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The Economic Stimulus: Investing in Innovation

Expert Presenters:
Nancy Madden, Ph. D., chief executive officer, Success for All Foundation

Monica Beglau, Ph. D., executive director, eMINTS National Center, University of Missouri

Jon Bridges, administrator for accountability, Beaverton School District, Beaverton, Oregon
An on-demand archive of this webinar is going to be available at www.edweek.org/go/webinar in less than 24hrs.
Investing in Innovation:
Scaling Up Success for All
Ensuring Student Success!

Success for All is a proven whole school improvement approach that helps every child—even in the poorest communities—succeed in school.
Leadership for Continuous Improvement

- Collaborative leadership
- Schoolwide goal-setting
- Quarterly progress monitoring and celebration
- Online data management tools
- Grouping for rapid advancement in reading
Powerful Instruction

Cooperative learning
Embedded multimedia

KinderCorner

Reading Roots

Reading Wings
Schoolwide Support and Intervention Tools

- Solutions
  - Parent and family involvement
  - Cooperative culture
  - Community connections
  - Intervention teams
  - Attendance
- Computer-based tutoring tools
- Social and emotional development tools
Professional Development and Coaching

- Kick-off workshops
- Ongoing ‘job-embedded’ coaching support for success
- A focus on celebration of progress
- Teacher to teacher support tools
- Online webinars and tutorials
Research on Success for All

- 35-school randomized evaluation
- 120-school University of Michigan study
- Many smaller matched studies
- Positive effects on reading maintained to 8th grade
- Reductions in special ed, retentions
- Only whole-school program to meet standards of Social Programs That Work
The Baltimore Studies

![Bar graph showing implementation and follow-up grades for grades 1 to 7. The graph compares SFA and control groups.](image-url)
Investing in Innovation

- Goal: 1100 additional schools over 5 years
  - Partnerships with districts, states
  - Grants to Title I schoolwide projects
  - Building capacity
  - MDRC evaluation
eMINTS National Center: Investing in Innovation (i3)

eMINTS Validation Project: Assessing the Impact of eMINTS Professional Development on Student and Teacher Outcomes

http://www.emints.org

University of Missouri Office of Academic Affairs
About eMINTS

◊ enhancing Missouri’s Instructional Networked Teaching Strategies
  ◊ More than 3,000 technology-rich eMINTS classrooms are present in 80 districts in 9 states (Alabama, Arkansas, Delaware, Illinois, Maine, Nevada, New Jersey and Utah) as well as in 4 regions in New South Wales, Australia serving more than 35,000 students.
  ◊ Teachers receive two years of intensive professional development and in-classroom coaching and mentoring
Award Facts

◊ $12.27 million over 5 years
◊ Random Control Trial (RCT)
  ◦ 58 small rural Missouri districts
  ◦ 250 grade 7 and 8 teachers (mathematics, communication arts, science, social studies)
  ◦ 10,000 students
◊ Create technology-rich classrooms
  ◦ Teacher laptops, SMART Boards and projectors, 1:1 student laptops, digital cameras, printers, productivity software
◊ Provide intensive eMINTS professional development
Three study groups:

- Group 1: two-year intensive eMINTS PD with in-classroom coaching and mentoring
- Group 2: two-year intensive eMINTS PD with in-classroom coaching and mentoring plus one more year of Intel® Teach “Thinking with Technology”
- Group 3: control “business as usual” – will receive full eMINTS PD and technology beginning in fall 2014
Research partner: American Institutes for Research (AIR)

Data sources:
- Classroom observations
- Teacher and student surveys
- Assessment of 21st Century skills (learning.com)
- Assessment of academic performance (state tests of mathematics and communication arts)

Data collected each spring from all three Groups
Partners

- New Franklin School District (mentor)
- External match partners:
  - BrainPOP!
  - CDW-G
  - EarthWalk
  - Intel Corporation
  - Learning.com
  - SMART Technologies
  - School Improvement Network
  - Tech4Learning
Our Project

Arts for Learning (A4L) is an integrated standards-based reading/writing and arts program.
A4L Lessons

- “How People Learn” model (NRC, 2000)
- Activities tap into a wide variety of skill sets and learning styles.
- Learning skills and “life skills”
## Arts For Learning Units

<table>
<thead>
<tr>
<th>Units</th>
<th>Primary Literacy Concepts and Skills</th>
<th>Art Form</th>
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<tbody>
<tr>
<td><strong>Unit 1:</strong> Upside-Down Fairytales</td>
<td>Point of view, Story elements</td>
<td>Theater</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Graphic Story Adventures</td>
<td>Visualization, Story elements, Author’s choice</td>
<td>Visual art</td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Everyday Heroes</td>
<td>Determining importance, Synthesizing</td>
<td>Visual art</td>
</tr>
<tr>
<td><strong>Unit 4:</strong> Planting a Community</td>
<td>Making inferences, Text-to-text connections, Theme</td>
<td>Music</td>
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<tr>
<td><strong>Unit 5:</strong> Words in Motion</td>
<td>Prosody, Vocabulary/ Word meaning</td>
<td>Dance</td>
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<tr>
<td><strong>Unit 6:</strong> Authors &amp; Actors</td>
<td>Narrative writing</td>
<td>Theater</td>
</tr>
</tbody>
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A4L Residencies

• Delivered by teaching artist

• Five 50 minute session

• Go deeper in the art form and literacy concepts
A4L Project Activities

• Strengthening support for ELL students through unit revisions/enhancements
• Develop 6th unit with a focus on writing
• A4L units fall and spring with arts residency in spring
• Evaluate results
A4L Project Goals

1. Reduce achievement gaps for ELL students, students with disabilities, economically disadvantaged students, and ethnic/racial minority students by 40 percent.

2. Increase the percent of students meeting the District’s College and Career Readiness Benchmark on the state reading test.

3. Increase the percent of 4th grade students meeting the state writing achievement standards.
Partners
A4L Project Structure

• Development

• Implementation

• Evaluation

• Project Management
Progress to Date

• School and lead teacher identification
• Ethnographic study (ELL)
• Unit 6 and residency developed
• Lead teacher professional development
• Unit implemented with residency
• Trained classroom observers and CCU scorers
• Feedback via focus groups and survey
• Rollout schedule for next year
Capitalizing on Advantages

• Established relationships
• Highly developed plan
• Strong evaluation design
• Talent/skill mix
• Local context
Lessons Learned

• Coordination

• Frank problem solving dialogue

• Use formative assessment findings

• Role of principal
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