pressing problems is a formidable task. Many at the university and on the P-12 level simply view partnering as extra work rather than an opportunity.

SUCSESSES AND CHALLENGES THAT ARE EQUITY-RELATED

Successes:

Wright State University Network of Professional Development Schools (PDS)

The Professional Development School (PDS) is a collaborative institution formed through a partnership between Wright State University and P-12 schools. The Wright State University PDS network is detailed in Emphasis Area 1. It includes five urban sites, three PK-8 schools, one PK-4 school and one 4-5 school. The Dayton Regional STEM School and the Milton Union Exempted Village School District are also members. Teachers and administrators of these schools openly collaborate with WSU faculty in improving pre-service teacher preparation, faculty development, inquiry directed at the improvement of practice, and enhanced student achievement.

Professional Development Community

Successes:

Wright State University (WSU) grew the Professional Development Community (PDC) network over the past academic year to include a variety of community supports on local, state, and national levels. The PDC supports WSU partnership schools, provides professional development from experts in their field to the ever-changing school demographics, and increases research and grant writing opportunities. These partnerships began with Girl Scouts of Western Ohio, Dayton Mediation, Spire Arts, Daybreak, and Northview and Calumet of Montgomery County Developmental Disability Services; followed by East End Community Services, and the Mental Health and Recovery Board (MHRB) of Clark, Greene and Madison Counties in January of 2015. We hope to welcome Dayton Metro Parks into our Professional Development Community in 2016.

Special Projects Highlighted

PDC members had variety opportunities to interact and plan projects between agencies as well as interacting with faculty and schools in special projects. These paragraphs below are highlights of the past year.

Milton Union High School's school counselor and WSU counseling faculty interacted to provide research into the effectiveness of their *original* Freshman Focus, peer-mentoring program. Three faculty from cross disciplines and a graduate student worked together to find that the peer program was retaining freshman students and increased middle ban GPAs of student participants, and increasing graduation rates. Additional data provided insight to the needs of the students and administration. WSU faculty provided access to community resources to assist in health and social emotional improvement. Overall research resulted in presentations to the Board of Education, numerous professional conferences and journals. This research began as a result of a CEHS mini-grant.

Daybreak's Lindy's and Company employment program makes high quality dog treats to teach soft skills to youth ages 18-22. Business is booming, orders from local stores and national companies are coming in. CEHS students have assisted in training youth on soft skills by focusing on professional interaction and utilizing employment resources to assist the growth of the youth and agency.

Spire Arts is a social enterprise that offers therapeutic, vocational, educational, and meaningful art experiences to adults with disabilities. The artists earn income from the sale of their artwork. Through participation in Spire Arts, the artists have built their self-esteem, learn personal advocacy, and become recognized in-demand artists in Dayton's thriving art culture. The

actualization of being employed, according to their abilities and passion for art, is a new opportunity for adults with disabilities. It is a growing movement that CEHS proudly partners through the PDC, internships, classes, and volunteer experiences. The 2016 school year will bring additional opportunities for artists and students. The Educational Resource Center located in CEHS will host a Spire Art Exhibit, various departments continue to support and exhibit artist's work throughout the college on a rotating basis. The artists have agreed to provide art lessons to students and speakers panel to discuss their personal experiences in the community as a person with disabilities and employment interaction.

All PDC sites continue to provide internship opportunities and experiential learning to students in the College of Education and Human Services. The students form long lasting relationships through the application of course work and expand their professional network while developing transitional skills.

Challenges:

The ongoing challenge is to increase university faculty involvement and develop strong school/community organization partnership participation.

SUCCESSSES AND CHALLENGES RELATED TO NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING

Successes:

Mini-Grants

CEHS continues to fund projects that support simultaneous renewal between university faculty and school or community partners. Successful grants promote teaching and learning among the school/community/university partnerships, and have mutual benefits to both CEHS programs and the school or organization working with the faculty member.

The projects funded in the spring of 2015 include the following:

- **“Down on the Lake Campus Farm” with Marion Young Farmers and Kip-Wright-Community Garden, Betsy Crites:** This project allowed all Junior and Senior Education Students to work with students enrolled in the agriculture classes at the Lake Campus to plan and implement a Saturday Interdisciplinary Day around the theme of Down on the Lake Campus Farm.
- **“Lange School Garden Project” with Oakwood City Schools, Dr. Michelle Fleming:** WSU students and faculty along with Lange students, teachers and members of the community collaborated on the construction of a school garden and outdoor education space for science focused curriculum.
- **“Enhancing Clinical Decision Making Skills Through the Use of Patient-Focused Scenarios with various local school athletic education programs, Rebekah Bower:** This

project allowed students in athletic training education to integrate knowledge and application of the educational competencies into real life situations.

- **“Collaborative Community in STEM Education (C2STEM)” at Horace Mann Elementary, Dr. Michelle Fleming:** C2STEM is an already established community within the partnership comprised of WSU faculty, preservice teachers, and researchers, as well as the Horace Mann PK-8 School faculty, staff, and students. This grant provided active instructional materials for the third grade students and WSU preservice teachers to use yet this semester.

The projects funded in the fall of 2015 include the following:

- **“We Just Wanna Have STEM.” at St. Mary’s City Schools, St. Mary’s Chamber of Commerce, and WOEf Board, Betsy Crites:** STEM days at the Lake is a collaborative was an effort between the Lake Campus education program, St. Mary’s City Schools 2nd grade teachers and the College of Engineering at the Lake Campus. This program allowed WSU education students to work and collaborate in planning two days of STEM activities for the second grade students at St. Mary’s City Schools.
- **“Program Support and Incentives: Positive Behavior Interventions and Support.” (PBIS) at Vandalia Butler City Schools, Amy Elston:** PBIS has shown benefits with student behavior and decision making with a decrease in the number of discipline incidents occurring at the beginning of the school year compared to last year. The goal of this grant would be to support PBIS, maintain momentum with the middle school students, and educate Wright State students and instructors on PBIS.
- **“DECA PREP School Garden” at Dayton Early College Academy, Dr. Michelle Fleming:** WSU students and faculty worked with approximately 565 Dayton Early College Academy (DECA) students in grades kindergarten through sixth grade, and approximately 40 teachers, as well as PREP parents/ community leaders to design a school/community garden. The DECA students learned about growing plants, agricultural sources and environmental issues. They were also provided activities that inspired the curiosity of the students in learning more about science and ecological content.
- **“An Incentive program to Reduce Opiate Substance Abuse in the Neighborhood Revitalization Zone of East Dayton” at Milton Union, Dr. Mary Huber, John, Dr. Conteh, Dr. Huma Bashir:** This unique project utilizes a non-confrontational intervention called “Conversation for Change” which are held at community locations, not court rooms. The Conversation for Change targeted individuals who have specific opiate addictions and opiate crime related offenses such as theft, burglary, breaking and entering or any drug related offense.
- **“Fairborn Intermediate School and MCE Partnership” at Fairborn City Schools, Tracey Kramer:** WSU Middle Childhood Education candidates paired up to co-plan and co-teach a 70-minute content area reading lesson that utilized information text to a small group of assigned fourth grade students from Fairborn Intermediate School. The lesson must be universally designed and taught a language arts CCSS related to reading informational text.

- **“Learning to Soar” at Dayton Boys’ Prep Academy, Dr. Anna Lyon:** This project involved planned project based learning units that meet the New Ohio Content Standards using the theme of aviation. The goal was to accelerate the learning of children so that they can achieve grade level status by the end of their second grade year. The project based learning units engaged and assisted the children with learning needs, demonstrated to WSU students how this approach can be successfully used with all learners in a classroom.
- **“Just As I Am Revamp” at Hope Road, Dr. Leslie Neyland:** The Hope Road Organization has provided programming for five years that aims to empower youth and young adults to make positive life choices and maximize their potential. This partnership enabled the Hope Road Organization to improve their current program and increase the number of youth that will be impacted.
- **“Hospital-based Cancer Wellness Program” at Hospital-based Cancer Wellness Program, Dr. Karen Wonders:** Maple Tree Cancer Alliance, a non-profit organization in Dayton that provides exercise training and nutrition counseling to people battling cancer. The project provided an interactive 8-week exercise and nutrition class for cancer patients in area hospitals. The class taught exercise techniques and provided nutrition tips for patients.

Addendum

Over the past 25 years, the College of Education and Human Services at Wright State University has attempted to contextualize the core tenets of John Goodlad’s Agenda for Education in a Democracy (AED) and to actualize many of his key principles and postulates. When it comes to “the education of educators,” John’s thinking has provided us with a driving force for much of “what we do” and “why we do it.” Whether it’s the commitment to jointly appointed faculty in the colleges of education and arts & sciences, the movement from field sites to partnership schools, to real simultaneously renewing PDS and community engagement initiatives,, or the launching of a doctoral program in Organizational Studies, it’s been Goodladian ideals and precepts that have permeated our culture and propelled us to continually work toward a “Wright” path.

Wyoming School-University Partnership

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DESCRIBE SUCCESSES AND CHALLENGES INCLUDING PROJECTS, INITIATIVES, AND ACTIONS THAT ADVANCE SIMULTANEOUS RENEWAL ACROSS INSTITUTIONS, DEPARTMENTS, and OTHER GROUPS. Collaborative grants, reciprocal professional development, partner school and/or community partnerships, and collaborative policy work that advance the mission serve as examples. Provide detailed information that will help colleagues learn from your successes and include descriptions of challenges.

PLEASE NOTE THAT AT THE OCTOBER MEETING THE GOVERNING COUNCIL ASKED THAT WORK TOWARD ADVANCING EQUITY AND SOCIAL JUSTICE BE INCLUDED IN EACH REPORT SO THAT WE CAN FOCUS ON THIS AND LEARN FROM ONE ANOTHER AS SETTINGS CONTINUE SEEK INNOVATIVE AND EFFECTIVE COLLABORATION.

Successes:

Co-hosted 2015 NNER Summer Symposium and Wyoming site renewal conference

In June, the Partnership co-hosted the NNER Summer Symposium in Laramie. Along with the symposium from June 26-29, 2015, the Partnership hosted the Wyoming conference *Kids, Schools, and Communities that Help Them Prosper* on June 25. The conference was anchored by Robert Putnam's *Our Kids: the American Dream in Crisis* and the opportunity gaps children and youth face and how it takes a community to give a rich education to a student. Sixty-four K12 and university teachers and administrators, school board members, and other community members shared multiple perspectives, discussed different practices to increase opportunities for students, and renewed the importance of education from both school and the community. In 2016, Putnam will be invited to the Wyoming School Boards Association annual meeting.

Our Wyoming Kids Mini-Grant Projects

At the June 25, 2015 *Kids, Schools, and Communities that Help Them Prosper* conference, participants received the opportunity to apply for a mini-grant to support a collaborative and innovative project or initiative that addressed one or more issue arising from the conference. As of December 2015, the Partnership awarded two mini-grants to projects that addressed the opportunity gaps children and youth face, and ways the community can be a part of educating the student.

One \$500 mini-grant supported a writing event in Centennial, Wyoming, an under-served rural community. The Centennial Library, in partnership with the Centennial and Harmony elementary schools and One Book Wyoming Project, brought author Cat Urbigkit to Centennial, September 3, 2015, to work with elementary school students, and then later, members of the community, on writing. This literacy event helped bring the community together and provided a positive adult role model for the children.

The other \$500 mini-grant supported a school-related, extracurricular-style, two-day outdoor education and recreation learning experience for 56 seventh and eighth grade UW Lab School students. Eleven community experts explained and demonstrated their expertise to the students and, in doing so, exposed the students to a plethora of possible future careers and engaged the students in experimental hands-on learning. The UW Lab students were joined by six middle school/paraprofessionals and eight UW College of Education preservice teachers to facilitate learning and mentor the students. Part of the Partnership mini-grant was aimed toward educating the preservice teachers to the realities for children affected by opportunity gaps and how they, as future teachers, can help narrow those gaps. To learn more about both events, visit http://www.uwyo.edu/wsup/june_25_minigrants/

Audrey Kleinsasser reported about the Our Wyoming Kids initiative at the Wyoming AdvancED fall meeting in Casper, WY and the NNER annual meeting in Chico, California.

Advancing Equity, Excellence, and Social Justice

Shepard Symposium on Social Justice, University of Wyoming

The 19th Symposium occurred April 8-11, featuring Peggy McIntosh, founder of the national Seeking Educational Equity and Diversity project. The Partnership continues to co-sponsor with symposium planners, particularly with respect to K-12 constituents. The 20th anniversary symposium is set for April 6-9, 2016, at the University of Wyoming, Laramie. The theme will be *Reflecting on 20 years of Social Justice: Local, National, Global*.

Lost in Transition: High School to Higher Education Initiative

This initiative is approaching its ten year anniversary. Lost in Transition continues to provide an avenue of respectful sharing among colleagues at the high school, community college, and university level. These convenings remain a robust example of simultaneous educational renewal, democratic practice and, above all, a commitment to equity and excellence.

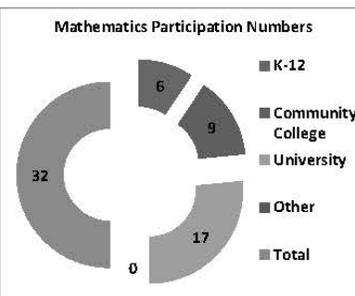
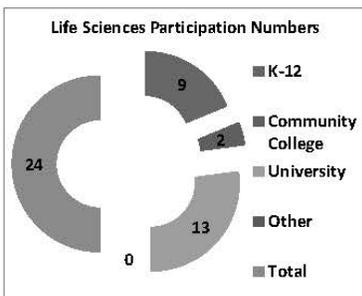
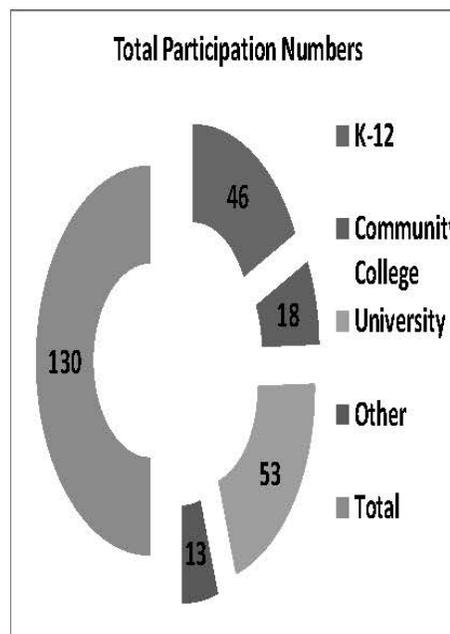
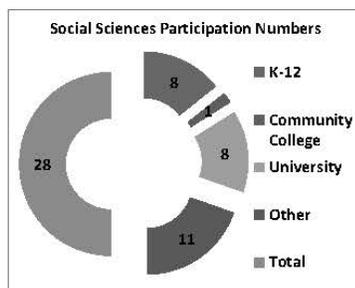
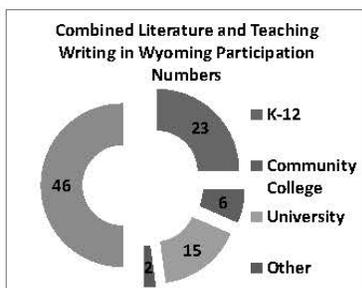
The infographic provided on the following page gives an idea of how this initiative continues to grow and impact the state of Wyoming.

Lost in Transition Initiative 2014-2015 Annual Report

Since 2006, the Partnership's Lost in Transition Initiative has been providing professional development forums to discuss how to best help students successfully transition from high school to higher education. These discussions center around the existing academic gap between high school and higher education and seek to bring better understanding of educational practices at all levels. Below is a summary of Lost in Transition events for the 2014-2015 school year.

Event	Date	Location	Overall rating*		
			Mean	Median	Mode
World Languages (part of Wyoming Foreign Language Teachers' Association annual meeting ¹)	October 9-10, 2014	Casper	NA	NA	NA
Combined Literature Summit and Teaching Writing in Wyoming Colloquium	November 7-8, 2014	Casper	9	10	10
Social Sciences dinner (part of Wyoming Project Citizen)	January 30-31, 2015	Laramie	9	9	10
Life Sciences Summit	February 20, 2015	Casper	9	9	10
Mathematics ²	April 23-25, 2015	Laramie	NA	NA	NA

*(1-10, with 10 being the highest quality)



1. The Partnership supported and attended the Wyoming Foreign Language Teachers' Association (WFLTA) meeting in October. There was a breakout session about Lost in Transition issues, written feedback was not solicited, and participation numbers were not tracked since it was only a short part of the WFLTA annual meeting.

2. The Partnership experienced a change in office personnel over the time period when the mathematics meeting took place. The number of written feedback forms filled out was not enough to draw any significant statistical information from.

To read the full evaluations of each meeting, see meeting agendas, and to register for emails about upcoming events, please visit <http://www.uwyo.edu/wsups/lost%20in%20transition/index.html> and click on the discipline.

Co-sponsored events

The Partnership co-sponsored the 7th Annual University of Wyoming's College of Education Fall Literacy Conference by providing marketing, a website for the conference, and online registration. Approximately 100 educators participated in the conference that took place at the University of Wyoming in Laramie, October 2-3.

The Partnership also co-sponsored the 7th University of Wyoming's e-Evolution Technology Forum, the 19th Shepard Symposium on Social Justice, the University of Wyoming's World Languages' Day, and the Wyoming Project Citizen conference. For these meetings, the Partnership provided some financial support in addition to marketing and logistics. The Partnership director also provided on-site support and presence. In addition, the Partnership seeks and receives approval for, collects, and logs Wyoming Professional Teaching Standards Board renewal credit for most co-sponsored events.

Will co-sponsor April 29-30, 2016 English as a Second Language State Conference

The Partnership has teamed up with the UW College of Education's Department of Educational Studies to create and deliver an inaugural ESL conference for all levels of ESL instructors, administrators, and other community members, April 29-30, 2016, in Casper, WY. *The Just in Time: Excellence in ESL Teaching Conference* will be one and one-half days event featuring keynote speakers, presentations with interactive workshops, and break-out sessions. Participants will actively explore, question, and discuss the vision of successful English language teaching in Wyoming.

2015 NNER Summer Symposium

The Partnership supported the individual registration (\$650 each for a total of \$3,250) for five Wyoming attendees. The participants were: Boyd Brown, Superintendent, Campbell County School District # 1, Nicholas Bellack, Assistant Director, Wyoming Professional Teaching Standards Board, Joanie James, Assistant Professor, University of Wyoming, College of Education, Brent Pickett, Professor, University of Wyoming- Casper, and Shannon Smith, Director, Wyoming Humanities Council. All five participants reported on their experience in the Partnership's September newsletter. To see their thoughts and insights about the 2015 NNER Summer Symposium, visit the following website.

http://www.uwyo.edu/wsuf/_files/docs/newsletters/partnership/september_15/september_15_newsletter.pdf

League of Democratic Schools

The Partnership is excited to announce that it will become the new organizational and fiduciary home for the League of Small Democratic Schools. As the Institute for Educational Inquiry is closing down at the end of 2015, Dorothy Lloyd, director of the League, contacted Audrey Kleinsasser to inquire about a transfer. Lloyd and Kleinsasser have worked with the IEI, the NNER, and the University of Wyoming's College of Education to coordinate and approve the move. The IEI plans to transfer approximately \$26,000 to the Partnership at the end of January 2016. In accordance with Washington state law stating that money from a 501 (c) 3 (what the IEI was) must be transferred to another non-profit organization, the League's money will be held in the UW Foundation, a 501 (c) 3.

The Partnership and the League are hopeful that this change will lead to a revitalization of the League, as well as a K12 boost for the NNER.

The Partnership paid the full school membership fee for four schools participating in this program of the IEI for 2015-2016 (\$250 per school for a total of \$1,000). The schools are Woods Learning Center and Star Lane Center, Casper (Natrona #1), UW Prep School, Laramie (Albany #1), and Guernsey-Sunrise High School, Guernsey (Platte #2).

Wyoming School-University Partnership Memberships

Currently, 21 of 48 school districts belong to the Partnership and pay annual dues. In addition, Partnership membership includes all seven Wyoming community colleges, the Wyoming Education Association, the Wyoming Department of Education, the Wyoming Professional Teaching Standards Board, and UW's College of Arts and Sciences and the College of Education. While the Partnership lost three school district memberships this year, Carbon County School District 2 joined. Dues are used for the general operation of the Partnership office, including the salary and benefits of a full-time office associate, and to fund the Partnership's initiatives. The Partnership is investigating a new dues structure that is more equitable for the school districts and will incentivize more school districts to join.

Governing Board Development

Most governing board meetings feature a specific theme (accompanied by a short advance reading) for discussion. Session evaluations reveal the importance of the conversations to many governing board members. The materials used for groundings for three of the five quarterly meetings were:

- a. 2014 NNER annual report and *NY Times* obituary of John I. Goodlad, discussion and comments guided by Superintendent Kathy Hitt. (January 28, 2014).
- b. Chapter 4, "Schooling," excerpted from *Our Kids: The American Dream in Crisis* by Robert D. Putnam (2015), led by Brent Pickett and Audrey Kleinsasser (April 29, 2015).
- c. "Expanding the Idea of Professional Learning Communities and Communities of Practice: Seven Principles for Cultivating Communities of Practice," Wenger, McDermott, and Synder, an excerpt from *Cultivating Communities of Practice: A Guide to Managing Knowledge*, (2002), led by Audrey Kleinsasser (September 16, 2015).

Board members have expressed that Partnership governing board meetings are a place to bring personal and professional concerns about education to a group of others who can provide wise counsel. And governing board meetings are often the only place board members have opportunities to discuss important educational issues that revolve around more than testing and accountability. This is just one more way that we practice the Agenda for Education in a Democracy principles. Feedback from governing board meetings confirms that board members appreciate this atmosphere and find themselves being renewed at the governing board annual meetings.

Website Presence and Marketing Materials

With total credit to the talents of several exceptional office associates, the Partnership fields an excellent website which also enables effective and dependable online registration for events. We've been very successful distributing an impact map that shows where the Partnership is in Wyoming and what it does. Far and away, the document elicits the most comments and questions when we share our materials. Find the map on page seven, or download a copy online.

http://www.uwyo.edu/wsuf/_files/docs/partnership/2015-2016_impact_map.pdf

Partnership Newsletters

During the 2014-2015 school year, the Partnership published three newsletters. The newsletters are available to download on the website and are also sent electronically to a list of over 1,400 people who receive email updates from the Partnership. We also regularly distribute over 100 hard copies of each newsletter.

2015 Impact Map

WYOMING SCHOOL - UNIVERSITY PARTNERSHIP

Advancing the Agenda for Education in a Democracy, 1986-2016

Celebrating 30 Years

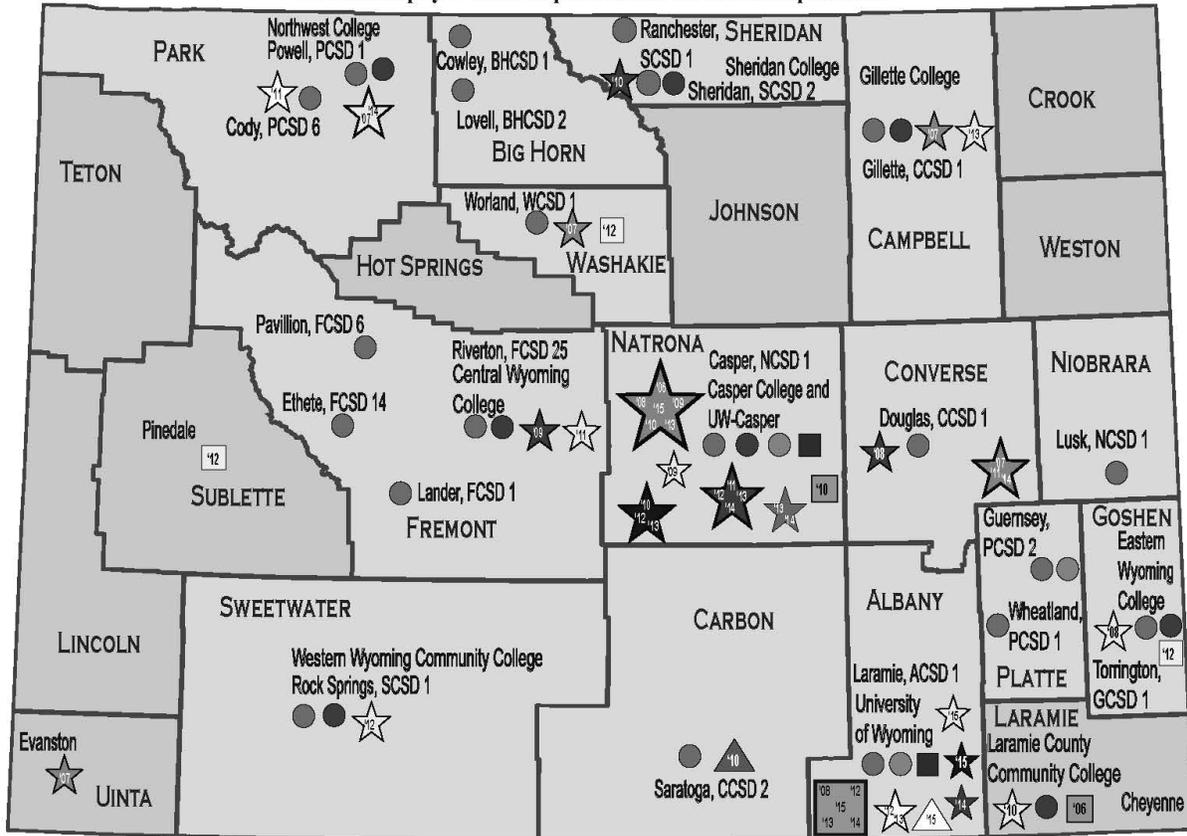
Wyoming School Districts: 21 of 48 districts (44%)

Wyoming Community Colleges: 7 of 7 (100%)

University of Wyoming: College of Education, College of Arts and Sciences

Wyoming Education Association, Wyoming Professional Teaching Standards Board, Wyoming Department of Education

Counties Displayed in Blue Represent 2015-2016 Partnership Members



Professional Teaching Standards Board Wyoming Department of Education Wyoming Education Association

UW Partnership school districts hosting concentrated placements of student teachers include: Albany 1, Campbell 1, Fremont 14 and 25, Laramie 1, Natrona 1, Sheridan 2, and Sweetwater 1 and 2.

Key

- School District Member
- School-Community Engagement Initiative Setting
- ★ Teaching Writing in Wyoming Lost in Transition Colloquium*
- Community College Member
- Partnership Cosponsored Statewide Conference
- ☆ Mathematics Lost in Transition Institute
- League of Democratic Schools Member
- ▲ Life Sciences Site-Swap
- ★ World Languages Lost in Transition Colloquium*
- University of Wyoming
- △ Wyoming Project Citizen
- ☆ Social Studies Lost in Transition Institute
- State-level Organizations
- ★ Life Sciences Lost in Transition Summit
- ★ Literature Lost in Transition Summit

*Lost in Transition meetings take place face-to-face and via technology.



Challenges:

Funding

The Partnership experienced a drop in funding from Partnership members this year with the loss of three school districts. However, the Partnership was able to compensate by receiving some funds from the Wyoming P-16 Education Council to support the Lost in Transition Initiative. Continuing to look for grants and other ways to fund the Partnership initiatives is important. Currently, the governing board is looking into restructuring school district membership with an eye to make it more equitable for school districts of all sizes. Also, there are other possibilities, such as inviting other state stake-holding entities, such as the Wyoming State Board of Education and the Wyoming School Facilities Commission, to become Partnership members as well.

Expansion

The Partnership has a goal of recruiting at least one school district from each of Wyoming's counties in the next five years. The Partnership is hoping to uncover the reasons that several school districts did not rejoin this year. Some of it may be connected to changes in district leadership. Part of the exploration to restructure Partnership membership is to make it more equitable for school districts of all sizes to encourage smaller districts to join.

Marketing

The Partnership continues to try to find ways to get the word out about initiatives. While the web presence, the newsletter, and word of mouth continue to expand, the Partnership is thinking about new ways to reach the educators in the state of Wyoming, including utilizing short videos to promote the Lost in Transition Initiative and reexamining the Partnership's blog.

Large geographic area

Wyoming is a large state with some unique challenges. Travel from Laramie, the base of the Wyoming School-University Partnership and UW, can be a substantial undertaking. Thus, most of the Partnership's events take place in a central location, like Casper or Riverton. Trying to promote equity and diversity in a geographically large state with a wide variety in student population (Wyoming's smallest school district has 84 total students, while the largest has 13,761) can be a challenge.

DESCRIBE SUCCESSES AND CHALLENGES RELATED TO ANY OF THE FOLLOWING NNER PRIORITIES THAT HAVE BEEN A FOCUS FOR THE SETTING AND ARE NOT INCLUDED ABOVE.

- **Community Engagement**
- **Promoting the democratic purposes of schooling in the current political environment**
- **Stewardship of the profession and quality teacher preparation**
- **Research related to NNER mission and its implementation.**

Successes:

Involvement in Wyoming Education Organizations

Audrey Kleinsasser remains involved with other education organizations in Wyoming, such as the Wyoming Foreign Language Teachers' Association, the Advisory Board for Wyoming's National Board Certification of Teachers, and consulting with state legislative and educational accountability advisory committees looking at teacher and administrator accountability systems in the state. Kleinsasser seeks to foster relationships to encourage these educational organizations to work with the Partnership in keeping democracy a vital part of education. We also encourage Wyoming education organizations to help the Partnership see where we could be useful in stewardship of the profession within the state.

Challenges:

Dual and Concurrent Enrollment in Wyoming

For just over ten years, the Partnership has made a significant commitment to improving the communication and collaboration of Wyoming high school, community college, and university faculty in five disciplines through our unique Lost in Transition initiative. The disciplines include English/language arts, mathematics, life sciences, social sciences, and world languages. Through this work, the knotty issue of dual and concurrent enrollment practices continues to surface. The problems include equity and access of high quality instruction regardless of high school size or location, the qualifications and credentialing of high school faculty who work with community college faculty to deliver instruction, and the eventual success of students at the University of Wyoming or elsewhere. We will tackle the issue early in 2016 at a governing board meeting and look for ways to bring stake-holders together and create more workable solutions than we have now.

Other Setting Information:

(Provide any additional information including celebrations, acknowledgements, awards, accomplishments, challenges at the setting, changes in personnel, etc. that provide additional background.)

New office associate joined the Partnership this May

Beth Wiley, office associate for the Partnership for three years, moved on from the position in February, 2015. At the end of May 2015, Kara Duggan joined the Partnership as the new office associate.

The State of Mizzou

What happened in fall 2015, what we've learned and what we're doing next



Change is underway, and it's a good thing. The events of recent months have been hard. We've been challenged. We've been scrutinized. The eyes of the world are upon us as we wrestle with weighty topics such as racism, civil liberties and educational governance — loudly and quietly, in solidarity and in conflict. We've been spurred to re-examine our priorities and reinvigorate our leadership.

But what Mizzou has experienced in the fall 2015 semester represents an opportunity for real progress. This is what universities do: We think, listen, challenge, reflect and push one another to be better. Right now we have the chance to buoy our (many, many) strengths, to learn from missteps and to make an even better Mizzou — to become a more inclusive place for Tigers of all stripes.

Here are a few things you should know.

1. The problems we face are much bigger than any one person or any one issue.

The situation at Mizzou in fall 2015 cannot be reduced to any one administrator, any one student or group of students, or any one problem. Many incidents and decisions contributed to the climate: cuts to graduate student health insurance benefits and teaching positions; changes to refer-and-follow privileging processes at our health system; multiple acts of racism, including racial slurs and vandalism; multiple demonstrations related to racism, including walkouts, boycotts, a Homecoming parade protest, "Racism Lives Here" rallies, a student's hunger strike and a football team strike; the release of a study revealing the prevalence of sexual assaults on campus; a law suit regarding conceal-and-carry restrictions; the burning of an ISIS flag on the Quad; a Post-It note protest of a statue of Thomas Jefferson, a slave owner, and a pro-Jefferson counter-protest; and several votes of no confidence and statements of concern about Tim Wolfe and R. Bowen Loftin from multiple academic departments, faculty groups and deans. Things were complicated.

A FEW OTHER TIMES STUDENTS LED MAJOR CHANGE AT MIZZOU

ADMISSIONS

Prospective students sued the university twice — Lloyd Gaines in the 1930s and Lucille Bluford in the 1940s — before a black student attended Mizzou. In 1949, the student body voted on the matter, with 70 percent in favor of admitting African Americans. Gus Ridgel, MA '51, DS '96, was the first. Other black students followed, but the numbers remained small. In 1987, about 250 students and faculty marched to Jesse Hall to demand an increase in minority enrollment. At the time, 3.2 percent of Mizzou students were black. Now black students make up about 7 percent of the student body, and people who identify as non-white make up a quarter of our student population.

HOUSING

Before 1964, students faced discrimination in housing both on campus and off campus. Then Mizzou's Congress on Racial Equality (CORE) and the Missouri Student Association (MSA) led a protest to remove racial identification from housing applications. By 1965, sweeping policy changes included allowing students in residence halls to have guests of any gender and allowing students under 21 to live off campus without parental permission.

BLACK STUDENT ORGANIZATIONS AND BLACK STUDIES

Football game fanfare used to include the unveiling of the Confederate flag and the playing of "Dixie." In 1968, students protested, and confrontations arose. Activism led to the formation of the Legion of Black Collegians and the establishment of both the Black Studies Program and Black Culture Center, giving underrepresented students a voice at Mizzou.



GAY STUDENT ORGANIZATIONS

In 1972, the university denied a request by Gay Lib to become an official student organization. Students sued. The case went to the U.S. Supreme Court. In 1978, Mizzou finally officially recognized the organization. Now we have an LGBTQ Resource Center and multiple organizations for LGBTQ students, and our nondiscrimination policy includes sexual orientation and gender identity and expression.

MARTIN LUTHER KING JR. DAY

In the late 1980s student protestors gathered in Speakers Circle requesting that the university recognize Martin Luther King Jr. Day, which had been established as a national holiday in 1986. In response to students, Mizzou began recognizing the holiday in 1991. Now Mizzou also hosts an annual MLK event with a prominent featured speaker and a community leadership award.

NATIVE AMERICAN REMAINS

Between 1994 and 1998, Native American students and community members lobbied, successfully, for the remains of 1,800 people being stored in the Museum of Art & Archaeology collection to be returned to their tribes.

MULTICULTURAL REQUIREMENT

In 1990 students and faculty proposed that the university require all students to take a multicultural course before graduation. Diversity training will become a requirement in 2016.

2. Students always have pushed us to be better.

Progress can be slow, and sometimes activism and demonstrations serve as catalysts that shift the culture in a positive way. Think about it. Where would we be without students pushing to make us better? When the University of Missouri was founded, there were no women and no people of color in the student body. Now more than half of all Mizzou students are women, and in fall 2015, 176 years after our founding, we set a record in enrollment of underrepresented students; since 2000, we've seen a 90 percent increase in black student enrollment. But our work isn't done. We still have inequalities. We still grapple with discrimination. We still don't consistently treat one another with fairness, respect and kindness. We can do better.

3. It's not just Mizzou.

In the fall 2015 semester, protests similar to those led by Mizzou students have taken place at universities throughout the United States, including the University of Cincinnati, Claremont McKenna College, Ithaca College, Amherst College, Yale University, Brown University, Princeton University and Harvard University. This is a time of change, and Mizzou is helping to lead the way.

4. We're in good hands.

After Tim Wolfe stepped down from his position as University of Missouri System president and R. Bowen Loftin stepped down from his position as University of Missouri chancellor, two adept and experienced administrators took their places, temporarily. Former MU Deputy Chancellor Mike Middleton came out of his (very brief) retirement to take over duties as interim president of the UM System. Hank Foley, MU's vice chancellor for research and graduate studies — and the UM System's executive vice president for academic affairs, research and economic development — took over duties as interim chancellor. Both of them have tremendous experience and knowledge. We do not yet have a permanent replacement for either position, but we definitely have highly qualified people at the helm. In fact, Jesse Hall and our schools and colleges are packed with smart people who collectively and ably run the university every day.

THE DIFFERENCE BETWEEN THE CHANCELLOR AND THE PRESIDENT

The chancellor is in charge of the University of Missouri, aka MU, aka Mizzou. Mizzou is both a freestanding university and the flagship campus of the University of Missouri System, aka the UM System. The other three campuses are the University of Missouri-Kansas City (UMKC), the University of Missouri-St. Louis (UMSL) and the Missouri University of Science & Technology (Missouri S&T). The president of the UM System oversees all four campuses. In some university systems, these titles are reversed.





5. We are committed to safety.

Our campus is calm, and the recent protests were peaceful. There was no destruction of property, and no one involved was physically harmed at any time.

HOW WE KEEP TIGERS SAFE

Mizzou has more safety measures in place than many other universities. We are one of the few campuses in the United States to have our own dedicated police department. We have blue-light emergency phones located throughout campus. We provide crime-prevention and personal-safety training. Our residence halls are locked, accessible only to student residents with proper ID cards. We also have emergency alert systems, including email, text, phone and social media alerts. Students, faculty and staff can sign up at mualert.missouri.edu.

6. We support civil liberties.

Mizzou supports freedom of expression, academic freedom and the robust exchange of ideas and knowledge. We comply with Missouri State Bill 93, the Campus Free Expression Act, which protects peaceful, lawful, noncommercial demonstrations and free expression in the outdoor areas of public university campuses. Mizzou also follows a code of conduct and anti-discrimination rules, which prohibit harassment, threatening behaviors and abuse. Finding a balance between protecting First Amendment free-speech rights and protecting students from harassment can be tricky, especially in the midst of demonstrations and conflicts. The key: treating one another with respect. Usually it's that simple.

7. The regular business of education has continued all semester.

Overall, the work of the university has continued. Classes have been held every school day all semester. Media reports might have painted a picture of Mizzou in a state of mayhem — and certainly some students might have been afraid for a short time — but teaching and learning never stopped. Everyone at Mizzou is here for education. During protests, classes continued as scheduled, and students who camped on Carnahan Quad kept going to their classes during the day. Special events and activities were held as usual.





8. Education is more than academic pursuits.

Higher education involves disseminating knowledge, conducting research, exchanging ideas and having a wide variety of eye-opening hands-on learning experiences in an academic environment. It also includes responsible citizenship. It entails learning to understand, appreciate and interact with the people of the world, the vast majority of whom are different from any one of us. “Diversity” and “inclusion” aren’t just buzzwords. Addressing diversity is about knowing how to function in the world as a thinking, respectful human being among other human beings on a day-to-day basis. We’re working to maintain a healthy campus climate that fosters this kind of respect.

9. Personnel matters are private.

We treat all Tigers with fairness and respect, and that includes respect for privacy. When a complaint has been made by or against a faculty member or staff member, any action against them should be private. That’s how we operate. It’s also the law. We know people are curious about some Mizzou employees who have been in the news lately, but we won’t talk about them.

10. We have big plans.

Protests have quieted down, and some top administrators have stepped down, but Mizzou is just getting revved up. We’ve held a listening session, during which students talked to the Board of Curators. We’ve held a teach-in, during which hundreds of Tigers talked with a panel of black faculty about race and diversity issues. We’ve created a new vice chancellor position for inclusion, diversity and equity (currently and temporarily occupied by Chuck Henson, associate dean in the School of Law). We have a new Office for Civil Rights and Title IX to combat discrimination. We’re reviewing mental health services to make sure students’ needs are met. We have dedicated funds for hiring and retaining more diverse faculty and staff — and training for those doing the hiring. We’re starting two new lecture series — one on academic freedom, hate speech and social responsibility and the other on the African-American experience in Missouri. We’re also requiring diversity training for all faculty, staff and students; diversity classes for incoming students; and, effective immediately, the Diversity 101 course for senior administrators. And this is just the beginning. We want our students to be ready for the world.



Ensure Equitable Access to Excellent Educators

July 30, 2015

Ensure Equitable Access to Excellent Educators

Section 1: Introduction

Missouri recognizes that inequities exist in students' access to great teachers and school leaders across the United States. Students of color, students from low-income families, rural students, students with disabilities, students with limited English proficiency, and students who struggle academically are less likely than their peers to have such access. The causes of these inequities vary from place to place and context to context, with numerous policy, practice, economic, and socio-cultural factors at play. Because of the multiple causes for inequity in teacher and leader distribution, the solutions must be systemic rather than treating merely the symptoms.

As students progress through Missouri's PK-12 public education system, it is their right to learn under the direction of effective teachers at every grade level and in every content area. The primary problematic equity outcome in the state of Missouri is that this likely does not occur. Along every student's education experience, there is reason to believe that virtually all students, at some point, learn from less-than-effective teachers. Current Missouri data suggest that high-poverty, high-minority and rural students experience less effective teachers at a higher rate than do students in more affluent schools.

According to federal guidance, less effective teachers are those who are inexperienced, unqualified, or out-of-field¹. Although still being developed and implemented, a separate effectiveness index is included in addition to considering the experience, qualifications and assignments of teachers. The inequity issue the Missouri Plan addresses is that inexperienced, unqualified, out-of-field and less-effective teachers are more prevalent in high-poverty, high-minority and rural schools than in more affluent schools.

In alignment with federal guidance, "poor" students are those from "low-income families" and are identified by eligibility for free and reduced priced lunch (FRPL). Minority students are those who are non-white and include Hispanic students of any race. Students in schools categorized as "Rural: Remote" are in communities 25 miles from an urbanized area and also 10 miles from an urban cluster. According to the National Center for Education Statistics (NCES), urbanized areas and clusters are "densely settled cores of census blocks with adjacent densely settled surround areas. When the core contains a population of 50,000 or more, it is designated as an urbanized area. Core areas with populations between 25,000 and 50,000 are classified as urban clusters." By contrast, more affluent students are those from higher-income families and are determined using the same free and reduced priced lunch eligibility criteria. To illuminate

¹ The term "less than fully qualified" is used to mean the statutory term "unqualified"

potential areas of educational inequity for Missouri students, a comparative analysis was completed using the following groups of schools:

- Five percent (110 schools) with the highest percentage of students eligible for FRPL referenced as high-poverty schools
- Five percent (110 schools) with the highest percent of minority students (non-white and Hispanic of any race) referenced as high-minority schools
- Schools classified as “Rural: Remote” (315 schools) referenced as rural schools
- Five percent (110 schools) with the lowest percentage of students eligible for FRPL referenced as more affluent schools

The decision to focus on just five percent of the schools in the various categories was based on several factors. First, looking at schools at the highest and lowest five percent and only those categorized as Rural: Remote provided a manageable number of schools to analyze. This comparative analysis focuses on a non-duplicative total of 582 schools representing the poorest, most affluent, highest concentration of minority students, and the most rural in the state. It was additionally theorized that strategies developed for these schools would be applicable as well for schools with similar but less concentrated demographics.

The average poverty rate of the community and the percentage of FRPL students were included as a part of the analysis. A community’s average poverty rate is the percentage of persons in the ZIP code in which the school is physically located who fall below the poverty threshold identified by the U.S. Census Bureau. The average poverty rate of the schools with the highest levels of FRPL students is 30.7 percent, 30.1 percent for high-minority schools, and 18.4 percent for rural schools, as compared with an average poverty rate of 7.1 percent for the more affluent schools. This represents a gap of more than 20 percent between high- poverty and minority schools and the low-poverty schools.

The five percent of schools with the highest percentage of FRPL-eligible students represent 35 LEAs, with 38 percent of them in the St. Louis Public School district and 16 percent in the Kansas City school district. An additional 16 percent of them are charter schools. The schools are located in 12 different counties in the state. These counties are located predominantly in the St. Louis and Kansas City metro areas, but also include two counties in the southeast, one county in the southwest and one county in the northeast part of the state. Approximately 88 percent of the schools are elementary or middle schools, while 12 percent of them extend to the 12th grade. These 110 schools have FRPL rates between 91.9 percent and 100 percent. Student enrollment in these schools ranges between 16 students and 830 students, with an average minority, or non-white, concentration of 86.3 percent. In these schools, 41.9 percent of the teachers are minority, or non-white.

The five percent of schools with the highest percentage of minority students represent 20 LEAs, with 35 percent of them in the St. Louis Public Schools, 11 percent in the Hazelwood School District, 11 percent in the Riverview Gardens School District, and eight percent in the Kansas City Public Schools. Seventeen are charter schools. The schools are located in three different counties in the state, corresponding to the Kansas City and St. Louis metro areas. Of these, 52 percent of them, or 57 schools, also appear in the list of the five percent of schools with the highest percentage of poor students. Due to this significant overlap, Missouri generally treated these groups together when identifying root causes and strategies in this plan. Approximately 82 percent of the schools with the highest percentage of minority students are elementary or middle schools, while 18 percent of them extend to the 12th grade.

The schools categorized as Rural: Remote represent 155 school districts/LEAs located in 71 different counties across the state. These counties are located in all regions of the state except the St. Louis and Kansas metro areas. The regions with the most schools are in the northeast, northwest, south central and west central parts of the state. Approximately 61 percent of the schools are elementary, and approximately 39 percent of the schools are secondary. Student enrollment in these schools ranges between 12 students to 735 students with an average minority, or non-white, concentration of 3.6 percent. In these schools, 0.9 percent of the teachers are minority, or non-white. On average, 60.4 percent of the students are FRPL eligible.

The five percent of schools with the lowest percentage of FRPL-eligible students represents 28 school district/LEAs, with 28 percent of them located in either the Lee's Summit or Rockwood school districts. These school district/LEAs are located in 13 different counties in the state. These counties are located predominantly in the St. Louis or Kansas City suburban areas or the central part of the state. Approximately 77 percent of the schools are elementary or middle schools, while 23 percent of them extend to the 12th grade. The FRPL rate in these schools ranges between 0 percent and 16.4 percent. Student enrollment in these schools ranges between 62 students and 257 students, with an average minority, or non-white, concentration of 16.6 percent. In these schools, 4.5 percent of the teachers are minority, or non-white.

Missouri's Educator Equity Plan was developed using data based on the comparison of these four different sets of schools. A tentative timeline for the development of this plan is provided in the Educator Equity Work Plan in Appendix B.

Section 2: Stakeholder Engagement

Representatives from education associations and the Missouri Department of Elementary and Secondary Education have met on multiple separate occasions. In most instances, the executive director of the association attended. If the executive director was unavailable, he or she

typically had a designee who attended on his or her behalf. The first meeting included a general overview of the equity plan process, including timelines and sections required in the final plan. The meeting also included a review of a potential data set to inform the plan and discussion on potential causes and strategies.

The second meeting was facilitated by the Center for Great Teachers and Leaders (GTL) and the Reform Support Network (RSN). In that meeting, participants again reviewed available data and made suggestions on additional data to inform the plan. The group also considered root causes for the inequity the data suggest. After exploring root causes, the group began to consider possible strategies to address in the plan. The group also considered additional stakeholders to include in future conversations. These future conversations will include focus groups in school districts where the data suggest educational inequity occurs. The groups in attendance accepted the responsibility of continued conversations with their respective constituents, agreed to bring that feedback to our next meeting, and reviewed the potential timeline for moving forward. Sample agendas for these meetings are offered in Appendix A. These are the groups that participated in these meetings and are considered co-authors of the design of Missouri's Educator Equity Plan:

- **American Federation of Teachers-Missouri:** AFT Missouri represents thousands of teachers and school support staff as well as state government workers employed with the Missouri Department of Elementary and Secondary Education. The stated mission of AFT Missouri is to champion fairness, democracy, economic opportunity, and high-quality public education, healthcare and public services for students, their families and communities. Two members of AFT Missouri participated.
- **Missouri State Teachers Association:** MSTA is a non-profit state teachers association that serves more than 44,000 educators in the state of Missouri. The stated mission of MSTA is advocating for and empowering public educators so they can teach. Two members of MSTA were invited and participated.
- **National Education Association-Missouri:** The Missouri NEA acts as an advocate for public schools, public school students and public school employees. Its 35,000 members are employed in school districts across the state, as well as in state schools, community colleges and on university campuses. MNEA's stated mission is to serve as the united voice to promote, advance and protect public education and to advocate for the rights and interests of students and members. Two members of MNEA participated.
- **Missouri Association of School Administrators:** MASA is the only statewide association in Missouri that exists for the purpose of serving the needs of school superintendents

and central office administrators with an interest in the superintendency. MASA is a statewide professional association that has grown to include more than 600 school superintendents and school administrators. Two members of MASA.

- **Missouri Association of Elementary School Principals:** MAESP is the only statewide association in Missouri that exists for the purpose of serving the needs of elementary and middle school principals, assistant principals and those educators with an interest in becoming principals. MAESP is a statewide professional association that has grown to include more than 1,000 school administrators. The stated purposes of MAESP are to form closer relations with persons concerned with the education of children; to bring about a greater unity of action among the elementary and middle school principals of Missouri, with particular emphasis on elementary and middle school education; and to foster activities that permit increased professional growth of all elementary and middle school principals. Two MAESP members were invited and participated.
- **Missouri Association of Secondary School Principals:** MASSP is a professional organization committed to the ongoing improvement of secondary education, the professional development of middle level and high school principals and assistant principals, and programs for the youth of Missouri. The stated mission of MASSP is to improve secondary education through positive leadership and the enhancement of student performance. MASSP is the only Association in Missouri serving the professional needs of principals and assistant principals of the state's middle level and high schools with programs designed by secondary school administrators for secondary school administrators. Two members of MASSP participated.
- **Missouri Association of Rural Education:** MARE is an organization of school administrators, board members, teachers, parents, institutions of higher education, and businesspeople, all of whom are interested in serving rural community school districts in Missouri. The stated purpose of this association is to focus on the needs and concerns unique to rural education, to provide a forum for the discussion and resolution of those needs and concerns, and to present a unified voice to promote rural education in Missouri. One member of MARE participated.
- **Missouri School Boards Association:** MSBA acts as an advocate for public education in Missouri, serving as the unified voice of school board members throughout the state. The association also strives to provide members with an opportunity to enhance their skills, expand their knowledge, exchange ideas and discuss important issues with their colleagues. Four MSBA members participated.

- **Missouri Parent Teacher Association:** MoPTA’s stated mission is to be a powerful voice for all children, a relevant resource for all families and communities, and a strong advocate for the education and well-being of every child. Its membership includes thousands of parents and school communities across the state. One MoPTA representative participated.

- **Missouri Department of Elementary and Secondary Education:** The Department of Elementary and Secondary Education is a public education assistance agency whose mission it is to guarantee the superior preparation and performance of every child in school and in life. The Department has four goals under its Top 10 by 20 initiative, an ambitious effort to raise Missouri’s student achievement to rank among the top 10 states by 2020:
 1. All Missouri students will graduate college and career ready.
 2. All Missouri children will enter kindergarten prepared to be successful in school
 3. Missouri will prepare, develop and support effective educators
 4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

Eight staff members representing the separate offices of the Department, the Commissioner and Deputy Commissioners of Education participated in EEP planning.

The group discussions that occurred in these initial meetings touched upon causes and strategies that generally fell into three categories impacting education for students in high minority, high poverty and remote rural schools:

- Environmental factors
- Institutional issues (specific to the teacher education process)
- Workforce issues

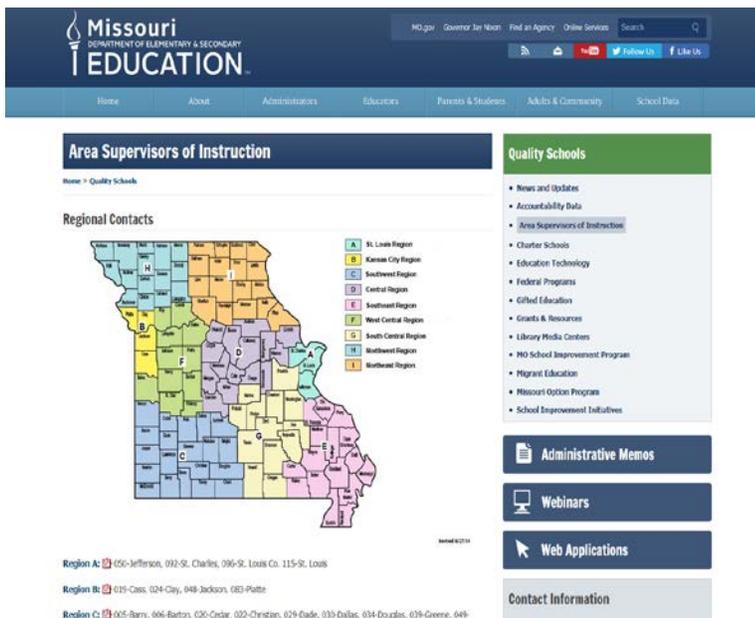
Missouri’s Area Supervisors have also been included in conversations about the data, possible root causes and strategies for the Equity Plan. There are eleven area supervisors serving nine different regions of the state. These supervisors work directly with the districts in their region. They are well informed regarding the issues that challenge each of their districts. The Area Supervisors of Instruction provided initial thoughts on possible root causes and potential strategies that might be included in the Equity Plan.

Stakeholder input was also gathered through an Educational Equity Leadership Conference held in St. Louis. The purpose of the conference was to create a collaborative space for equity-minded stakeholders and advocates to discuss and explore issues affecting educational equity:

- Increasing minority educators
- Parental involvement
- Faculty and student leadership
- Teaching diverse students

The conference included teams of educators, parents and students, higher education representatives, and school board members and other advocates of equity in education.

Additional feedback was collected through regional focus groups. The focus groups were organized according to the regions identified below. Area Supervisors of Instruction assisted in



organizing and hosting the focus groups. Those involved in the focus groups included representatives of the 110 high-poverty schools and representatives of the 315 schools classified as Rural: Remote.

As previously stated, there is a significant overlap of 52% , or approximately 57 schools, that are both high-minority and high-poverty schools. One of the rural schools is a high-poverty as well. Due to this significant overlap, some root causes and strategies identified applied to

multiple groups. The focus groups represented equal parts of districts with high-poverty schools, high-minority schools and districts with schools classified as Rural Remote. Overall, of the 472 non-duplicative schools statewide that fall into these categories, 34 percent participated in the focus groups or attended the equity conference. This represented nearly 12,000 teachers (18 percent) of the overall teacher population and nearly 130,000 students (14.4 percent) of the overall student population. Participants who discussed equity issues included district-level administrators, school leaders, higher education representatives, parents, students and school board members. A standardized protocol (see Appendix C) was used during the focus group meetings. The protocol included a review of the data provided in the Data Chart (see next section) and question prompts in reference to causes and strategies.

The data, root causes and possible strategies included in the equity plan were presented on two separate occasions to the Commissioner’s Advisory Council. The purpose of the advisory council is to ensure that communication channels remain open between schools and the Department. The council is comprised of 28 superintendents from across the state and

representatives from five superintendent organizations. Meeting with these superintendents and representatives assists the Department in its strategic planning and decision-making by bringing concerns, issues and feedback from practitioners in the field. It also provides an avenue for disseminating accurate information. Those on the council either serve as association officers or have been recommended by Missouri's Area Supervisors.

At the December, March and May meetings of the State Board of Education, members of the Board were provided a presentation on Missouri's Equity Plan. It included a summary of the plan that was submitted in 2006, an overview of the plan that is currently under development and the final draft prior to its June submission. This overview included an introduction to the potential data to be reviewed, general root causes for the data results, and possible strategies to address educational inequity in our state. Board members also were provided with input gathered from focus groups that met over a two-month time span earlier this year. The input was offered by practitioners from high-poverty, high-minority and rural schools across the state. Members of the Board offered their initial thoughts, reactions, suggestions and overall approval about the information contained in the equity plan. The Board agenda items may be found in Appendices D, E and F.

Section 3: Equity Gaps

Data Analysis

In comparing teachers in high-poverty schools to high-minority schools to the most rural schools to the more affluent schools, the data illustrate potential areas of educational inequity across these schools. Missouri's Equity Plan offers possible root causes for issues illuminated by the data, as well as strategies for addressing the inequity of educational opportunity the data suggest.

Research suggests that "fully certified teachers have a statistically significant positive impact" in regard to areas of teaching and learning (Goldhaber, 2002). According to Missouri data, teachers who are less than fully qualified are more prevalent in schools with higher percentages of high-poverty and minority students. In high-poverty schools, 16.3 percent of teachers are less than fully qualified and 15.1 percent are in high-minority schools. In rural schools, 13 percent are less than fully qualified. In contrast, in low-poverty schools the percentage of less-than-fully qualified teachers is only 5.7 percent. This is particularly prevalent at the secondary level. The gap between the percentage of less than fully qualified teachers in more affluent schools and the rural schools is 9.3 percent. The gap is 17.2 percent between the affluent schools and the high-poverty schools, and 17.4 percent for minority schools.

A subset of teachers who are less than fully qualified are those who teach out-of-field. These teachers provide instruction in a subject that does not correspond to one or more of their

active certification areas. Comparison data in this area are similar to that of less than fully qualified teachers. The percentage of those teaching out-of-field at the elementary level is relatively the same at 4.1 to 4.2 percent in high-poverty, high-minority and rural schools. This is slightly over 2.5 percent more than the percentage in low-poverty schools. However, at the secondary level the gap is much greater. In high-poverty and rural schools, there are between 10.3 and 10.6 percent of out-of-field teachers. This is about four percent more than secondary teachers in low-poverty schools. In high-minority schools, 12.2 percent of teachers are instructing out-of-field, which is 5.8 percent more than secondary teachers in low-poverty schools.

In addition to more teachers being less than fully qualified, data indicate they are less effective as well. This information was collected by creating an index reflecting how the teachers in a school overall rated in regard to performance levels in evaluation systems across the state. An effective teacher would rate in one of the upper levels of an evaluation system. Data collected through the state's data reporting system on educator evaluation indicate that teachers in schools with high-poverty and minority students and in rural schools are collectively less effective than in low-poverty schools. On average, 84.7 percent of the teachers in schools with low numbers of FRPL students are collectively considered effective. In contrast, 81.2 percent of teachers in rural schools, 78.8 percent of teachers in high-poverty schools and 78.5 percent of teachers in high-minority schools are collectively considered effective. This represents a gap in overall teacher effectiveness of 3.5 percent in rural schools and as much as 6.2 percent in high-minority schools.

A number of studies confirm that on average, "brand new teachers are less effective than those with some experience under their belts" (Clotfelter, Ladd, and Vigdor 2007a, 2007b; Harris and Sass 2007; Kane, Rockoff, and Staiger 2006; Ladd 2008; Sass 2007). The teachers in the high-poverty, the high-minority and rural schools have less experience than teachers in the low-poverty schools. On average, teachers in low-poverty schools have 13.72 years of experience; teachers in rural schools have 12.1 years of experience; teachers in high-minority schools have 10.7 years of experience; and teachers in high-poverty schools have approximately 9.97 years of experience. This means that students in high-poverty schools have teachers with 3.75 fewer years of experience than students in low-poverty schools.

Teachers' average years of experience in a school is affected by the extent of retention that occurs from one year to the next. Teachers in the lowest five percent FRPL schools are retained at higher rates than teachers in the highest five percent FRPL, highest minority and rural schools. On average, 85.5 percent of teachers in low-poverty schools are retained from one year to the next as compared with 81.2 percent in the rural schools, 69.2 percent in high-minority schools, and 68.9 percent of teachers in high-poverty schools. In high-minority and high-poverty schools, that is a gap of more than 16% in teacher retention. The gap expands

when looking at retention over three years. Between low-poverty schools and rural schools, there is an 8.4 percent gap. The gap in percentage of retention between low-poverty schools and high-poverty and high-minority schools is more than 23 percent.

In a brief written in 2010, Jennifer King Rice maintains that “teacher experience – or more accurately, teacher inexperience – is systematically related to teacher productivity.” This generally means that teacher productivity is influenced by the experience level of the teacher. Additionally, as summarized by Goldhaber (2002), “A number of studies have found that fully certified teachers influence student achievement positively” (p. 5). Finally, a very recent study by Papay and Craft (to be published later this year) compared multiple methods for assessing the impact of teacher experience on student academic growth. Those methods converged on the finding that teachers improve most dramatically in the first year. Schools with the highest percentages of first-year teachers likely have the steepest climb in developing effective teachers. In light of this, Missouri’s equity plan defines “inexperienced teachers” as those who are in their first year of teaching, since the first year is so crucial in terms of teacher effect.

The percentage of first-year teachers in high-poverty, high-minority and rural schools is much greater than in low-poverty schools. In schools with high numbers of minority students, 13 percent of teachers are first-year teachers. In rural schools, 13.9 percent of teachers are first-year teachers. In schools with high-poverty, 15.4 percent of the teachers are in their first year. In low-poverty schools, only 6.8 percent of the teachers are first-year teachers. This shows a gap of more than eight percent of first-year teachers between high-poverty and low-poverty schools.

Similar percentages were found for first-year principals. Low-poverty schools had a relatively low percentage of first-year principals (seven of the 110 schools – 6.4 percent) as compared with the rural schools (43 of the 315 schools – 13.7 percent), to high-poverty and high-minority schools (18 of the 110 schools – 16.4 percent). This means that 10 percent more high-poverty and high-minority schools had first-year principals than low-poverty schools.

Not only are there more first-year teachers in high-poverty and high-minority schools, but they receive less mentor support. There are fewer first-year teachers in low-poverty schools and only 7.3 percent of them are not assigned a mentor. Remarkably and encouragingly, while there are a higher percentage of first-year teachers in rural schools than in low-poverty schools, less than half, or only 2.5 percent of them are not assigned a mentor. This is a gap of more than five percent. However, in high-minority schools, 17.5 percent of first-year teachers do not receive a mentor, more than twice that of low-poverty schools. In high-poverty schools, 21.4 percent of first-year teachers do not receive a mentor, a rate which is triple that of low-poverty schools.

First-year teachers and their principals are surveyed to measure how well the new teachers were prepared by their teacher education program. They are rated on a 1-5 scale, with ratings

3-5 representing preparation that was fair, good, and very good by the teacher education program. The first-year teachers in low-poverty schools gave higher ratings to the preparation they received than first-year teachers in high-poverty, high-minority and rural schools. The teachers in low poverty schools gave a rating of 4.45 (99.2 percent); first-year rural teachers gave a rating of 4.24 (97.8 percent); first-year teachers in high-minority schools gave a rating of 3.94 (90.8 percent); and first-year teachers in high-poverty schools gave a rating of 3.87 (90.1 percent). That is a difference in satisfaction ratings of .58 (9.1 percent) between first-year teachers in low-poverty schools and those in high-poverty schools.

Principals' ratings of first-year teachers were on average between .15 (1.6%) to .30 (4.4%) points lower than those of their first-year teachers. In low-poverty schools, principals rated the preparation of their first-year teachers at 4.30 (97.6 percent); principals of first-year teachers in rural schools gave a rating of 3.94 (93.4 percent); principals of first-year teachers in high-poverty schools rated their preparation at 3.66 (87 percent); and principals of first-year teachers in high-minority schools rated their preparation at 3.56 (87 percent). Overall, there was a difference of more than 10 percent in the ratings of principals in the high-minority and high-poverty schools and those in the low-poverty schools.

Salaries of the teachers in these four different categories of schools were analyzed as well. The adjusted salary takes into account a type of cost-of-living adjustment to allow for comparability. Among the four categories of schools, there is a relatively small gap of no more than \$855 in salaries of first-year teachers with a bachelor's degree. However, by year five, the gap widens to nearly \$5,000, with the biggest gap occurring between the low-poverty schools and the high-poverty schools. Between years six and 10, the gap widens to more than \$6,500, with the largest gap now between low-poverty schools and rural schools. For teachers with more than 11 years of experience, the gap widens even further to more than \$16,700, with the widest gap again between the low-poverty schools and the rural schools.

Among the different categories of teachers, there was some variation with respect to teacher absenteeism. On average, students learn more from a regular classroom teacher than from a substitute teacher. "To the extent that less learning occurs when regular teachers are absent and student motivation is also reduced, student academic performance may suffer" (Ehrenberg, Ehrenberg, Rees, and Ehrenberg, 1991). It should be noted that days of absenteeism did not include administratively approved leave for professional development, field trips, or other off-campus activities with students. Teachers are absent more than 10 days per year in high-poverty and high-minority schools as well as in schools with low percentages of FRPL students. In high-minority schools, 32.9 percent of the teachers are absent 10 days or more. In high-poverty schools, 30.2 percent of the teachers are absent 10 days or more. In low-poverty schools, 31.5 percent of the teachers are absent 10 days or more. In contrast, only 17.5 percent

teachers in rural schools are absent 10 days or more. There is a gap of more than 15 percent in teacher absenteeism between the rural schools and the high-minority schools.

One indication of a school's culture is the extent and severity of discipline issues. Research suggests that student discipline issues are strong predictors of math and science teacher turnover (Ingersoll & May, 2012). There is even evidence that discipline issues — or more accurately, teachers' efficacy in managing them — influence teachers' ability to be effective. It may also be true that ineffective teachers with lower self-efficacy make more discipline referrals or are more likely to be perceived as weaker disciplinarians, creating a less conducive environment for learning (Dibapile, 2012).

Overall, there was very little difference in discipline incident rates between rural and low-poverty schools, just less than a two percent difference in high-poverty and low-poverty schools and just a three percent difference between high-minority and low-poverty schools. When breaking that down further and looking at only elementary schools, there is just over a two percent difference between low-poverty and high-minority schools and even less between low-poverty and high-poverty or rural schools. However, when looking only at secondary schools, there was a much bigger gap. There was just over a three percent difference between low-poverty secondary schools and high-poverty secondary schools, and between high-minority secondary schools and low-poverty secondary schools, the difference was nearly seven percent.

The most important statistical difference between the separate categories of schools occurs in student performance. In high-minority schools, student proficiency in English language arts (ELA) is at 24 percent. Proficiency is 24.2 percent in high-poverty schools. Students in rural schools perform better in ELA at 54.1 percent. In low-poverty schools, ELA proficiency is at 68.8 percent, more than 44 percentage points higher than high-minority or high-poverty schools.

Similar results occur in mathematics proficiency rates, although they are slightly lower overall across all four categories of schools. In high-minority schools, math proficiency is at 22 percent and only slightly higher in high-poverty schools at 26.5 percent. Students in rural schools perform better at 50.7 percent and low-poverty schools better still at 66 percent. Like ELA, students in low-poverty schools perform 44 percentage points higher than students in high-minority schools.

It is important to note that additional data were included as a result of stakeholder engagement. Building on the original set of data, and based on stakeholders' requests, the following additional data were added to the original data set:

- Average poverty rate of the community
- The percentage of minority teachers

- A more detailed look at teacher salary that includes first-year teachers with BA, first-year teachers with MA, teachers with five years of experience or less, and teachers with six to 10 years of experience
- In addition to percentages of first-year teachers, also added was the percentage of teachers with less than three years of experience

Stakeholders felt this additional data might be informative to further clarify issues that affect the learning of the students in the four categories of schools, identify potential root causes for the gaps and possible strategies to address those root causes.

The data just described have been collected and summarized in the table that follows. The columns represent the four categories of schools: 110 high-minority schools with an average of 98.5 percent minority students; the 110 high-poverty schools with an average of 91.9 – 100 percent FRPL students; the 315 schools classified as rural remote; and the 110 low-poverty schools with an average of 0 – 16.4 percent FRPL students. The rows represent different measures related to a positive school experience. Most of these measures specifically focus on the quality of the teachers and leaders in the four categories of schools.

Measure	Highest 5 percent Minority schools (110 schools) Non-white students and Hispanics of any race	Highest 5 percent FRPL of schools (110 schools) Students eligible for Free and Reduced Lunch	Most Rural School Buildings (315 schools) NCES Urbanicity Classification **“Rural: Remote”	Lowest 5 percent FRPL of schools (110 schools) Students eligible for Free and Reduced Lunch
FRPL Rate	88.0% (average)	91.9%-100%	60.4% (average)	0%-16.4%
Avg. Poverty Rate of Community	30.1%	30.7%	18.4%	7.1%
* % Minority (Students)	98.5%	86.4%	3.6%	16.6%
* % Minority (Teachers)	52.0%	41.9%	0.9%	4.5%
* Discipline Incident Rate	3.4%	2.2%	0.6%	0.4%
• Elementary	2.4%	2.0%	0.2%	0.2%
• Secondary	7.9%	4.4%	1.4%	1.1%
Avg. Years of Experience	10.7	9.97	12.1	13.72
*Adjusted Average Salary	\$52,282.42	\$49,951.79	\$48,225.08	\$60,115.89
• 1 st yr teachers w/ Bacc.	\$39,031.83	\$38,868.87	\$38,488.02	\$39,343.84
• 1 st yr teachers w/ Mast.	\$44,689.04	\$43,603.59	\$43,443.01	\$44,498.51
• Teachers w/ 5 years Experience or Less	\$41,949.93	\$42,138.66	\$42,343.00	\$46,920.98
• Teachers w/ 6-10 Years Experience	\$49,031.10	\$48,804.28	\$47,072.14	\$53,653.01
• Teachers w/ 11+ Years Experience	\$62,678.20	\$60,512.59	\$53,667.07	\$70,430.06
* Retention Rate 1 yr (2013-2014)	69.2%	68.9%	81.2%	85.5%
* Retention Rate 3 yr (2011-2014)	44.6%	44.8%	60.1%	68.5%
*Absent 10 days or more	32.9%	30.2%	17.5%	31.5%
% First-year Teachers	13.0%	15.4%	13.9%	6.8%
% Teachers with Less than 3 yrs Experience	24.4%	26.9%	15.0%	8.9%
First-year Teachers Assigned a Mentor	82.5%	78.6%	97.5%	92.4%
% First-year Principals	18 schools (16.4%)	18 schools (16.4%)	43 schools (13.7%)	7 schools (6.4%)
Avg. Overall Preparation 1st yr Teacher Response 1-5 scale (percent)	3.94 (90.8%)	3.87 (90.1%)	4.24 (97.8%)	4.45 (99.2%)
Avg. Overall Preparation Principal Response 1-5 scale(percent)	3.56 (87%)	3.66 (87%)	3.94 (93.4%)	4.30 (97.6%)
*% Less than fully Qualified	15.1%	16.3%	13.0%	5.7%
• Elementary	12.4%	14.7%	8.7%	4.3%
• Secondary	27.9%	27.7%	19.8%	10.5%
*% Teaching Out-of-Field	5.6%	5.0%	6.6%	2.5%
• Elementary	4.2%	4.2%	4.1%	1.4%
• Secondary	12.2%	10.6%	10.3%	6.4%
*Effectiveness Index Overall Teacher Impact	78.5%	78.8%	81.2%	84.7%
Student Performance: ELA Proficiency	24.0%	24.2%	54.1%	68.8%
Student Performance: Math Proficiency	22.0%	26.5%	50.7%	66.0%

**Fifty-seven schools appear in both the high-minority and high FRPL list; one school in both rural and high FRPL list*

The data and related discussion to follow draw upon the most recent data available. In most cases, the data correspond to the 2013-14 school year. The “Definitions” section below indicates specific exceptions to this rule where applicable, as well as cases in which multiple years were combined.

All Missouri public elementary and secondary schools are included in the analysis, except as follows:

- Area vocational/technical schools and alternative schools are excluded since data are reported at students' regular schools in their home districts.
- Correctional facilities and medical treatment centers are excluded.
- Division of Youth Services sites is excluded.

To assist with interpreting the data contained in the chart, the following definitions and information are offered for each of the measures in the table:

***Poor student:** A student eligible for a free or reduced priced lunch (FRPL). The five percent of schools (110 schools) with the highest rates of FRPL students (91.9 – 100 percent) are referred to as “high-poverty” schools. These are compared with the five percent of schools with the lowest rates of FRPL students (0 – 16.4 percent), referred to as “low-poverty” schools.

***Rural: Remote:** Census-defined rural territory that is more than 25 miles from an urbanized area and also 10 miles from an urban cluster. The “rural: remote” designations used in this plan were extracted from the National Center for Education Statistics' Elementary/Secondary Information System (ELSI) and correspond to the 2011-12 school year (most recent available data). Schools that meet these criteria are referred to as “rural schools”.

***Average poverty rate of community:** Estimated percentage of persons in the ZIP code in which the school is physically located who fall below the poverty threshold identified by the U.S. Census Bureau. A person's income and family size determine poverty status. The Census Bureau's methodology uses the 1982 federal poverty threshold, adjusted by the average inflation over the last 12 months leading up to the Census Bureau's interviews. Source: U.S. Census Bureau, 2009-2013 Five-Year American Community Survey.

***Minority:** Non white students, including Hispanic of any race. The five percent of schools (110 schools) with the highest average (98.5 percent) of minority students are referred to as “high-minority” schools.

***Discipline rate:** The number of incidents divided by the number of students (incident is when a student is removed from the regular classroom half (1/2) a day or more).

***Adjusted average salary:** Uses an index developed by the National Center for Education Statistics called the “Comparable Wage Index” (CWI) to adjust teacher

salaries. While not a true cost-of-living adjustment, the basic premise of the CWI is that all types of workers — including teachers — demand higher wages in areas with a higher cost of living; by measuring systematic differences in the cost of labor, the CWI therefore accounts for much of the uncontrollable variation in education expenditures, such as teacher salaries. All salary data are for the 2013-14 school year, but the CWI was most recently updated in 2012.

***Retention rate:** Percent of teachers retained from 2013 to 2014 (one-year retention rate), or from 2011 to 2014 (three-year retention rate). A teacher is considered to be retained if, in 2014, he or she remained employed as a teacher in the same school where he or she was employed in either 2013 (for the one-year analysis) or 2011 (for the three-year analysis).

***Absenteeism:** A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to teach students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. This does not include administratively approved leave for professional development, field trips or other off-campus activities with students. Absenteeism data were extracted from the U. S. Department of Education’s 2011-12 Civil Rights Data Collection (CRDC).

***Inexperienced teacher:** A first- year teacher.

***Less than fully qualified (for the statutory term “unqualified”)** – A teacher who meets one or more of the following criteria:

- Is teaching on a provisional certificate
- Is teaching on a temporary authorization certificate
- Is lacking the necessary credential to be considered appropriately certified for at least one teaching assignment

***Out-of-field:** A teacher who is considered inappropriately certified by virtue of teaching a subject that does not correspond to one or more of the teacher’s active certifications.

***Effective Index:** An average overall rating of the general collective effectiveness of the teachers in a school. Since Missouri does not mandate a single evaluation model for all LEAs, an index was developed to summarize aggregate teacher effectiveness ratings for each school in the most consistent manner possible. On Screen 18a of Core Data, an annual data collection by the Department that occurs at the end of the school year, LEAs submit the number of teachers evaluated that year within each of the summative

performance levels used in the local evaluation system. The data are reported in order of increasing effectiveness. The number of teachers in each level is assigned a point value equal to the rank position of the level. The total point value of the teachers' collective ratings is then divided by the maximum points possible based on the parameters of the local system. For example, in a five-level system in which 10 teachers were evaluated, the maximum point value possible would be 50 (10 x 5 = 50). If each teacher were rated at the second highest effectiveness level, that collective effectiveness would be worth 40 points (10 x 4 = 40). In this situation, the index would be calculated at .80 (40/50 = .80).

***Excellent educator** – an educator that has a positive impact on student learning.

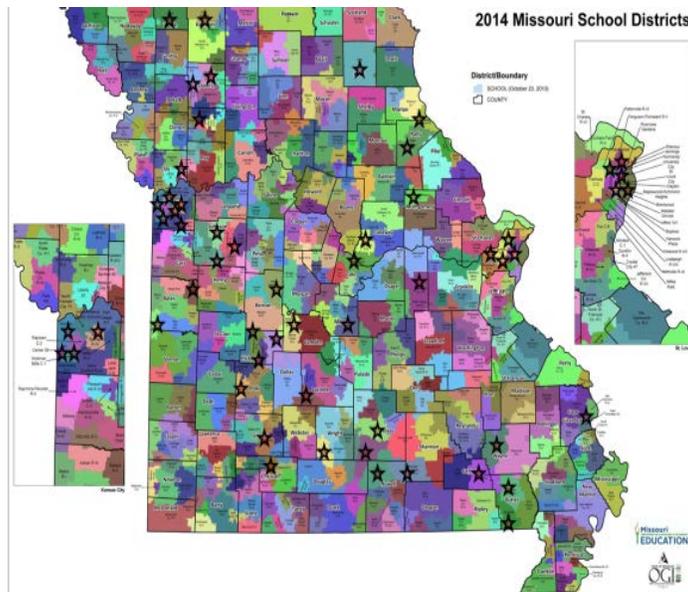
According to a number of measures contained in the table, these data suggest that the learning experience of students in high-poverty, high-minority and rural schools compared to students in low-poverty schools is quite different. High-poverty, high-minority and rural students appear to learn from less-experienced, unqualified, out-of-field, or less-effective teachers at higher rates than occur in low-poverty schools.

Section 3: Equity Gaps

Focus Groups

As noted, focus groups were convened across the state to discuss the issue of equity. These groups hosted educators from the 110 high-poverty schools, the 110 high-minority schools and the 315 schools classified as Rural:

Remote. Collectively, there are 472 buildings in these three categories. Overall, 34 percent of these buildings participated in the focus groups. The black stars on the map indicate the locations of these schools and demonstrate that input gathered from these educators through the focus groups is representative of all regions of the state.



The topics of discussion included a review of the data as summarized in the data chart. After reviewing the data, the discussion focused on how well the data represented the reality of the challenge of providing high-quality teachers and leaders, as is characteristic of more affluent

schools. The protocol used in the focus group discussions is provided in Appendix C. The general consensus of focus group participants was that, while the data captured some of the real challenges they face in providing an equitable education for their students, they generally felt it didn't necessarily tell the whole story. These discussions illuminated additional gaps and root causes and provided possible strategies. Their comments included the following:

- While the adequacy of the educator pipeline is certainly a concern, participants agreed the issue is more complex. Overall, pipeline adequacy is necessary but insufficient to fully address the issue of equity. For example, relaxing standards and doubling the number of certificates issued by the Department each year would certainly increase the number of candidates in the pipeline. But the increase in the number of candidates would exacerbate the problem of whether or not all teacher candidates would be high-quality teachers. There were several issues of particular concern regarding the quality of teacher candidates:
 - Very few candidates currently demonstrate a deep understanding of urban education. Focus group participants felt that in order to successfully teach students in an urban setting, you need to understand them and be able to relate to them.
 - “They [new teachers] come in trying to change the culture instead of understanding it.”
 - “There are certain skills required when teaching children who are very different than yourself.”
 - “It’s very important that you find a way to build relationships with students in urban schools.”
 - “Understand the context first, build relationships next and then you can teach.”
 - There is a current need for prospective teacher candidates to have a deeper understanding of how to educate students beyond a superficial level of knowledge. It should include more embedded practice (i.e. working on engagement strategies with students you are trying to engage).
 - In general, focus group participants felt their schools still spent too much time and resources helping new teachers with basic student management strategies and pedagogy.
 - Not all areas of education are considered an area of shortage. Virtually all participants noted having multiple Elementary Education candidates for each position available. The same does not hold true for other areas. Specifically noted was math, science, foreign language, fine arts and practical arts.
- While the overall quality and quantity of teacher candidates in the pipeline is a contributing factor, even more important is the issue of attraction. While increasing the

quantity of quality candidates is a necessary solution, it doesn't fully address the issue of attracting candidates to high need areas, both geographic and content/grade level. Focus group participants generally agreed that people are not interested and generally would not choose to come and teach in their locations. Many of them related experiences of sitting at empty tables at job fairs looking at long lines of prospective teachers in front of the tables of the more affluent school districts. In particular, their comments included:

- "Perception is everything. If you are perceived to be a failing system, people are hesitant to be a part of your school."
- "Teachers want to be successful, and so they choose to go to places where this is likely to happen."
- As mentioned previously, certain content areas and grade levels don't appear to be much of an issue anywhere. But other areas (as noted: math, science, foreign language, fine arts and practical arts) are a challenge particularly for high-poverty, high-minority and rural schools.
- The geographical location presents challenges as well, particularly for younger teachers. The lack of available housing and fewer social opportunities in rural communities were particularly noted.
 - One superintendent joked that he has actually wondered if it would help if he bought a party bus to give new, younger teachers something to do on weekend nights.
 - Another jokingly said, "We get them here and then try to get them married off so they will stay here."
- If pipeline capacity and attraction to certain content /grade level and geographical areas is a challenge, even more so is retention. Focus group participants agreed that getting them there is not as hard as keeping them there. In some instances, the school invests in the teacher to get them additional training and even, in some circumstances, to add additional level certifications so they can be used in more areas.
 - "The problem this creates is that the teacher (now more marketable) can then go down the road and earn anywhere between \$5,000 and \$10,000 more per year."
- Many participants agreed that the key is building a higher quantity of quality candidates, attracting them to areas of most need and then keeping them there. A critical component is the inclusion of support systems so teachers feel successful in doing what they are doing, where they are doing it.

Throughout these discussions, participants expressed differences in the challenges they face in their communities. This was particularly apparent between high-minority, high-poverty and rural schools. While there were varied causes for the challenges these schools face, the

outcome for students was quite consistent. More specifically, if as a student you are born into or move into a zip code served by a high-minority, high-poverty or rural school in the state, your access to high-quality education is less consistent than that of students in wealthier schools. While that situation occurs for different reasons and therefore will require different strategies, the outcome for the student remains the same.

As mentioned, there was some difference in the types of issues that challenge high-poverty, high-minority and rural schools. However, there was one particular issue that was noted with surprising consistency. In fact, regardless of whether they serve students in a high-poverty, high-minority or rural school, the participants of every focus group unanimously agreed that this one particular factor is critical to the issue of equity. The issue is leadership. One superintendent put it this way: “If I had an effective principal in each of my buildings, I wouldn’t have a problem.”

Educational Equity Leadership Conference

An Educational Equity Conference was hosted in St. Louis by the Midwest Equity Assistance Center. Its purpose was to illuminate the educational equity needs across school districts in the Greater St. Louis area. Participants at the conference included administrators, teachers, parents and students, representatives of higher education, community members, the Department of Education, and other advocates for educational equity.

The conference included a number of general sessions, networking opportunities and a diversity education fair. Feedback from participants was organized around the following general prompts and responses:

- What does educational inequity look like?
 - Inequity stems from a lack of access to opportunities for particular groups of students as compared with other students.
 - An educational workforce with low numbers of diverse teachers and leaders.
 - Educators who are underprepared to work with diverse populations of students.
 - As stated by one conference participant, “All individuals who work in instructing children should have a frank discussion with one another about how they truly feel and think about equity in education versus equality in education.”
 - Policies and practices that result in particular populations of students being disproportionately represented in various types of school programs such as special education, extracurricular activities, suspension and expulsion, etc.
- What challenges are you encountering in addressing equity issues?
 - Access to resources and funding to address inequity issues.

- Sustained training in working with diverse students for all educators at every level (central office, building-level leadership, classroom). Training would include cultural competencies, as well as strategies for student-centered learning, implementation, and issues of power, privilege and difference.
- What advice or solutions do you have for overcoming these challenges?
 - Access resources and funding to address inequity issues.
 - One conference participant said, “We must practice and make educating children the most important thing in the building. Next, we must allocate funds to provide resources to these students.”
 - Engage in community relations and outreach strategies.
 - Build a positive culture that is student-centered, reflects more professional development for educators, uses a curriculum and/or supplemental materials that reflect diversity, and employs equity audits to determine quality of instruction.
- What are some best practices or strategies for supporting equity efforts?
 - Promote a positive culture sensitive to diversity issues.
 - As one participant said, “We must reach and learn to educate those who are now disenfranchised and quickly becoming the majority.”
 - Another participant said, “We should focus more on changing the space rather than creating a new one ... more inclusive.”
 - One student in attendance noted that, “their culture is not reflected in their school.”
 - Quality instruction supported by a curriculum that addresses diversity.
 - Coordinated efforts to involve parents and community members.
 - Both internal and external collaboration focused on equity issues.
 - Foster positive relationships between educators, students and community members.
- How does leadership contribute to equity efforts?
 - School leaders set the direction and tone of the district and school.
 - School leaders promote an environment conducive to learning.
 - A student at the conference said, “People who should be involved in working on these steps should be teachers and administrators; they have the power to make these [decisions].”
 - School leaders foster and ensure efficient and effective communication.

- One conference participant said, “Administrators and teachers need to be brave and open enough to talk to students and discuss what [student] needs are.”
 - When asked about who should be involved in next steps, a student at the conference said, “Definitely the leaders of our school. We actually have a student-led group that deals with these topics. We luckily have many staff members from our school that are helping us overcome these barriers.”
 - School leaders engage in and model positive relationships with administrators, teachers and community members.
- What are the pressing next steps needed for equity efforts?
 - Examine and revise existing policies to ensure (1) they don’t disproportionately limit access to quality educational opportunities for any population of students who are attending their school district, and (2) that no one is excluded.
 - Said one participant, “Ask who is likely to benefit from this policy and practice and who is not.”
 - A participating student said, “The next steps are to reach out to students that we notice are on the wrong end of equity issues” to make sure that all students feel included in the educational process.
 - Provide sustained and embedded professional development on pedagogy and practices in working with diverse students.
 - One participant said, “Many teachers have to change their [negative] thinking about minority students.”
 - Engage in strategies to increase community involvement.
 - One participant noted that there should be “more effective ways to encourage and support teachers in how to communicate with families about student concerns.”
 - A student at the conference said, “In my opinion, the students and parents are the most important people to be heard and included in working on equity in the community.”
 - Build alliances and partnerships in support of educating diverse students.
 - A student at the conference suggested, “Getting small business owners and parents and community leaders to collaborate would be most effective.”
 - Increase awareness and understanding of cultural and community issues.

- A student attending the conference said, “The next step is understanding the [diverse] children teachers work with. After we do this, we can connect and change the lives of the youth in our community.”
- Who needs to be involved in next steps?
 - Put very simply by a large majority of conference participants: “Everybody who is involved in a student’s educational process.”

Members of the Midwest Equity Assistance Center who convened and facilitated the St. Louis conference recommended the following priorities in addressing issues of educational inequity:

- Developing effective leadership as it is a key factor in a majority of the issues that surfaced during the conference.
- Policies and practices that treat certain populations of students inequitably should be reviewed and revised.
- Improve teacher pedagogy and instruction to more effectively work with diverse students.
- Enhance community involvement around issues of educating diverse students.
- Finally, they noted that the St. Louis conference was the initial conversation. Continued conversations should occur in follow-up conferences in the southeastern and Kansas City regions of the state.

Section 4: Strategies for Eliminating Equity Gaps

Missouri’s Theory of Action

Having used a variety of different measures to complete a comparative analysis between high-poverty, high-minority, rural and low-poverty schools; having engaged in discussions with representatives of multiple professional organizations; and having facilitated dialogue with educators across the state in high-poverty, high-minority and rural schools who face the real challenges of providing equitable educational opportunities for all of their students, the following Theory of Action is established to guide Missouri’s Equity Plan:

When a high-quality, diverse pool of individuals is recruited into the teacher education programs in our state;

And when those individuals are fully prepared and qualified to be successful in any classroom as evidenced by rigorous high-quality content and performance assessments;

And when the quantity of high-quality teacher candidates is adequate to meet the needs of all schools at all grade levels and in all areas of content;

And when those individuals are attracted to teach in all types of educational settings and to work with all types of students, particularly those in high-poverty, high-minority and rural schools in our state;

And when those teachers are supported and developed and provided opportunities to collaborate and guide the learning opportunities of their students under the leadership of effective school administrators;

Then all students in every classroom in Missouri will have access to excellent teachers.

This Theory of Action is the foundation for the gaps, root causes and strategies outlined below.

Categories of Root Causes

The comparative analysis of different measures suggests that students in high-minority, high-poverty and rural schools are taught by inexperienced, unqualified, out-of-field and less than effective teachers at a greater rate than those students in more affluent schools. In initial discussions with professional organizations (see the meeting agenda in Appendix A) the following general categories of root causes were offered:

- Environmental causes
 - Working conditions
 - Stress of accountability and testing
 - Poverty/community culture
- Institutional
 - Lack of preparation to teach in challenging conditions
 - Insufficient numbers of qualified candidates in particular content areas and grade levels
 - Placement does not emphasize difficult to staff areas
- Workforce Issues
 - Teacher preference
 - Incentives for teaching in difficult to staff areas

In discussions with stakeholders, the complexity and challenge of identifying root causes emerged. In particular, within these root causes, a number of additional root causes were identified. A very complete understanding of the nature of the problem is critical to developing strategies that will have an impact on the equity issue.

Root Cause: Imbalance of Teacher Supply and Demand

Echoing feedback from stakeholders in the field, one potential root cause of inequitable access in Missouri public schools may be that there is not an adequate supply of teachers in the academic disciplines or regions of the state that are most difficult to staff. Since teacher preparation programs are major contributors to Missouri’s supply pool — about 76 percent of individuals receiving their first teaching certificates in 2014 were recommended for certification by a Missouri educator preparation program — the health of the teacher preparation pipeline is an area to examine in order to build a more complete understanding of teacher supply and demand.

Does the Preparation Pipeline Satisfy the Overall Demand for Teachers?

In the 2014-2015 school year, there were 6,600 teaching positions filled in some way other than retaining last year’s teachers. In other words, through a combination of teachers leaving (for any reason) and positions added, schools needed to hire 6,600 teachers in order to achieve the staffing levels that were ultimately reported for the 2014-2015 school year. Ideally, if colleges have been preparing candidates to meet the demand for teachers in these schools, there should have been a healthy supply of recent preparation program completers willing to apply for one of those 6,600 positions.

Across all traditional teacher preparation programs in Missouri, there were roughly 24,000 completers from 2009 through 2014. Many of those completers did get a job as a teacher in a Missouri public school, but many still do not have a teaching job, even those who completed their teacher preparation in 2009 or 2010. See below:

Completion Year	Total Completers	# First Hired in 2010	# First Hired in 2011	# First Hired in 2012	# First Hired in 2013	# First Hired in 2014	# First Hired in 2015	# Still Not Hired
2009	3,848	1,729	330	206	118	79	44	1,342
2010	3,978	--	1,552	482	266	135	81	1,462
2011	4,098	--	--	1,692	525	253	121	1,507
2012	3,912	--	--	--	1,802	486	181	1,443
2013	3,731	--	--	--	--	1,841	378	1,512
2014	3,961	--	--	--	--	--	2,091	1,870
Total	23,528	1,729	1,882	2,380	2,711	2,794	2,896	9,136

Among the 2009 through 2013 completers still not employed as a public school teacher, any number may have considered applying for one or more of the 6,600 positions that were filled in 2014-2015. In the table above, the highlighted numbers in the “# Still Not Hired” column

delineate these potential applicants. Likewise, any of the 3,961 completers from the class of 2013-2014 may also have considered applying for teaching positions that were filled in 2014-2015. Therefore, a maximum estimate of the supply of potential teachers for school year 2015 just from recent college graduates would be the sum of all the highlighted numbers in the table above — 11,227 in total.

Since some recent college graduates will choose not to go to work right away — some will ultimately pursue further education, take time off to raise children, etc. — the actual supply is more difficult to estimate. National figures indicate that as many 15 percent of recent college graduates do in fact remove themselves from the workforce for any number of reasons.² The percentage who will be employed in a private or parochial school should also be eliminated from consideration as part of the available supply, since the 6,600 positions in question were available specifically at Missouri public schools. Based on a match of completers against the state's Unemployment Insurance wage database, about 10 percent are employed in non-public education. Therefore, a more realistic accounting of the teacher supply that Missouri public schools might be able to draw from should include a downward adjustment to reflect the unavailability of roughly 25 percent of recent college graduates.

By applying this adjustment, it is estimated that about 8,420 recent teacher preparation program graduates would have been both willing — in the sense that they were seeking some kind of employment — and able to apply to one or more of the 6,600 positions that were filled in 2014-2015. The ratio between these two figures is 1.28, meaning that there was one person, plus 28 percent of another person, available for every job opening going into the 2014-2015 school year.³ Since it was estimated that there would have been more potential job applicants than job openings, it can be said that there was a surplus of teacher supply overall.

In summary, the available data on the teacher workforce suggests that the preparation pipeline easily satisfies the demand for teachers overall.

Does the Preparation Pipeline Satisfy the Demand for Teachers in Specific Academic Disciplines?

Replicating the ratio method described in the previous section, individual analyses were performed for a broad cross-section of academic disciplines. Ordered from lowest to highest supply-to-demand ratio, the results are shown in the table below:

² For figures, see p. 10 of the Bureau of Labor Statistics' *Monthly Labor Review* for February 2013. <http://www.bls.gov/opub/mlr/2013/02/art1full.pdf>

³ In practical terms, this means that for every three to four openings, one qualified applicant was unable to find a teaching job in a Missouri public school.

Discipline	*Adjusted Available Supply of Potential 2014-2015 Hires	New Hires Demanded for 2014-2015	Supply/Demand Ratio
Special Education	547	1,482	0.37
High School Math	240	451	0.53
High School Science	211	353	0.60
World Language	146	221	0.66
Language Arts	836	1,134	0.74
Early Childhood	937	841	1.11
Music	341	301	1.13
Physical Education	526	446	1.18
Elementary Education	3,394	2,301	1.48

*Adjusted to remove 25 percent of recent completers to better reflect actual availability

Disciplines with a supply/demand ratio less than one could be considered areas of shortage; those with ratios greater than one could be considered areas of surplus. The available data strongly suggest that preparation pipelines were not equally robust across all disciplines. As a whole, the state of Missouri had an ample supply of recent college graduates from which schools in need of early childhood, music, physical education, or elementary education teachers could have drawn. Human Resource Directors likely had some difficulty recruiting special education, high school math and science, world language, and language arts teachers—there simply were not enough recent graduates to go around.

A combination of working-conditions data and feedback from school leaders may confirm that there were some kinds of schools better equipped to attract candidates than others. Perhaps some were able to offer better starting salaries, or had a safer and more nurturing climate. From statewide data alone, it is impossible to pinpoint these kinds of inequities.

One promising strategy for shining a light on inequities is to explore regional trends. There may be some regions of the state, particularly the poorer or more rural areas that are a focus of this equity plan, that face challenges which could be reduced by implementing solutions tailored to the local context. If all students are to have a quality education, all students must have access to effective teachers no matter where they attend school, and all students must have access to the kind of education that will prepare them for college and careers.

In consideration of these principles, the existence of inequities in science, technology, engineering, and mathematics (STEM) education may be particularly devastating. According to Laura Loyacano, Program Director of KC STEM Alliance, a 15 percent growth in the number of new STEM jobs in the next 10 years, especially in engineering, is projected (Missouri Department of Elementary and Secondary Education Press Release, May 23, 2014). Figures like these point to the importance of high school science education as an ingredient for college and career readiness. Students in regions lacking access to qualified high school science teachers are at a clear disadvantage, with reduced exposure to rigorous college preparatory science

courses—about 65 percent of districts with the highest rates of less-than-fully-qualified high school science teachers have no such course offerings whatsoever for their high school students, while 40 percent of districts with no unqualified high school science teachers lack such offerings—and diminished prospects for gainful employment in STEM fields.

As the data provided above have already illuminated, there is evidence that some STEM disciplines do have teacher shortages. If the data could further show that these shortages are more severe in areas already ravaged by poverty or other factors associated with worse education outcomes, it would give policymakers critical insights when formulating strategies to improve equitable access. Furthermore, since teacher preparation pipelines take time to mold—most students require a minimum of four years of college in order to earn a baccalaureate degree in education—the ability to project teacher shortages would serve as a strategy in its own right, potentially providing more information than historical data alone could provide, to improve the chances that other equity strategies will achieve their maximum intended effects. In Missouri, this strategy is already under development, and will be described next.

Shortage Predictor Model

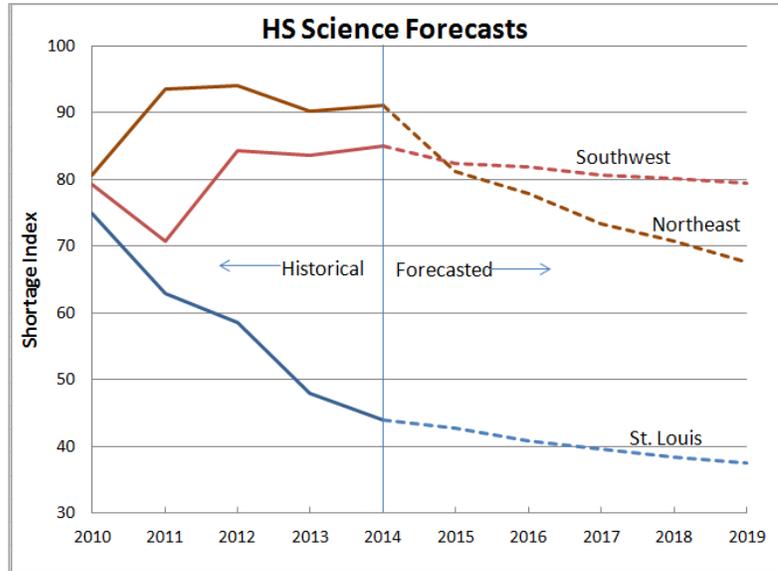
In Spring 2014, the Missouri Department of Elementary and Secondary Education (Department), in collaboration with the REL Central Regional Educational Laboratory at Marzano Research Laboratory, the Central Comprehensive Center (C3), and the Center on Great Teachers and Leaders at the American Institutes for Research, completed Phase One of an ambitious, multi-year project to develop and implement a Shortage Predictor Model (SPM). The SPM is designed to predict educator shortages and surpluses by region and certification area. Envisioned as a source of data to inform strategies to recruit and retain educators in difficult-to-staff content areas and grade levels, the SPM has the potential to assist policymakers in addressing unequal access to effective teachers.

The 2014 iteration of the SPM utilized data collected from public school districts and charter LEAs over a period of five years or more in order to create a “shortage index,” or SI. The SI reflects (1) the percentage of teachers who are less than fully qualified; and (2) perceptual ratings of teacher supply on a five-point scale, where “1” denotes “Considerable Surplus” and “5” denotes “Considerable Shortage.” By combining both of these indicators instead of relying on one or the other singly, the SI is intended to provide a balanced measure of teacher supply. The SI ranges from 0 to 100, with 100 indicating the most severe shortages.

The 2014 SPM used statistical methods to estimate SI for the next five years by region and certification area. These estimates, or “forecasts,” were based on historical SI data, enrollments per teacher, and supply of new teachers from professional education programs. Each of these factors was found to be predictive of future shortages when used in tandem with one another.

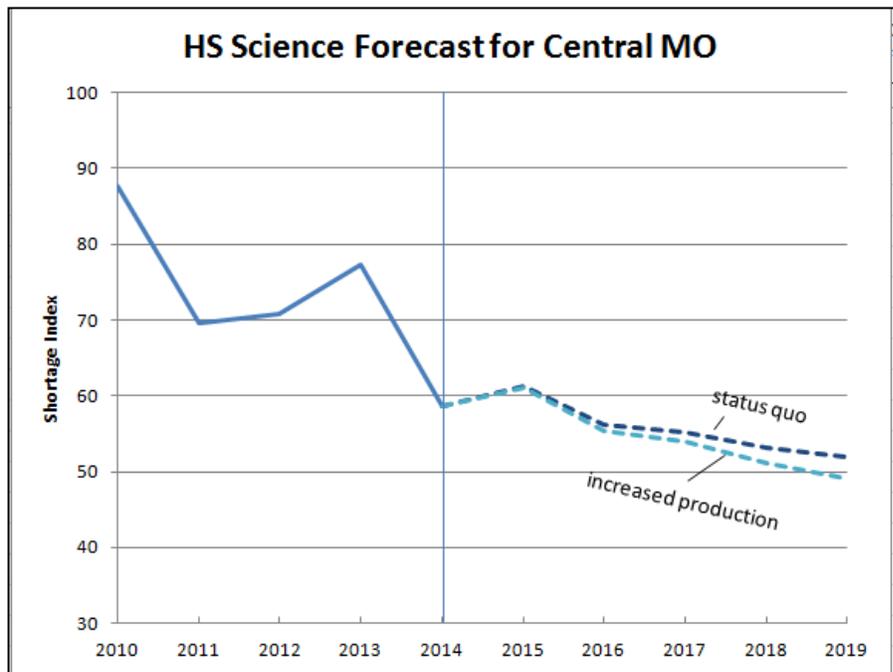
The initial SPM forecasted an overall decline in teacher shortages over the next five years. However, due to differences in local conditions, some regions of the state are likely to have access to a more robust teacher supply than others. Consider high school science:

For ease of reading, just three regions are shown—Southwest Missouri, Northeast Missouri and



St. Louis. While there is some uncertainty in predicting the future teacher supply, the available data suggest that all three regions had similar challenges in staffing qualified high school science teachers in 2010. However, by 2014, a wide inequity emerged, with drastic improvements in St. Louis and continued challenges in the other two regions. By 2019, yet another inequity has been forecasted to emerge, with the Southwest region experiencing little relief while the other two regions continue to see steady progress in attracting qualified high school science teachers.

While the first forecasts produced in 2014 did point to future inequities in certain areas, those forecasts assumed that there will not be anything to “shake up” the status quo. The purpose of developing an equity plan, of course, is in part to alter the course of future events for the betterment of students. **The SPM’s true value lies in the promise it may hold for testing out strategies to reduce inequities.** The graphic to



the right illustrates the estimated impact, based on initial projections that a single producer of

high school science teachers could have if that school simply added four more college graduates trained in high school science education to Missouri’s certification rolls each year over the next five years. By 2019, the model estimated that the SI could improve by 5.5 percent in Central Missouri just through this modest commitment by a single Missouri institution to produce a handful more science teachers each year. If other colleges of education joined this initiative, the cumulative impact on teacher supply could be considerable.

The high school science example merely scratches the surface. Based on last year’s projections, areas such as world language, English language learner education, and high school mathematics would also be expected to remain difficult to staff with qualified teachers moving forward, particularly in specific regions of the state. The statistical methods used to generate regional data could also be used to generate forecasts for “poverty centers” as compared with “wealth centers”—grouping data from all areas of the state that are at the extremes on measures of economic disadvantage.

The SPM is just in the beginning stages of development. In Spring 2015, the Department will update its initial projections based on the latest available data. In doing so, there will be an opportunity to more explicitly model the challenges and strategies identified in this equity plan. Simulations will be carried out to show how shoring up the educator pipeline and retaining effective teachers reduces shortages and improves learning outcomes for disadvantaged students. In developing its analysis plan for 2015, the Department will thoroughly vet the SPM both internally and with nationally recognized experts, including thought partners at REL Central, GTL Center, and C3, then examine how well the new forecasts align with experiences in the field. By Fall 2015, a plan for sharing SPM data with external stakeholders will be ready for implementation.

Milestone	Target Date / Date Completed
Department, C3, GTL Center, and REL Central form development team partnership.	Spring 2013
Regular conference calls with development team partners begin. Two workgroups formed, one focusing on developing a communication plan and the other focused on developing the forecast model.	Fall 2013
Development team meets in St. Louis, Missouri, to review analysis plan, refine theory of action, and plan next steps.	January 2014
Began analysis of historical supply and demand data.	February 2014
Compiled data in format suitable to statistical modeling.	Spring 2014
Completed initial “model run,” generating preliminary forecasts through 2019 by certification area and region of the state.	May 2014
Completed technical manual documenting methods and initial results.	June 2014

Debriefed internally about initial forecasts; developed plan for conducting further diagnostic tests of model technical quality, exploring alternative methods and refinements, and for improving quality of input data sources.	Summer 2014
Affirmed plans to continue development team partnership into 2015.	Fall 2014
Revised communication plan.	September 2014
State Board of Education approves Top 10 by 20 Plan, including goals for continued SPM development through 2015; connection between SPM and Missouri's equity plan established.	October 2014
Continued regular conference calls with development team; role of SPM in state equity plan becomes a team-wide focus. Internal vetting of SPM continues.	Winter 2015
Data available to test accuracy of initial SPM forecasts; preliminary analysis plan for 2015 developed.	Spring 2015
Finalize analysis plan for 2015 version of SPM.	April 2015
Collect "pipeline" data from educator preparation providers to include in 2015 version of SPM.	May 2015
Generate updated forecasts using revised SPM (i.e., 2015 version); update technical manuals as necessary.	June 2015
Debrief internally about updated forecasts; launch communication plan; begin sharing SPM data with educator preparation programs	Summer 2015
Develop plans for continued work on SPM through 2016	Fall 2015

Categories of Potential Strategies

In continued discussions and reflections with professional organizations (See Appendix A) on possible ways to address the inequity that exists in the educational experience for students in Missouri related to the causes listed above, the following categories of strategies were explored:

- Environmental causes
 - Collect data on working conditions
 - Increase community support
 - Wrap around services
 - Establish professional learning communities
 - Improve conditions in difficult to staff settings
 - Smaller class size
 - Increased opportunities for professional collaboration

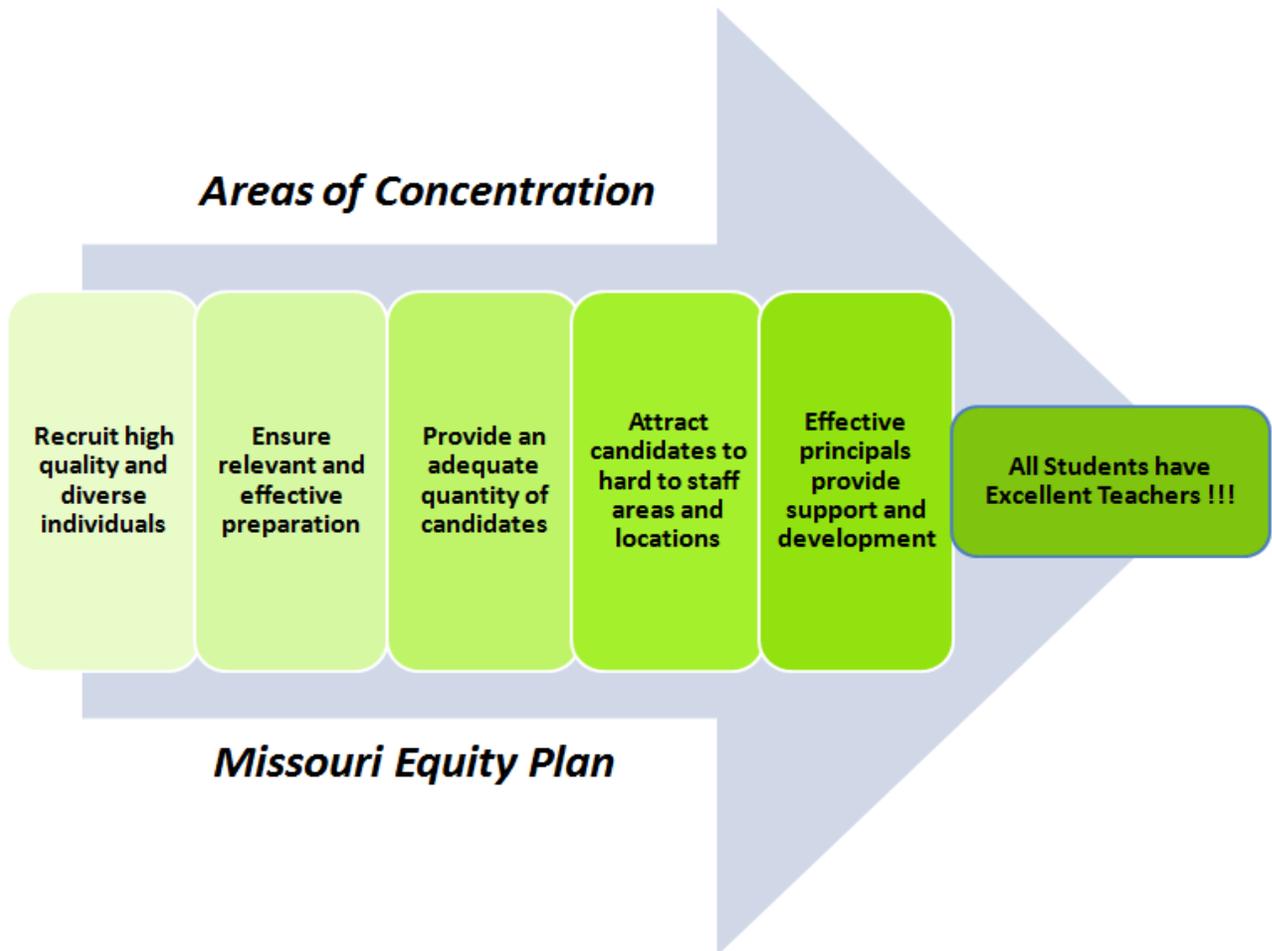
- More opportunities for teacher leadership
 - Expand support for educators
 - Mentoring
 - Pay for cooperating teachers
 - Increased opportunities for professional collaboration
 - Ways to improve teaching and leadership skills
 - Growth-based evaluation system
 - Professional learning tied to educator needs
 - Incentives to teach in difficult to staff settings
 - Salary increases
 - Both starting salary and salary expectations
 - Support with housing or compensation
 - Incentive programs for retention in areas of inequity
- Institutional
 - Develop a template for training teachers to succeed in challenging settings
 - Increase the pipeline through particular higher education programs and urban centers
 - Fund prospective teachers to enroll in teacher preparation
 - Expand year-long internship program
 - Develop loan forgiveness programs
- Workforce Issues
 - Incentives to teach in difficult to staff settings
 - Significant salary increases
 - Both starting salary and salary expectations
 - Support with housing or compensation
 - Incentive programs for retention in areas of inequity

- Encourage “grow your own” programs
- Explore the use of technology for increasing distance learning

These general categories of strategies were captured during a “brainstorming” session with the state’s professional organizations. This information, taken with suggested strategies from the focus groups, is offered in the following section.

Strategies for Eliminating Equity Gaps

Based on conversations with professional organizations on categories of potential strategies and the extensive input from practitioners across the state on the real challenges they face in providing equitable education to all students, the following Areas of Concentration aligned to the state’s Theory of Action have been established as the key components of the Equity Plan:



Recruiting high-quality and diverse individuals

Gaps

Producing high-quality teachers begins with recruiting high-quality individuals. These individuals are more likely to successfully complete the requirements of their educator preparation programs, including passing the appropriate content and performance assessments, and become fully certified.



Less-than-fully qualified teachers are those teaching on a provisional certificate, teaching on a temporary certificate, or lacking the necessary credential to be considered appropriately certified for at least one teaching assignment. Less than fully qualified teachers are particularly prevalent at the secondary level and in high-poverty and high-minority schools. The gap between the percentage of less than fully qualified teachers in the wealthiest schools and the rural schools is 9.3 percent and as much as 17.2 to 17.4 percent between the wealthiest and the poorest or highest minority schools.

In addition to high-quality candidates, Missouri schools are in need of more diverse candidates. In all schools, teachers of diversity enrich the culture. Minority students are those students that are non-white and Hispanic of any race. In high-minority schools where the average student population is 98.5 percent minority, the teachers in those schools are only 52 percent minority. The same situation is also found in high-poverty schools where the percentage of minority students averages 86.4 percent and yet only 41.9 percent of the teachers are minority.

Even in more affluent schools, less than five percent of teachers are minority teachers. This is slightly less than the overall statewide average, which is about seven percent. Input gathered through focus groups of people working in high-poverty, high-minority and rural schools indicated that more diverse teacher candidates would create a better overall teacher workforce in that it better matches the diverse student population found in many of Missouri's schools.

Root Cause

One of the primary reasons that more high-quality and diverse individuals are not recruited into teacher education programs is that there is no comprehensive effort underway at this time. While some educator preparation programs and professional associations engage in general recruitment strategies, there is no comprehensive effort and certainly none including the Department of Education.

Strategies

A comprehensive recruitment campaign with a focus on increasing the quality and diversity of individuals entering the teacher education pipeline would help create a higher quality, more diverse teacher workforce.

- a. Educator Preparation Programs and the Department of Elementary and Secondary Education will collaboratively develop and implement an effective process for recruiting high-quality individuals as future teachers. This will include an assessment to ensure these individuals possess an adequate level of basic content knowledge.
 - o Recruitment of individuals into teacher education programs will also include an entry level screening tool. This will be an assessment of work style preferences used to support the development of effective educator work habits.
- b. Educator Preparation Programs and the Department of Elementary and Secondary Education will collaboratively develop and implement a statewide recruiting strategy for diverse individuals to enter the teacher education pipeline. This would include a systematic, comprehensive campaign to attract high school students from all types of schools, both poor and rural, to consider a profession in teaching.

Area of Concentration #1: Recruit High-quality, Diverse Candidates

Equity Strategy Outcome	Action Steps	Target Date
a. High-quality individuals enter the teacher education pipeline	Convene committee to review recruiting strategies	10-1-15
	Produce recruitment materials	12-1-15
	Establish and require a work styles inventory	✓
	Establish and require an entry assessment	✓
b. Diverse individuals enter the teacher education pipeline	Convene committee to review recruiting strategies	10-1-15
	Produce recruitment materials	12-1-15
	Engage in a recruitment campaign	Spring 2016

Ensure Relevant and Effective Preparation

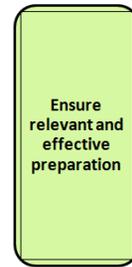
Gaps

Having a pool of high-quality and diverse individuals recruited into the teaching pipeline, it is next necessary to ensure that these individuals receive high-quality preparation. More than 40 institutions in the state offer programs in teacher education. The quality of these programs is paramount to ensuring that high-quality teacher candidates emerge at the end of the experience. Individuals who have experienced relevant and effective preparation to be a teacher are more likely to successfully complete the requirements of their educator preparation programs, including passing the appropriate content and performance assessments, and to become fully certified.

Less than fully qualified teachers are those teaching on a provisional certificate, teaching on a temporary certificate, or lacking the necessary credential to be considered appropriately certified for at least one teaching assignment. Less-than-fully qualified teachers are particularly prevalent at the secondary level in high-poverty and high-minority schools. The gap between the percentage of less than fully qualified teachers in the low-poverty schools and the rural schools is 9.3 percent and as much as 17.2 to 17.4 percent between the low-poverty schools and the high-poverty or high-minority schools.

One measure of program quality is the success of teachers in their first year of teaching. First-year teachers are surveyed to determine how well they felt they were prepared by their teacher education program. They rate their program on a 1-5 scale, with ratings 3-5 representing preparation that was fair, good, or very good by the teacher education program. Teachers in high-poverty schools gave their programs an average of a 3.87 rating (with 90.1 percent rating their program “Fair” or better). In the state’s low-poverty schools, teachers gave their preparation program an average of a 4.45 rating (with 99.2 percent rating their program “Fair” or better) This represents about a nine percent gap between high-poverty and low-poverty schools.

Principals of first-year teachers are surveyed to determine if they felt their first-year teachers were adequately prepared. The principals’ ratings of the preparation of their first-year teachers were on average between .15 (1.6%) to .30 (4.4%) points lower than the ratings the first-year teachers gave their own preparation. In low-poverty schools, principals rated the preparation of their first-year teachers at 4.30 (97.6 percent); principals of first-year teachers in rural schools gave a rating of 3.94 (93.4 percent); principals of first-year teachers in high-poverty schools rated their preparation at 3.66 (87 percent); and principals of first-year teachers in high-minority schools rated their preparation at 3.56 (87 percent). Overall, the ratings given by principals of high-minority and high-poverty schools was more than 10 percent lower than



those of principals in the low-poverty schools. This suggests that teacher education programs are doing a better job of preparing teachers to be successful in low-poverty schools than they are in preparing them to be successful in high-poverty and high-minority schools.

In focus group discussions, practitioners from high-poverty, high-minority and rural schools indicated a similar disparity in preparation. A frequent comment given was that too many teacher education graduates are not ready to be successful in the classroom. Particularly highlighted was a need for teacher education graduates to be ready to succeed in urban education.

Root Cause

Beginning teachers who lack the necessary content knowledge and pedagogical skills to be successful are an indication that educator preparation can be improved. In addition, too many teacher education graduates are unfamiliar with the particular challenges of urban education and are unsuccessful when placed in those settings.

Strategies

A comprehensive effort to ensure all teacher candidates are receiving highly relevant and effective preparation would benefit all Missouri students and, in particular, those in high-poverty and high-minority schools.

- a. Develop a process to ensure that teacher candidates possess the necessary content knowledge to be successful as a teacher. This would require that the approval process for teacher education programs be based in part on an accurate assessment of whether program completers possess the necessary content knowledge for their area of certification.
- b. Develop a process to ensure teacher candidates possess the necessary pedagogical skills to be successful as a teacher. This would require that the approval process for teacher education programs be based in part on an accurate assessment of whether teacher candidates possess necessary pedagogical skills to be successful teachers.
- c. Within educator preparation, focus specifically on preparing teacher candidates for urban education with a particular focus on working with diverse students. Also consider ways to prepare teacher candidates who can communicate with students and their parents/guardians who do not speak English. Include a wide variety of field experiences to expose candidates to the learning of diverse students. This will specifically assist teacher candidates in being successful with student populations in high-poverty and high-minority schools.

- d. The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, MoSPE also has established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. Information provided through these reports will facilitate identification of programs in need of improvement so they can receive appropriate support and interventions. Likewise, the reports will assist in recognizing high-performing programs as models of excellence based on the same set of indicators. The APR-EPP is based on the MoSPE performance standards and provides a mechanism to review and approve EPPs at the certification program level.

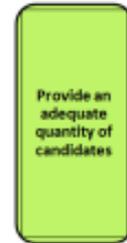
Area of Concentration #2: Ensure Relevant and Effective Preparation

Equity Strategy Outcome	Action Steps	Target Date
a. Teacher candidates have content knowledge	Establish new content assessments	✓
	Adjust qualifying score based on impact data	8-1-15
b. Teacher candidates have pedagogy skills	Establish a performance assessment	9-1-15
	Review performance assessment impact data	6-1-16
	Set qualifying score for a performance assessment	8-1-16
c. Teacher candidates understand urban education	Convene committee to determine content	10-1-15
	Prepare content modules for distribution	12-1-15
	Includes a suggestion of a variety of field experiences	12-1-15
	Distribute to preparation programs	Spring 2016
d. Preparation programs continuously improve	Establish Annual Performance Report for prep programs	✓
	Use APR process to assess program quality	2-1-16
	Use intervention process for program improvement	2-2-17

Provide an Adequate Quantity of Qualified Candidates

Gaps

There are certain areas of certification (i.e. elementary education) for which there appears to be an adequate supply of candidates. Other areas of certification are considered shortage areas for a large number of schools across the state. In situations where schools do not have an adequate supply of teachers for their content areas, teachers who are less than fully qualified are often used. This poses particular challenges for high-poverty, high-minority and rural schools. Students in these schools, in most need of intensive educational experiences and opportunities, experience less than qualified teachers at higher rates.



Less than fully qualified teachers are those teaching on a provisional certificate, teaching on a temporary certificate, or lacking the necessary credential to be considered appropriately certified for at least one teaching assignment. Less than fully qualified teachers are particularly prevalent at the secondary level in high-poverty and high-minority schools. The gap between the percentage of less than fully qualified teachers in low-poverty schools and the rural schools is 9.3 percent and as much as 17.2 to 17.4 percent between the low-poverty schools and the high-poverty or high-minority schools.

In addition to using unqualified teachers, schools often need teachers to provide instruction in a subject that does not correspond to one or more of their active certification areas. Out-of-field teachers are considered to be a subset of the less than fully qualified group, because teaching out-of-field is one way a teacher can be less than fully qualified. Comparison data in this area are similar to that of less than fully qualified teachers. The percentage of those teaching out-of-field at the elementary level is relatively the same at 4.1 to 4.2 percent in high-poverty, high-minority and rural schools. This is slightly over 2.5 percent more than in low-poverty schools. However, at the secondary level the gap is much greater. In high-poverty and rural schools, between 10.3 and 10.6 percent of teachers are instructing out-of-field. This is about four percent more than secondary teachers in low-poverty schools. In high-minority schools, 12.2 percent of teachers are instructing out-of-field, which is 5.8 percent more than secondary teachers in low-poverty schools.

Root Cause

A lack of accurate data about the disciplines and regions in the state where shortages are likely to occur contributes to the use of less than fully qualified teachers. In addition to a lack of accurate data, the data are not available far enough in advance to act to alleviate the shortage.

Strategies

- a. Use tools like the Shortage Predictor Model (SPM) to predict more accurately what types of shortages will occur and in what regions they will be most pronounced.
- b. Educator Preparation Programs and the Department of Elementary and Secondary Education will collaboratively use this data to develop strategies targeted at ensuring an adequate supply of teacher candidates is available in these areas.

Area of Concentration #3: Provide an Adequate Quantity of Qualified Candidates

Equity Strategy Outcome	Action Steps	Target Date
a. Content & geographic areas of need are identified	Create tools to determine shortage	8-1-15
	Determine shortage areas by content	8-1-15
	Determine shortage areas by region	8-1-15
b. Strategies address areas of highest need	Convene regional recruiting committee	11-1-15
	Use data to target area needs	12-1-15
	Establish recruitment campaign	2-1-16

Attract Candidates to Hard-To-Staff Areas and Locations

Gaps

Attracting teacher candidates to areas they might not necessarily choose themselves creates challenges for schools, particularly those that are high-poverty, high-minority and rural.

In addition to using unqualified teachers, schools often need teachers to provide instruction in a subject that does not correspond to one of more of their active certification areas. Out-of-field teachers are considered to be a subset of the less than fully qualified group, because teaching out-of-field is one way that a teacher can be less than fully qualified. Comparison data in this area are similar to that of less-than-fully qualified teachers. The percentage of those teaching out-of-field at the elementary level is relatively the same at 4.1 to 4.2 percent in high-poverty, high-minority and rural schools. This is slightly over 2.5 percent more than in low-poverty schools. However, at the secondary level the gap is much greater. In high-poverty and rural schools, between 10.3 and 10.6 percent of teachers are instructing of out-of-field. This is about 4 percent more than secondary teachers in low-poverty



schools. In high-minority schools, 12.2 percent of teachers are instructing out-of-field, which is 5.8 percent more than secondary teachers in low-poverty schools.

Accurate information about what and where the needs are is crucial to any strategy to attract teachers where they are most needed, but by itself it is insufficient. It is also necessary to convince these prospective teachers to be a part of the strategy for addressing the need.

Root Cause

Communities that are very rural offer few options outside of the school (i.e. housing, social events, etc). High-poverty and high-minority schools are sometimes located in areas that are perceived as unsafe or with student populations that a prospective teacher might not feel they will be successful teaching. When teachers are not attracted to schools in these locations, schools often must attempt to educate students with teachers who are unqualified or are needed to teach in areas for which they are not certified.

Strategies

- a. Development and implementation of strategies that provide incentives as a way to attract candidates. This might require the use of funds to offer incentives to potential candidates. One example is to develop loan forgiveness strategies particularly for candidates serving in poor and rural schools.
- b. Engage a campaign to utilize available incentives to attract available candidates to hard to staff locations, content areas and grade levels

Area of Concentration #4: Attract Candidates to Hard-To-Staff Areas and Locations

Equity Strategy Outcome	Action Steps	Target Date
a. Incentives are identified	Convene regional committees to study possible incentives	10-1-15
	Match incentives to shortage areas	11-1-15
b. Incentives attract candidates	Create campaign to promote incentives	2-1-15
	Engage campaign	Spring 2016

Ensure Teachers are Supported and Developed by Effective Principals

Gaps

Retaining teachers requires a system of support and development to enhance the quality of the teaching experience. This allows a teacher to feel successful in areas of strength and to experience a systematic process for continuous improvement. When surveyed, many teachers maintain that the critical catalyst for this type of culture is the school leader. One measure of a positive school culture is the overall discipline rate, which is the number of incidents divided by the number of students (incident is when a student is removed from the regular classroom half (1/2) a day or more).



Overall, there was very little difference in discipline incident rates between rural and low-poverty schools; just less than two percent difference between high-poverty and low-poverty schools; and a three percent difference between high-minority and low-poverty schools. When breaking that down further and looking at only elementary schools, there is just over a 2 percent difference between low-poverty and high-minority schools, and less between low-poverty and high-poverty or rural schools. However, when looking only at secondary schools, there was a much bigger gap. There was a more than three percent difference between low-poverty secondary schools and high-poverty secondary schools and a nearly seven percent difference between high-minority secondary schools and low-poverty secondary schools.

A positive school culture improves retention rates. On average, 85.5 percent of teachers in low-poverty schools are retained from one year to the next as compared with 81.2 percent in the rural schools, 69.2 percent in high-minority schools, and 68.9 percent of teachers in high-poverty schools. In high-minority and high-poverty schools, that is a gap in teacher retention of more than 16 percent. The gap expands even further when looking at retention over three years. Between low-poverty schools and rural schools, there is an 8.4 percent gap. The gap in retention rates is more than 23 percent between low-poverty schools and either high-poverty or high-minority schools.

A lower retention rate means an ongoing need to hire more teachers, and many of those are new teachers with much less experience. The teachers in high-poverty, high-minority and rural schools have less experience than teachers in the low-poverty schools. On average, teachers in low-poverty schools have 13.72 years of experience; teachers in the rural schools have 12.1 years of experience; teachers in high-minority schools have 10.7 years of experience; and teachers in high-poverty schools have approximately 9.97 years of experience. This means that students in high-poverty schools have teachers with 3.75 fewer years of experience than students in low-poverty schools.

The percentage of first-year teachers in high-poverty, high-minority and rural schools is much greater than in low-poverty schools. In schools with high numbers of minority students, 13 percent of teachers are first-year teachers. In rural schools, 13.9 percent of teachers are first-year teachers. In schools with high-poverty, 15.4% of the teachers are in their first year. In low-poverty schools, only 6.8 percent of the teachers are first-year teachers. This shows a gap of more than eight percent of first-year teachers between high-poverty and low-poverty schools.

Not only are there more first-year teachers in high-poverty and high-minority schools, but they receive less mentor support. There are fewer first-year teachers in low-poverty schools and only 7.3 percent of them are not assigned a mentor. Remarkably and encouragingly, while there are a higher percentage of first-year teachers in rural schools than in low-poverty schools, only 2.5 percent of them are not assigned a mentor – more than five percent lower than in low-poverty schools. However, in high-minority schools, 17.5 percent of first-year teachers do not receive a mentor, which is more than twice that of low-poverty schools. In high-poverty schools, 21.4 percent of new teachers do not receive a mentor, which is triple that of low-poverty schools. In other words, one in five new teachers in high-poverty schools receives no mentor support.

Another measure possibly related to school culture is how often teachers are absent. Schools with less positive culture tend to have higher rates of teacher absenteeism. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to teach students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. This does not include administratively approved leave for professional development, field trips, or other off-campus activities with students. In high-poverty schools, 30.2 percent of the teachers are absent 10 days or more; in high-minority schools, 32.9 percent of the teachers are absent 10 days or more; in low-poverty schools, 31.5 percent of the teachers are absent 10 days or more. In contrast, only 17.5 percent teachers in rural schools are absent 10 days or more. There is a gap of more than 15 percent in teacher absenteeism between the rural schools and the high-minority schools.

An effective school leader building a positive school culture is particularly important for high-poverty and high-minority schools. These schools must have a system to develop the capacity of all educators by improving and increasing their effectiveness in skills necessary for high levels of student learning. This is founded on a belief that all educators can improve their skills and that this is a necessary factor for improving student learning.

Root Cause

Teaching is a high-intensity occupation. There are many factors and areas of stress with which teachers must contend as a part of their duties. Significant support and development is

necessary to build necessary teacher capacity. In addition, governance issues are sometimes a reason that ongoing support and development are not available. Beyond support and development, not enough opportunities exist to highlight exemplary practice that can be replicated in other school settings.

Strategies

- a. Provide direction and support to high-poverty and high-minority schools in developing a comprehensive process for inducting and socializing new hires into the broader school system. This induction process would provide set structures and processes to ensure an adequate level of support.
- b. Ensure high-poverty, high minority and rural schools implement evaluation systems that are founded on a theory of action based on growth and improvement. Evaluation systems that do this are built on current research on the importance of a growth mindset and use of student growth measures. This is accomplished by ensuring there is intentional and deliberate alignment of the local evaluation process, particularly in high-poverty, high-minority and rural schools, to the Essential Principles of Effective Evaluation. Provide guidance and support to the leadership and governance so they ensure a process of effective evaluation across the system.
- c. Assist the governance structure of high-poverty, high-minority and rural schools in developing policies for the efficient and effective education of all students. Include a review and revision of policies to ensure none result in populations of students being disproportionately represented in various school programs (i.e. special education, suspension, expulsion, extracurricular activities, etc.). Also, ensure any policies related to student placement emphasize that struggling students be taught by the best teachers.
- d. Provide direction and support on how professional learning opportunities can address the areas of need identified through the evaluation process. The evaluation process should identify the needs of the teachers and a strategy is developed and implemented for providing professional development to address these needs.
- e. Provide expanded opportunities to enhance skills related to quality instruction. Teacher leaders play an important role in the most critical factor in improving student learning: instruction. When successful teachers reach out and share excellent instructional practice, all students learn at higher levels
- f. Provide direction and support to build teacher leadership opportunities. Teacher leadership can have a significant impact on student learning, teacher retention, school culture, school improvement efforts, and education policy creation. This type

of impact can address many areas of education inequity. Practicing teachers can play a vital role in addressing educational inequities in schools.

- g. Develop teacher exit surveys to be made available for all district use and in particular for teachers exiting high-minority, high-poverty and rural schools to determine causes for teachers leaving
- h. As a support structure for schools, engage community partners to assist in developing strategies to address the challenges urban/diverse students face.
- i. The Department will utilize an intentional process for recognizing excellence and supporting growth for educators and students. It includes a structure and protocol for identifying and recognizing exemplary performance.

Area of Concentration #5: Ensure Teachers are Supported and Developed

Equity Strategy Outcome	Action Steps	Target Date
a. Induction supports new teachers	Revise mentor standards	1-1-16
	Publicize mentor standards	3-1-16
	Support school improvement in induction using standards	6-1-16
b. Evaluation systems promote growth and improvement	Gather data on alignment to Essential Principles	7-1-16
	Target schools with misalignment	8-1-16
	Provide support to increase alignment	9-1-16
c. Governance of poor and rural schools supports learning	Partner with Board associations to discuss training needs	10-1-16
	Refine and/or design training needed	12-1-16
	Provide training to boards of poor and rural schools	Spring 2016
d. Professional learning addresses needs of teachers	Support districts to use data to identify areas of need	8-1-15
	Use growth plans to target areas of need	5-1-16
e. Training opportunities promote quality instruction	Host a Teacher Academy to focus on teacher training	9-1-15
	Establish strategies to improve instruction	10-1-15
	Highlight teacher leadership and improvement	5-1-16

f. Teacher leadership opportunities are available	Partner with teacher unions to discuss teacher leadership	10-1-15
	Develop strategies highlighting teacher leadership	3-1-16
g. Teacher Exit Surveys	Establish teacher exit surveys	1-15-16
	Specifically distribute to high-minority, poverty, rural schools	3-1-16
h. Community support	Convene community partners to address student challenges	3-1-16
	Determine areas of support for teachers of these students	6-1-16
i. Excellent educators are recognized and celebrated	Establish strategies to recognize excellent educators	8-1-15
	Ensure poor and rural schools are highlighted	8-1-15
	Engage campaign	Spring 2016

Effective School Leaders

Gaps

Every root cause involving teachers in some way is influenced as well by school leadership. It is not surprising, then, that the single, consistent and unanimous feedback received through the focus groups was that a system to develop and improve leaders must be included.

Effective school leaders must be developed and supported if they are to have the necessary skills in supporting and developing their teachers. In addition, principal retention, particularly in high-poverty, high-minority and rural schools, is an important part of building and maintaining a culture conducive to student learning.

More affluent schools had a relatively low percentage of first-year principals (seven of the 110 schools – 6.4 percent) as compared with the rural schools (43 of the 315 schools – 13.7 percent). Both high-poverty and high-minority schools had a much higher rate of first-year principals (18 of the 110 schools – 16.4 percent). This means that first-year principals are leading 10 percent more high-poverty and high-minority schools than low-poverty schools.

One measure of a positive school culture, which is established by effective principals, is the overall discipline rate. This is the number of incidents divided by the number of students (incident is when a student is removed from the regular classroom half (1/2) a day or more).

Overall, there was very little difference in discipline incident rates between rural and low-poverty schools; just less than two percent difference between high-poverty and low-poverty schools; and a three percent difference between high-minority and low-poverty schools. When

breaking that down further and looking at only elementary schools, there is just over a 2 percent difference between low-poverty and high-minority schools, and less between low-poverty and high-poverty or rural schools. However, when looking only at secondary schools, there was a much bigger gap. There was a more than three percent difference between low-poverty secondary schools and high-poverty secondary schools and a nearly seven percent difference between high-minority secondary schools and low-poverty secondary schools.

The Leadership Development System is designed to support and develop leaders through the preparation phase, into and through induction, through continued refinement, and resulting in a transformational principal. The system provides a network of support throughout the leader's career. A unique feature is that the system is being created and supported by all major stakeholders in the state (i.e. the Department, professional organizations, higher education, and K-12 practitioners).

Root Cause

Effective leaders in schools, specifically in the 477 schools included in the comparative analysis, are necessary for implementation of a number of the strategies offered in this plan. School leaders set the tone and establish the culture; they ensure a focus on excellence in academic achievement; they implement discipline policies; and they are essential to ensuring that any necessary reform efforts are implemented with fidelity.

Strategies

- a. The school culture, as established by an effective school leader, has a focus on academics, opportunities for professional collaboration, and shared accountability for student learning. There is a clear vision of learning and effective leadership to implement the vision, including effectively communicating the vision to staff and building staff support.
- b. Leaders are effective because they establish a culture of learning and build consensus and ownership in all members of the staff to work collaboratively to achieve learning for all students. There is a comprehensive system for developing leadership skills, including a plan to address leadership turnover.
- c. The Department, in collaboration with professional organizations, higher education and practitioners, is developing and will implement the Leadership Development System. This develops leadership competencies in five general characteristics of the transformational principal:



1. The Visionary Leader develops a vision for the school. As an effective visionary leader, they implement the vision and monitor and revise it as necessary.
2. The Instructional Leader ensures that the school has a culture for learning. As an effective instructional leader, they ensure a guaranteed and viable curriculum, guarantee effective instructional practice, coordinate the use of effective assessments and grow the capacity of their teachers.
3. The Managerial Leader efficiently and effectively oversees the operations of the organization and facility. As an effective managerial leader, they coordinate efficient operations, oversee personnel and ensure equitable and strategic use of resources.
4. The Relational Leader communicates and engages with all school personnel, community members and key stakeholders in an open transparent manner. As a effective relational leader, they provide for student support, interact professionally with staff and engage with families and the community.
5. The Innovative Learner continuously works to improve their own practice. As an effective innovative leader, they seek new knowledge and understanding, model reflective practice and apply new learning to drive appropriate change.

Area of Concentration #6: Effective School Leaders

Equity Strategy Outcome	Action Steps	Target Date
a. A Leadership Development System supports school leaders	Develop a program of study for the system	7-1-15
	Engage key stakeholders to support the system	7-1-15
	Engage the first cohort	8-1-15
b. The Leadership Development System is effective	Create a study to determine system effectiveness	8-1-15
	Gather data and analyzed	5-1-16
	Produce a white paper on system outcomes	8-1-16
c. The Leadership Development System is taken to scale	Produce recruitment materials for leaders	2-1-16
	Target leaders in poor and rural schools	3-1-16
	Engage additional cohorts into the System	8-1-16

Section 5: Ongoing Monitoring and Support

The strategies identified, developed and formulated into a plan of action are monitored by a mechanism to determine impact. The Six Areas of Concentration are supported by 22 separate outcomes. Action steps have been identified to support each outcome. The outcomes are subdivided and listed into an overall 90-day, six-month, 12-month, 18-month and 24-month Plan of Action. This provides an accurate way to monitor and publicly report progress on the outcomes identified in the Equity Plan. The Plan of Action is provided:

Equity Strategy Outcomes – 90 Day Plan	
(June 1, 2015 to September 1, 2015)	
2a. Teacher candidates have content knowledge	8-1-15
6a. A Leadership Development System supports school leaders	8-1-15
Equity Strategy Outcomes – Six Month Plan	
(June 1, 2015 to December 1, 2015)	
3a. Content & geographic areas of need are identified	10-1-15
4a. Incentives are identified	11-1-15

1a. High-quality individuals enter the teacher education pipeline	12-1-15
Equity Strategy Outcomes – 12 Month Plan (June 1, 2015 to June 1, 2016)	
3b. Strategies address areas of highest need	2-1-15
5f. Teacher leadership opportunities are available	3-1-16
5g. Use of teacher exit surveys	3-1-16
1b. Diverse individuals enter the teacher education pipeline	Spring 2016
2c. Teacher candidates understand urban education	Spring 2016
4b. Incentives attract candidates	Spring 2016
5c. Governance of poor and rural schools supports learning	Spring 2016
5i. Excellent educators are recognized and celebrated	Spring 2016
5d. Professional learning addresses needs of teachers	5-1-16
5e. Training opportunities promote quality instruction	5-1-16
5a. Induction supports new teachers	6-1-16
5h. Engage community partners in supporting education of urban/diverse students	6-1-16
Equity Strategy Outcomes – 18 Month Plan (June 1, 2015 to December 1, 2016)	
2b. Teacher candidates have pedagogy skills	8-1-16
6b. The Leadership Development System is effective	8-1-16
6c. The Leadership Development System is taken to scale	8-1-16
5b. Evaluation systems promote growth and improvement	9-1-16
Equity Strategy Outcomes – 24 Month Plan (June 1, 2015 to June 1, 2017)	
2d. Preparation programs continuously improve	2-2-17

Three classes of data will be monitored in conjunction with this plan of action:

- 1) Progress toward calendar milestones
- 2) Outcomes and evidence of impact
- 3) The extent to which the main issues of inequity are being addressed

Progress toward Calendar Milestones

As detailed in Section 4, action steps have been identified for each of the Six Areas of Concentration. To the extent practicable, specific tasks will be developed for each action step along with target dates for task completion. As tasks are completed, the task list will be updated to reflect this progress. During regularly scheduled office planning meetings, progress will be reviewed and any necessary course corrections will be identified to ensure timely completion of tasks and the corresponding equity gaps.

After 90 days, a summary of progress on all action steps associated with the “90 Day Plan” will be developed and publicly reported. That summary will include a simple “Yes/No” indicator for each action step to communicate which steps have been completed and which steps remain in progress, including copies of any artifacts or work products that would demonstrate completion of, or substantive progress toward, the applicable action steps. A brief summary of progress toward interim benchmarks associated with longer-term action steps will also be included in the progress report.

For each of the subsequent plan phases (i.e., six months, 12 months, 18 months, and 24 months), a similar report will be generated and publicly reported that includes detailed information about progress toward those action steps particular to the scope of the plan phase in question, along with a brief summary of progress toward longer-term goals. The 12-month report will include analysis of impact evidence and a “dashboard” data report presenting a quick summary of progress toward reducing equity gaps. The 24-month report will include an in-depth analysis of impact evidence, an updated data dashboard, and a narrative summary reflecting on the state of equitable access for all students.

Outcomes and Evidence of Impact

Each of the Six Areas of Concentration suggests metrics that would be expected to change as strategies are implemented. As strategies are implemented, the equity gaps are monitored for change to indicate the impact of the strategies on the corresponding equity gaps. These metrics and gaps, by area of concentration, are as follows:

Area of Concentration	Metrics			
1. Recruit High-quality and Diverse Individuals	<p>If high-quality and diverse individuals are being recruited into teaching, then:</p> <ul style="list-style-type: none"> • The percentage of candidates admitted to teacher preparation programs who are minorities will increase; • Scores on assessments of general content knowledge used for entry into teacher preparation programs will increase; • Scores on work styles assessments for candidates admitted to teacher preparation programs will begin to better resemble those of effective teachers. 			
Monitored Gaps Area #1	High Minority	High Poverty	Rural Remote	Low Poverty
*% Less than fully Qualified	15.1%	16.3%	13.0%	5.7%
• Elementary	12.4%	14.7%	8.7%	4.3%
• Secondary	27.9%	27.7%	19.8%	10.5%
% Minority (students)	98.5%	86.4%	3.6%	16.6%
% Minority (teachers)	52.0%	41.9%	0.9%	4.5%
2. Ensure Relevant and Effective Preparation	<p>If candidates are receiving relevant and effective preparation, then:</p> <ul style="list-style-type: none"> • Surveys will indicate that employers increasingly believe that new teachers are well-prepared; • Pass rates on content assessments used for teacher licensure will improve; • Surveys will indicate that employers increasingly believe that new teachers are prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities; • Preparation programs with identified areas of concern will move from “not met” to “met” on metrics initially indicating inadequate program performance after program improvement plans have been fully implemented. 			
Monitored Gaps Area #2	High Minority	High Poverty	Rural Remote	Low Poverty
*% Less than fully Qualified	15.1%	16.3%	13.0%	5.7%
• Elementary	12.4%	14.7%	8.7%	4.3%
• Secondary	27.9%	27.7%	19.8%	10.5%
Preparation 1st yr Teacher Response 1-5 scale (percent)	3.94 (90.8%)	3.87 (90.1%)	4.24 (97.8%)	4.45 (99.2%)
Preparation Principal Response 1-5 scale(percent)	3.56 (87%)	3.66 (87%)	3.94 (93.4%)	4.30 (97.6%)

3. Provide an Adequate Quantity of Qualified Candidates	<p>If there is an adequate quantity of qualified candidates, then:</p> <ul style="list-style-type: none"> Severity of shortages, as defined in the Shortage Predictor Model, will decrease; <i>Surveys of administrators in the state’s most rural and high-poverty, high-minority schools will show that perceived hiring difficulties are lessening.</i> 			
Monitored Gaps Area #3	High Minority	High Poverty	Rural Remote	Low Poverty
*% Less than fully Qualified	15.1%	16.3%	13.0%	5.7%
<ul style="list-style-type: none"> Elementary 	12.4%	14.7%	8.7%	4.3%
<ul style="list-style-type: none"> Secondary 	27.9%	27.7%	19.8%	10.5%
*% Teaching Out-of-Field	5.6%	5.0%	6.6%	2.5%
<ul style="list-style-type: none"> Elementary 	4.2%	4.2%	4.1%	1.4%
<ul style="list-style-type: none"> Secondary 	12.2%	10.6%	10.3%	6.4%
4. Attract Candidates to Hard-To-Staff Areas and Locations	<p>If candidates are being attracted to hard-to-staff areas and locations, then:</p> <ul style="list-style-type: none"> Severity of shortages, as defined in the Shortage Predictor Model, will decrease; <i>Surveys of administrators in the state’s most rural and high-poverty, high-minority schools will show that perceived hiring difficulties are lessening;</i> <i>Educator job listing databases (e.g., MO REAP) will have increased traffic to postings made by the most rural and high-poverty, high-minority schools;</i> <i>Surveys of high school juniors and seniors will show increasing interest in pursuing teaching particularly in hard-to-staff disciplines;</i> <i>Incentives (once identified and made available) will be increasingly utilized.</i> 			
Monitored Gaps Area #4	High Minority	High Poverty	Rural Remote	Low Poverty
*% Teaching Out-of-Field	5.6%	5.0%	6.6%	2.5%
<ul style="list-style-type: none"> Elementary 	4.2%	4.2%	4.1%	1.4%
<ul style="list-style-type: none"> Secondary 	12.2%	10.6%	10.3%	6.4%

5. Ensure Teachers are Supported and Developed by Effective Principals	<p>If teachers are being effectively supported and developed, then:</p> <ul style="list-style-type: none"> • Evaluation ratings of teachers will improve; • <i>Surveys of beginning teachers will show increased satisfaction with the mentorship and induction experience;</i> • <i>Compliance audits of effective evaluation implementation will yield fewer corrective actions (i.e., citations);</i> • <i>Participation in Teacher Academy program will increase;</i> • <i>Surveys show teachers are increasingly engaged in high-quality professional learning.</i> 			
Monitored Gaps Area #5	High Minority	High Poverty	Rural Remote	Low Poverty
* Discipline Incident Rate	3.4%	2.2%	0.6%	0.4%
<ul style="list-style-type: none"> • Elementary 	2.4%	2.0%	0.2%	0.2%
<ul style="list-style-type: none"> • Secondary 	7.9%	4.4%	1.4%	1.1%
* Retention Rate 1 yr (2013-2014)	69.2%	68.9%	81.2%	85.5%
* Retention Rate 3 yr (2011-2014)	44.6%	44.8%	60.1%	68.5%
Avg. Years of Experience	10.7	9.97	12.1	13.72
% First-year Teachers	13.0%	15.4%	13.9%	6.8%
First-year Teachers w/ Mentor	82.5%	78.6%	97.5%	92.4%
*Absent 10 days or more	32.9%	30.2%	17.5%	31.5%
6. Develop Effective School Leaders	<p>If effective school leaders are being developed, then:</p> <ul style="list-style-type: none"> • Evaluation ratings of principals will improve; • <i>Surveys of principals will show increased development of characteristics associated with transformational principals after completing Leadership Development System program of study.</i> 			
Monitored Gaps Area #6	High Minority	High Poverty	Rural Remote	Low Poverty
% First-year Principals	18 schools (16.4%)	18 schools (16.4%)	43 schools(13.7%)	7 schools (6.4%)
* Discipline Incident Rate	3.4%	2.2%	0.6%	0.4%
<ul style="list-style-type: none"> • Elementary 	2.4%	2.0%	0.2%	0.2%
<ul style="list-style-type: none"> • Secondary 	7.9%	4.4%	1.4%	1.1%

*Metrics that appear in *italics* are to be developed

Several of the metrics described above are not yet available and will require new data collections. As a result, full implementation of a robust monitoring system encompassing these metrics will coincide with the conclusion of the “24 Month Plan.” In the interim, all available metrics will be compiled and reported at 12 months.

It should be noted that many of the outcome metrics identified above may show improvement even without introducing new strategies. As a result, while positive change may suggest policy impact, methodologically rigorous evaluation studies will be needed to gather more convincing evidence. Missouri will reach out to reputable and impartial research organizations, such as REL

Central, to conduct these studies. An initial set of studies will be identified by early 2016, with a plan for carrying out those studies by the third quarter of 2016. A summary of these plans will be provided in the 12-month report.

Movement on the Main Issues of Inequity

As identified in Section 3 of this Educator Equity Plan, there are a number of problematic equity gaps that disadvantage students in the state's most rural, high-poverty and high-minority schools. Even if the outcome measures associated with the Six Areas of Concentration demonstrate positive change over the next several months, the ultimate measure of success will be the extent to which Missouri's equity gaps have closed.

Over time, the following gaps are expected to close:

- **Inexperienced teachers**: The percentage of teachers who are in their first year will decrease in Missouri's most rural, high-poverty, and high-minority schools until parity is achieved with low-poverty schools.
- **Less-than-fully qualified teachers**: The percentage of teachers who are a) teaching on a provisional certificate; and/or b) teaching on a temporary authorization certificate; and/or c) lacking the necessary credential to be considered appropriately certificated for at least one teaching assignment, will decrease in Missouri's most rural, high-poverty, and high-minority schools until parity is achieved with low-poverty schools.
- **Out-of-field teachers**: The percentage of teachers who are considered inappropriately certificated by virtue of teaching a subject that does not correspond to one or more of the teacher's active certifications will decrease in Missouri's most rural, high-poverty, and high-minority schools until parity is achieved with low-poverty schools.

The rate of inexperienced teachers, less-than-fully qualified teachers, and out-of-field teachers in the state's most rural, high-poverty, high-minority, and low-poverty schools will be reviewed annually to evaluate progress toward eliminating the above-mentioned gaps. This information will be publicly reported in a data "dashboard."

Section 6: Conclusion

As students progress through Missouri's PK-12 public education system, they have a right to learn under the direction of effective teachers at every grade level and in every content area. Along every student's education experience, there is reason to believe that virtually all students, at some point, learn from less-than-effective teachers. However, current Missouri data and conversations with practitioners suggest that high-poverty, high-minority and rural students experience less effective teachers at a higher rate than do students in low-poverty schools.

Representatives from education associations and the Missouri Department of Elementary and Secondary Education have met on several occasions to discuss possible root causes for why students born or who have moved into high-poverty, high-minority and rural schools do not receive an equitable education experience as do students in more affluent, urbanized schools.

These same conversations have occurred with numerous practitioners across the state. Additional feedback was collected from participants of regional focus groups, who represented a sampling of the 110 high-poverty schools, 110 high-minority schools and the 315 schools classified as Rural Remote. The focus groups represented equal parts of both districts with high-poverty and high-minority schools and districts with schools classified as Rural Remote. Overall, of the 477 schools statewide that fall into these two categories, 34 percent participated in the focus groups or attended the equity conference. This represented nearly 12,000 teachers (18 percent) of the overall teacher population and nearly 130,000 students (14.4 percent) of the overall student population. From this analysis of data and extensive conversations with practitioners, a theory of action was developed to address inequity. The theory of action highlights Six Areas of Concentration that include:

- Recruiting high-quality , diverse individuals
- Providing high-quality preparation
- Ensuring all areas of content have an adequate supply
- Attracting candidates to work with all types of students, particularly those in high-poverty, high-minority and rural schools
- Supporting and developing all teachers in those settings
- Ensuring there is a highly effective principal in all high-poverty, high-minority and rural schools

The outcomes and action steps that have been developed for each of the Areas of Concentration will be regularly monitored and reported. Additional Educational Equity Conferences will be planned and hosted in different parts of the state to continue the conversation on how to overcome the challenges of providing equitable education to all students. As action steps are implemented, the original data set will be analyzed to determine their impact on the equity gaps identified in Missouri's Equity Plan.

Appendix A: Stakeholder Meeting Agendas

Missouri Equitable Access Planning Meeting

Missouri Department of Education

205 Jefferson Street

Jefferson City, Missouri

Meeting Agenda

- 10:00-10:30 a.m. Introductions and Context-Setting**
- 10:30-11:15 a.m. Root Cause Analysis Discussion**
- 11:15-11:25 a.m. Break**
- 11:25–12:25 p.m. Working Lunch to Continue Discussion of Strategies**
- 12:25-1:45 pm Stakeholder Engagement**
- 1:45-2:00 pm Recap and Next Steps/Timeline for Completion**
- 2:00 p.m. Adjourn**

Appendix B: Equity Plan Development Timeline

Target date	Activity Description	Responsibility of...
10/20/14	Develop a work plan to direct the development of the Equity Plan	Educator Quality MO Dept. of Ed.
10/31/14	Gather input on logic model/work plan from development team at convening	Members D.C. convening National researchers
	Gather input from national facilitators (Ila Deshmukh Towery, Ellen Sherratt)	
11/15/14	Incorporate input from the panel of experts/team into logic model/work plan	Educator Quality MO Dept. of Ed.
	Draft an initial data set to identify educational inequity	
	Finalize edited parts to be reviewed by the Department's Education Partners	
11/24/14	Convene the Department's Education Partners group	MO Dept. of Ed. Professional Organizations
	Share initial draft of the data set, root causes, strategies; solicit input	
	Gather input from education partners to clarify sections V and VI	
11/24/14 to 12/3/14	Compile responses from Education partners group	Educator Quality MO Stakeholders State Board of Ed
	Begin initial draft of sections II, III and IV	
	Prepare presentation for the State Board of Education	
12/4/14	Present overview and gather initial input from the State Board of Education	Educator Quality
12/11/14	Second convening of the Education Partners	Dept, Prof Orgs
	Meeting is facilitated by Ila Deshmukh Towery and Ellen Sherratt	National Facilitators
12/18/14	With Area Supervisors: overview, data set and root causes and strategies	Educator Quality Area Supervisors
	Prepare for Dec 19 submission to US ED	
12/19/14	Submit initial draft to the US Department of Education	Educator Quality
By 4/1/15	Host focus groups with districts that experience educational inequity	Dept, Area Supervisors school personnel
	Continue to gather input from the Education Partners group	
4/30/15	Reconvene Education Partner group to share input from school districts	MO Dept. of Ed. Prof Organizations
	Incorporate input from constituents of each Education Partner group	
4/27/15	Post draft of Equity Plan for a 2 week public comment period	Dept, public
5/11/15	Begin final draft of all sections using input from all stakeholders	Educator Quality
5/20/15	Present draft to the State Board of Education	Dept, Educator Quality State Board of Education
6/1/15	Submit final Equity Plan to the US Department of Education	Educator Quality

Appendix C: Protocol for Focus Groups

Data Chart for Missouri's Equity Plan

Measure	Highest 5 percent Minority schools (110 schools) Non-white students and Hispanics of any race	Highest 5 percent FRPL schools (110 schools) Students eligible for Free and Reduced Lunch	Most Rural School Buildings (315 schools) NCES Urbanicity Classification **Rural: Remote**	Lowest 5 percent FRPL schools (110 schools) Students eligible for Free and Reduced Lunch
FRPL rate	88.3% (average)	91.9%-100%	60.4% (average)	0%-16.4%
Avg. Poverty Rate of Community	30.1%	30.7%	18.4%	7.1%
* Percent Minority (Students)	98.5%	86.4%	3.6%	16.6%
* Percent Minority (Teachers)	52.0%	41.9%	0.9%	4.5%
* Discipline Incident Rate	3.4%	2.2%	0.6%	0.4%
• Elementary	2.4%	2.0%	0.2%	0.2%
• Secondary	7.9%	4.4%	1.4%	1.1%
Avg. Years of Experience	10.7	9.97	12.1	13.72
*Adjusted Average Salary	\$52,282.42	\$49,951.79	\$48,225.08	\$60,115.89
• 1 st yr. Teachers w/ Bacc.	\$39,031.83	\$38,868.87	\$38,488.02	\$39,343.84
• 1 st yr. Teachers w/ Mast.	\$44,689.04	\$43,603.59	\$43,443.01	\$44,498.51
• Teachers w/ 5 years Experience or Less	\$41,949.93	\$42,138.66	\$42,343.00	\$46,920.98
• Teachers w/ 6-10 Years Experience	\$49,031.10	\$48,804.28	\$47,072.14	\$53,653.01
• Teachers w/ 11+ Years Experience	\$62,678.20	\$60,512.59	\$53,667.07	\$70,430.06
* Retention Rate 1 yr (2013-2014)	69.2%	68.9%	81.2%	85.5%
* Retention Rate 3 yr (2011-2014)	44.6%	44.8%	60.1%	68.5%
*Absent 10 Days or More	32.9%	30.2%	17.5%	31.5%
Percent First-year Teachers	13.0%	15.4%	13.9%	6.8%
Percent Teachers with less than 3 yrs Experience	24.4%	26.9%	15.0%	8.9%
1 st Yr. Teachers Assigned a Mentor	82.5%	78.6%	97.5%	92.4%
Percent First Year Principals	18 schools (16.4%)	18 schools (16.4%)	43 schools (13.7%)	7 schools (6.4%)
Avg. Overall Preparation 1st yr Teacher Response 1-5 scale (percent)	3.94 (90.8%)	3.87 (90.1%)	4.24 (97.8%)	4.45 (99.2%)
Avg. Overall Preparation Principal Response 1-5 scale(percent)	3.56 (87%)	3.66 (87%)	3.94 (93.4%)	4.30 (97.6%)
*Percent Less than Fully Qualified	15.1%	16.3%	13.0%	5.7%
• Elementary	12.4%	14.7%	8.7%	4.3%
• Secondary	27.9%	27.7%	19.8%	10.5%
*Percent Teaching Out-of-Field	5.6%	5.0%	6.6%	2.5%
• Elementary	4.2%	4.2%	4.1%	1.4%
• Secondary	12.2%	10.6%	10.3%	6.4%
*Effectiveness Index	78.5%	78.8%	81.2%	84.7%
Overall teacher impact				
Student Performance: ELA Proficiency	24.0%	24.2%	54.1%	68.8%
Student Performance: Math Proficiency	22.0%	26.5%	50.7%	66.0%

According to federal definition, Missouri's Equity Plan must ***“describe the steps that will be taken to ensure that poor and minority (and rural) children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.”***

1. What challenges do you have in hiring experienced, qualified and effective teachers for all of your students (at all grades levels and in all content areas)?
2. What challenges do you have in retaining experienced, qualified and effective teachers for all of your students (at all grades levels and in all content areas)?
3. What strategies around building the capacity of effective administrator leadership might positively address equity issues?
4. What suggestions or strategies could assist you in addressing these challenges?
5. What role could the Department (and this equity plan) play in helping you address these challenges?

Appendix D: State Board of Education Presentation in December

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: REPORT ON MISSOURI'S EQUITY PLAN UPDATE		December 2014
STATUTORY AUTHORITY: Section 161.092, RSMo	<input type="checkbox"/> Consent Item <input type="checkbox"/> Action Item <input checked="" type="checkbox"/> Report Item	
<p>DEPARTMENT GOAL NO. 3: Missouri will prepare, develop, and support effective educators.</p> <p>SUMMARY: In a July 2014 letter from Secretary of Education Arne Duncan, the U.S. Department of Education asked each state education agency to submit a plan that describes the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” as required by section 1111 (b)(8)(C) of the <i>Elementary and Secondary Education Act of 1965</i> (ESEA).</p> <p>In October, a team from Missouri was invited to attend a special convening entitled <i>Moving Towards More Equitable Access to Effective Teachers</i>. The meeting was hosted by the U.S. Department of Education and the Reform Support Network. Also included were the states of Kentucky, New Jersey, New York, Tennessee, the Dallas Independent School District and the Ohio Appalachian Collaborative. The purpose of the convening was to work collaboratively with a select number of states and districts who would then serve as models to other states. Additionally, these initial states and districts gathered to assist the U.S. Department of Education and their research partners in designing technical assistance and support to be provided throughout the submission process.</p> <p>This report item will provide a general overview of the components included in an equity plan and Missouri’s timeline for development and submission.</p> <p>PRESENTER(S): Paul Katnik, Assistant Commissioner, Office of Educator Quality, will assist with the presentation and discussion of this agenda item.</p>		

Appendix E: State Board of Education Presentation in March

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: REPORT ON MISSOURI'S EQUITY PLAN UPDATE		March 2015
STATUTORY AUTHORITY: Section 161.092, RSMo	<input type="checkbox"/> Consent Item <input type="checkbox"/> Action Item <input checked="" type="checkbox"/> Report Item	
<p>DEPARTMENT GOAL NO. 3: Missouri will prepare, develop, and support effective educators.</p> <p>SUMMARY: The U.S. Department of Education is requesting each state education agency to submit an Equity Plan that describes the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” as required by section 1111 (b)(8)(C) of the <i>Elementary and Secondary Education Act</i> of 1965 (ESEA). Along with all other states, Missouri will be submitting its Equity Plan in June 2015.</p> <p>This presentation is an update on the progress being made in drafting Missouri’s plan. It includes a review of the feedback being collected through focus groups hosted across the state with educators. The information gathered will be used to articulate the root causes of inequity in our state and potential strategies that could be identified for addressing these causes.</p> <p>PRESENTER(S): Paul Katnik, Assistant Commissioner, Office of Educator Quality, will assist with the presentation and discussion of this agenda item.</p>		

Appendix F: State Board of Education Presentation in March

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: CONSIDERATION OF MISSOURI'S EQUITY PLAN		May 2015	
STATUTORY AUTHORITY: Section 161.092, RSMo	<input type="checkbox"/> Consent Item	<input checked="" type="checkbox"/> Action Item	<input type="checkbox"/> Report Item
<p>DEPARTMENT GOAL NO. 3: Missouri will prepare, develop, and support effective educators.</p> <p>SUMMARY: The U.S. Department of Education is requesting each state education agency to submit an Equity Plan that describes the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” as required by section 1111 (b)(8)(C) of the <i>Elementary and Secondary Education Act of 1965</i> (ESEA). Along with all other states, Missouri will be submitting its Equity Plan in June 2015.</p> <p>This presentation is a final update on the draft of Missouri’s Equity Plan. It includes a review of the stakeholder engagement that has been collected; the equity gaps that have been identified; potential strategies to address the gaps; and the process for monitoring the progress of the strategies.</p> <p>PRESENTER(S): Paul Katnik, Assistant Commissioner, and Timothy Wittmann, Director of Educator Accountability, of the Office of Educator Quality, will assist with the presentation and discussion of this agenda item.</p> <p>RECOMMENDATION: The Department recommends that the State Board of Education approve the Equity Plan as presented and authorize the Commissioner to submit this plan on behalf of the State of Missouri.</p>			

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