

**ARSI TEACHER PARTNERS
AND DISTRICT LIAISON
SURVEY DATA**

***WHAT DOES THE
EVALUATION DATA
SAY ABOUT THE ARSI
IMPROVEMENT
COMMUNITY?***

Data Sources:

- *Surveys of Teacher Partners and District Liaisons*
- *Reflective writing of Teacher Partners*
- *Site visits to ARSI schools and districts*
- *Interviews with Resource Coordinators, Regional Teacher Partners, Teacher Partners and District Liaisons*
- *Case studies of Teacher Partners*

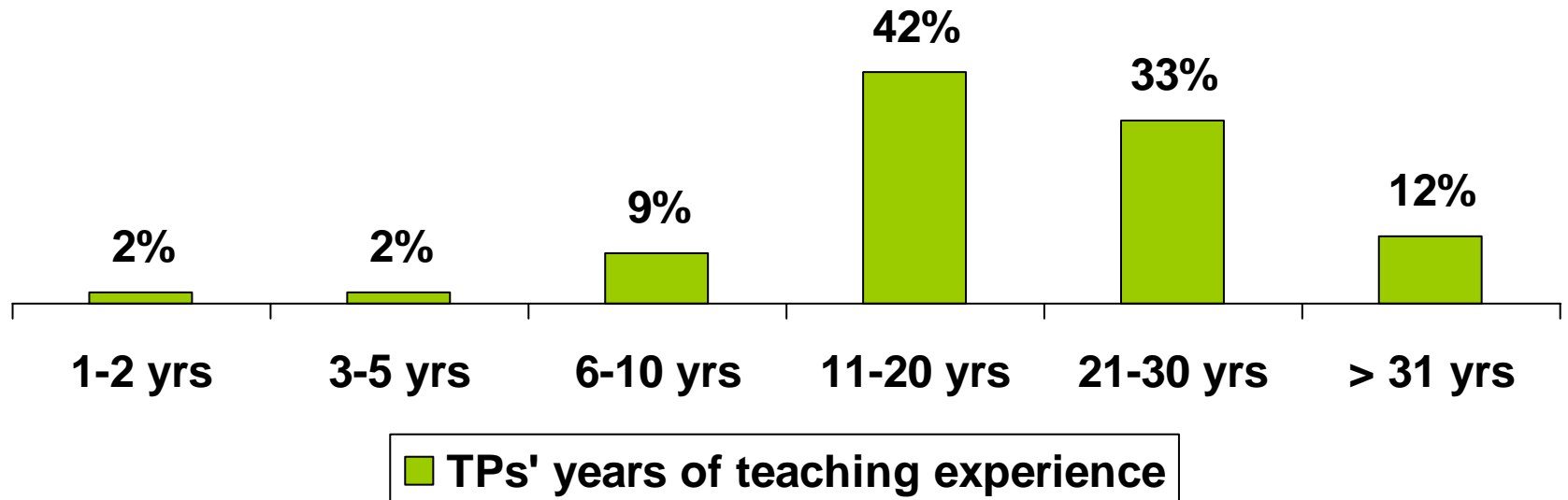
THE SURVEY – SPRING 2005

*43 Teacher Partners (TPs) and 25 District Leaders (DLs)
from 6 states responded to the survey*

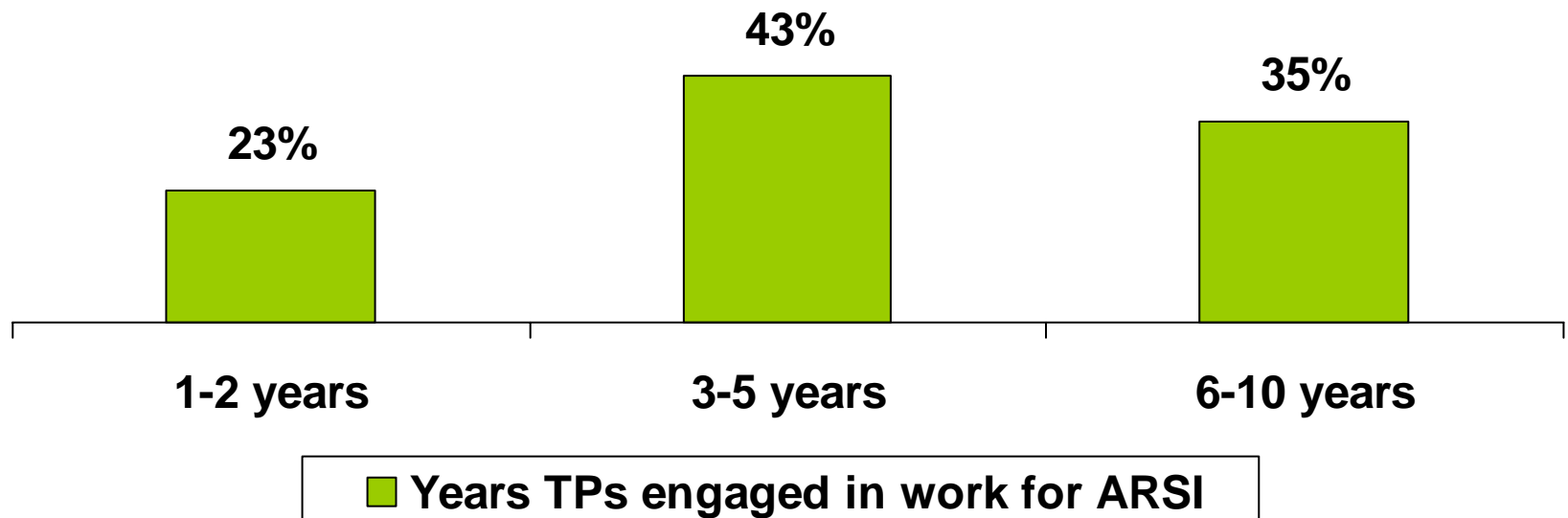
	<i>TPs</i>	<i>DLs</i>
<i>Kentucky</i>	<i>28</i>	<i>16</i>
<i>North Carolina</i>	<i>1</i>	<i>0</i>
<i>Ohio</i>	<i>2</i>	<i>0</i>
<i>Tennessee</i>	<i>3</i>	<i>3</i>
<i>Virginia</i>	<i>2</i>	<i>2</i>
<i>West Virginia</i>	<i>6</i>	<i>2</i>
<i>Unknown</i>	<i>1</i>	<i>2</i>

THE TEACHER PARTNERS

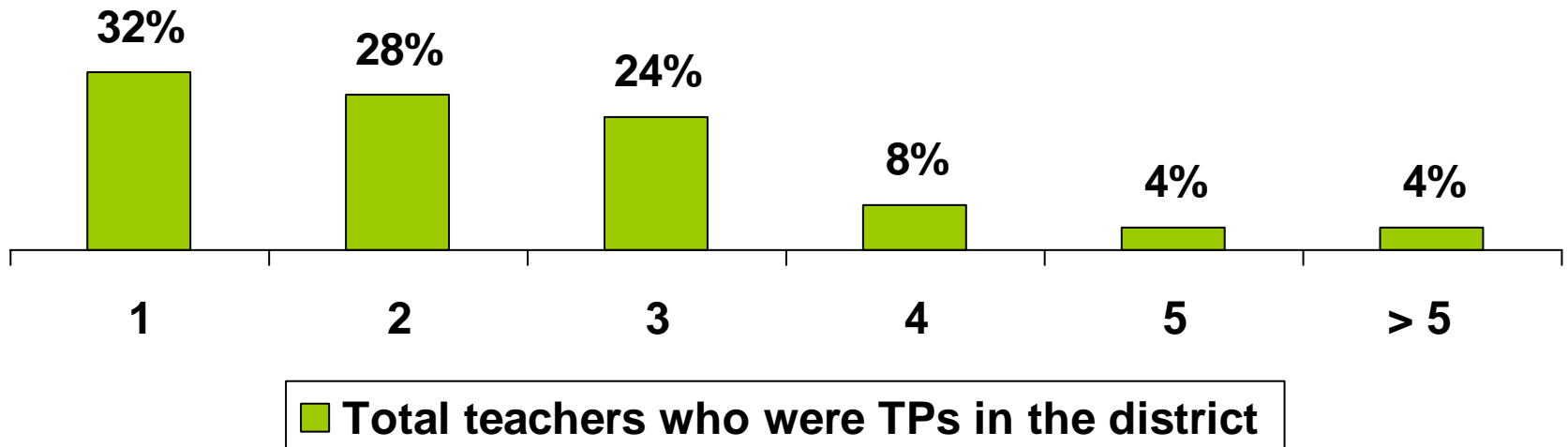
TPs bring years of classroom and district savvy to their work for ARSI



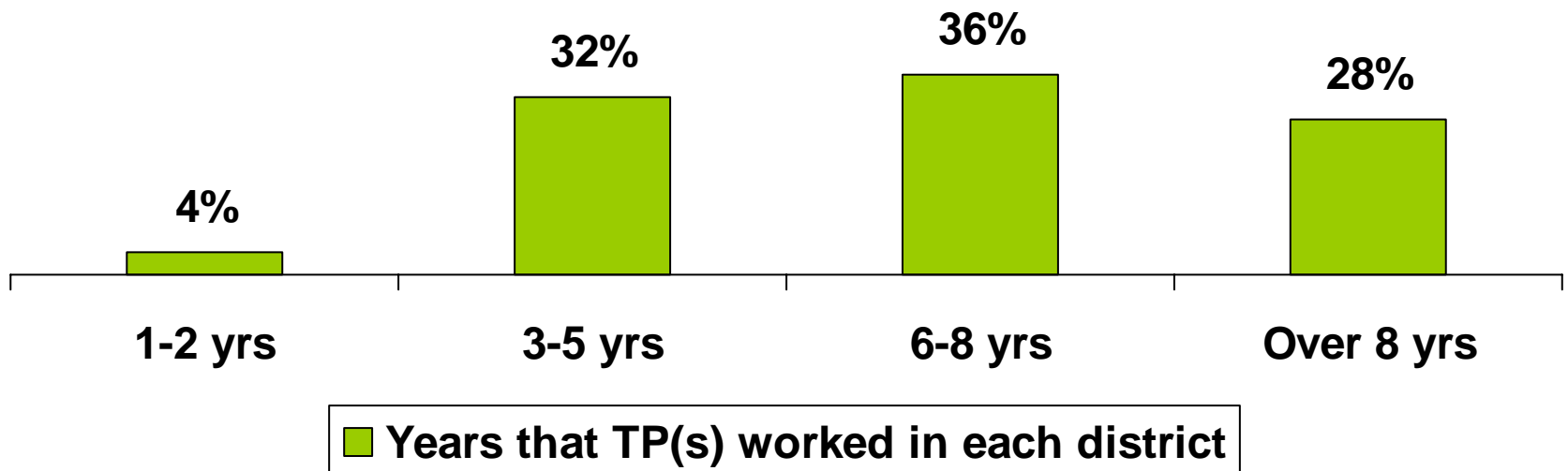
Most current TPs have worked as Teacher Partners for a number of years



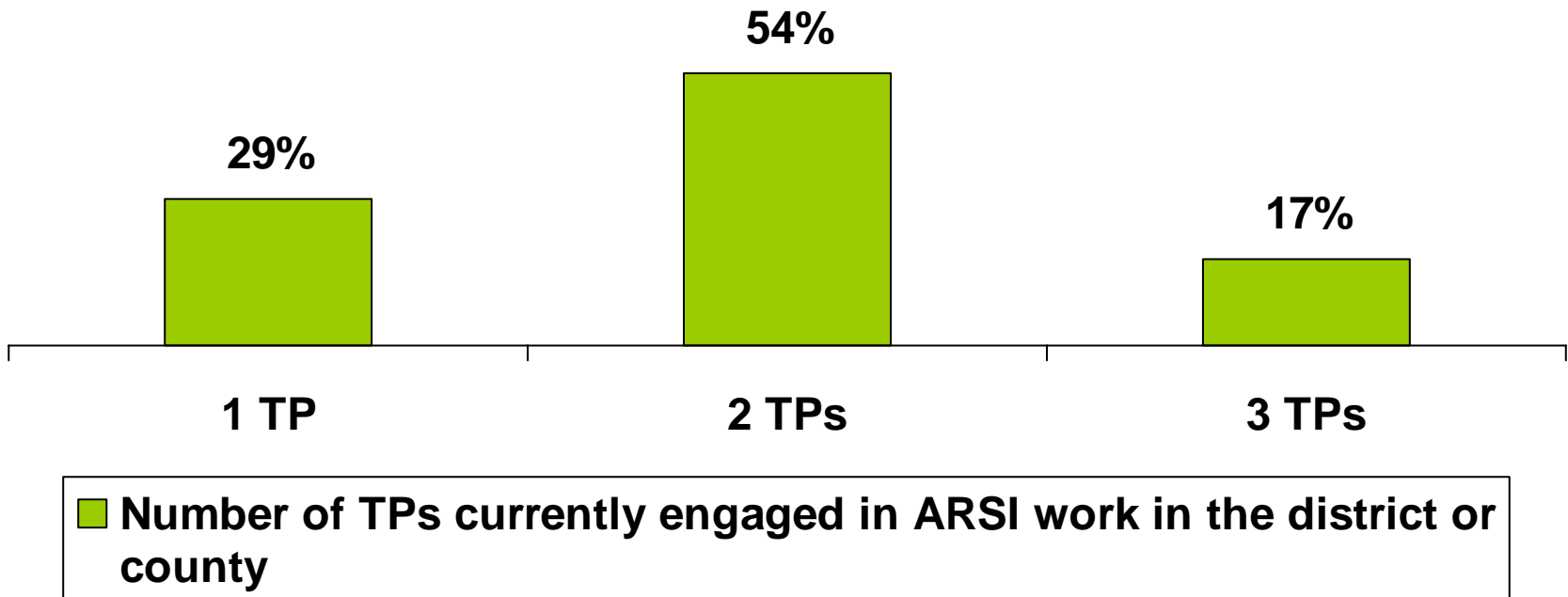
In most counties, the TP role over the years has been filled by several different teachers



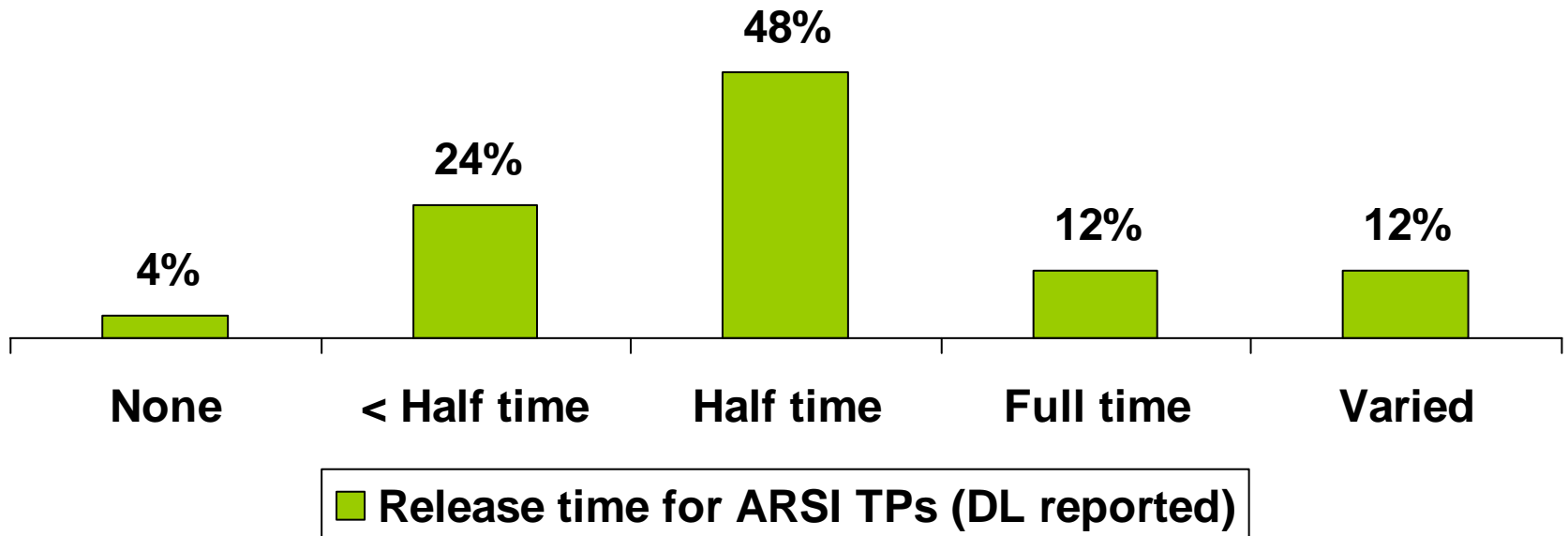
Many counties have been served by ARSI TPs for almost a decade



Most districts and counties currently have more than one Teacher Partner



There are many different arrangements for Teacher Partners



What is a Teacher Partner?

“Quotes”

The TP as “Standard Bearer”

One of the things that struck me is that at the time ARSI began its work, there really wasn't a keeper of the vision for math and science in those districts. There wasn't someone to lead the charge...there were no—and still are no—math or science supervisors; everyone is a generalist... The ‘central office’ staffs tend to be very small and so the ARSI-supported “teacher partner” became the standard-bearer for math and science reform in those districts.

The Teacher Partner – Building on Strength

When I began as a Teacher Partner, I had already been teaching science for 18 years and was pretty active at the local and state level. I had already taught numerous science courses and worked with grades 7-12. I was also active in serving on the county textbook adoption committee, attending state and national conferences, and providing professional development sessions. In many ways, I was already serving in a leadership capacity.

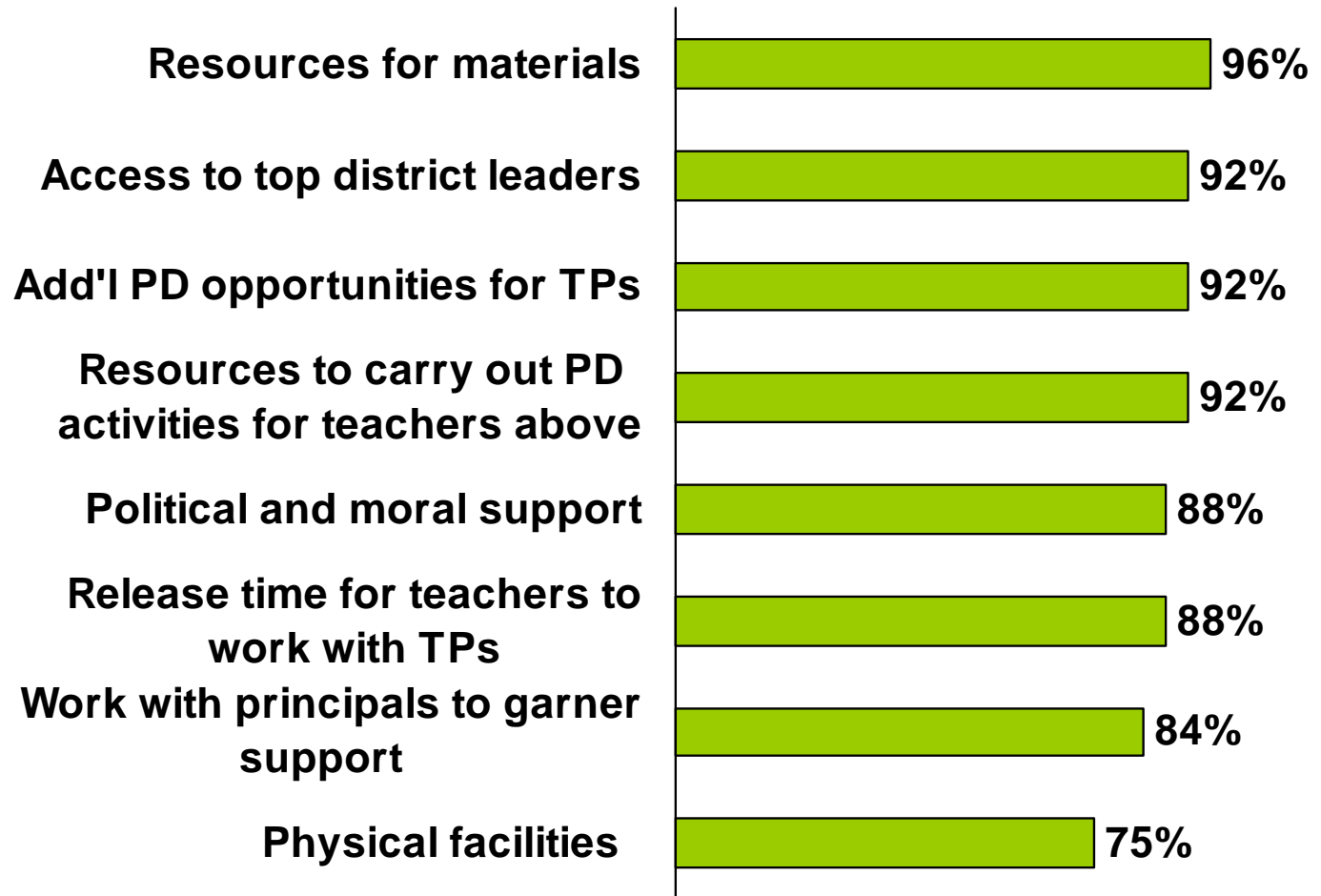
However, upon my involvement with ARSI, I became better trained – and was given resources that I could use and share with others. ARSI empowered me to be more of a [proactive] leader rather than waiting for an opportunity... This changing attitude—and a responsibility to service—gave me the opportunity to step up to the plate and really get involved in math and science reform.

Teacher Partner as the Builder of Local Capacity

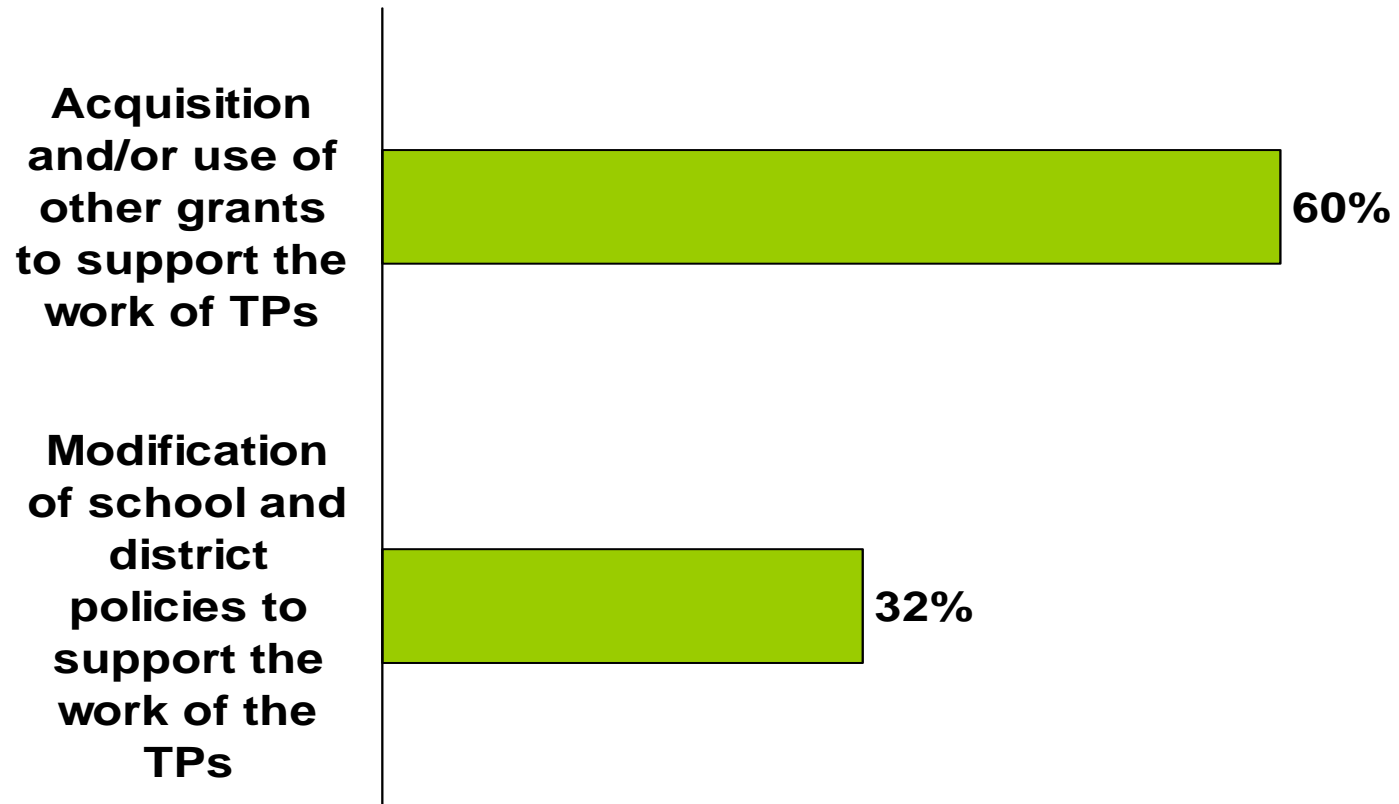
It seems to me that the big issue for all of us is building capacity, however you want to define that capacity...If you have a strong local teacher working with you, then they remain as a residue in the district even after you are gone...Then your work as a Teacher Partner leaves a residue...And if you invest your own time and effort into that local person, then you have put capacity in the district, then the district can continue to build on that legacy.

***Regional and Local Support for
Teacher Partners***

Most districts have provided a cluster of supports to ARSI TPs



Some districts have supported ARSI TPs in other ways



*Regional and Local Support for
Teacher Partners*

“Quotes”

Support and Guidance

I have to give most all of the credit for my growth to a few people who have allowed me to have this opportunity: my superintendent, my supervisor (and district's DL for ARSI), and especially my ARSI Collaborative Coordinator.

Without the support and guidance of these individuals, I could never have grown the way that I have. I don't remember a single time when I requested something and did not receive their support and encouragement. I also know our district strongly believes in the TP concept because of everything it has achieved... We have a district team which will be around a long time and would be one of the very last programs to be cut.

ARSI has created a “hunger”

I am hungry for what ARSI has taught me to expect. ARSI has provided me with the most current thinking on instruction, assessment and professional development. I have benefited from the text resources provided by ARSI and the inner quest and incentive to seek new information that allows me to acquire on-my-own knowledge that gives me the opportunity to help other educators in our Appalachian school districts. The ARSI TP network is a world within itself. ARSI is the rock/foundation/tool from which we can make great strides in eliminating the achievement gap in our Appalachian schools.

***The professional and personal
rewards
of ARSI participation
for Teacher Partners
and District Liaisons***

Benefits to Teacher Partners

I have become aware of and familiar with state and national standards in math and science. 100%

I have learned about standards-based curriculum and instructional materials. 100%

I have become familiar with a range of resources for math/science improvement that can be used in my school and district. 100%

I have learned useful processes and strategies for supporting math/science improvement in my school and district, e.g. strategic planning, data analysis, etc. 98%

More Teacher Partner Benefits

I have learned to be a strong advocate for math/science education improvement in my school and district. 98%

I have gained confidence in myself and developed my professional stature. 95%

I have learned how to work with classroom teachers to improve math/science instruction. 95%

I have become committed to furthering my own education and training in the future. 95%

I have gained experience and expertise in providing professional development to teachers in my school and district. 95%

Even More Teacher Partner Benefits

I have learned to work successfully with my school principal in the service of math/science improvement.	91%
I understand better how a district works and how to get things done there.	91%
I have learned how to work with a range of adult learners, including members of the community in the service of math/science improvement.	88%
I have become more comfortable speaking in public settings.	88%
I have learned to work successfully with district leaders in the service of math/science improvement.	86%

District Liaisons also say:

I have been able to work successfully with our TPs. 92%

I have been a strong support and advocate for our TPs. 92%

I have been able to work successfully with other administrators in my district on behalf of ARSI and the improvement of math and science. 88%

Professional and Personal Rewards

“Quotes”

Teacher Partner as Learner

Each year the experience and knowledge base of all of the Teacher Partners grow—we continue our workshops, training, networking and staying abreast of the most valuable research for change. I had no idea how much I would learn and grow in this area when I began 8 years ago, but it has been the most valuable long-term professional development experience I can recall.

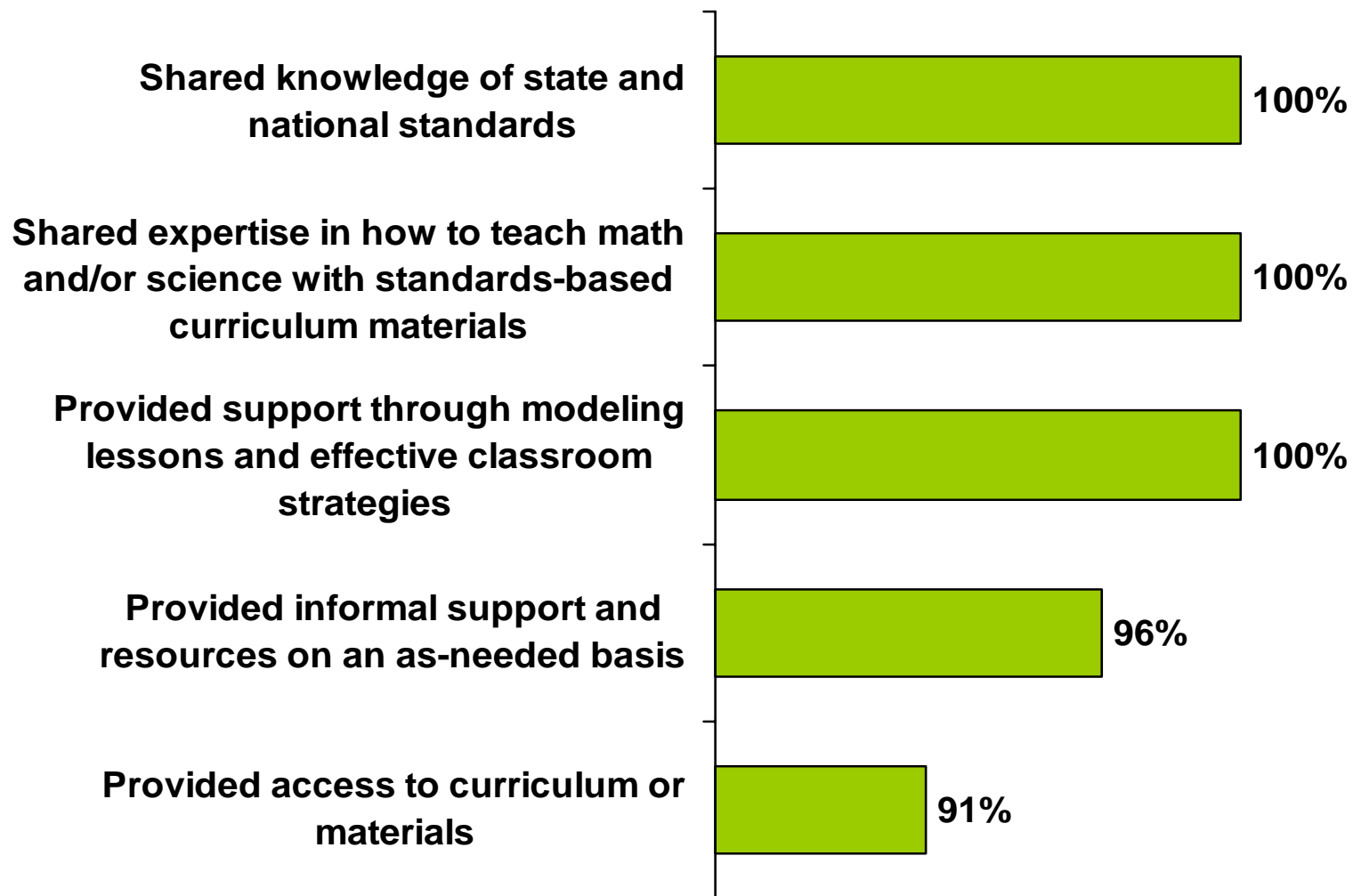
The Teacher Partner – Ever-evolving

There is no doubt that I have grown in experience, knowledge, and confidence over the last seven years. I often wonder what my district saw in me seven years ago, because I certainly was not the same person I am today. It is great to know "I am getting better."

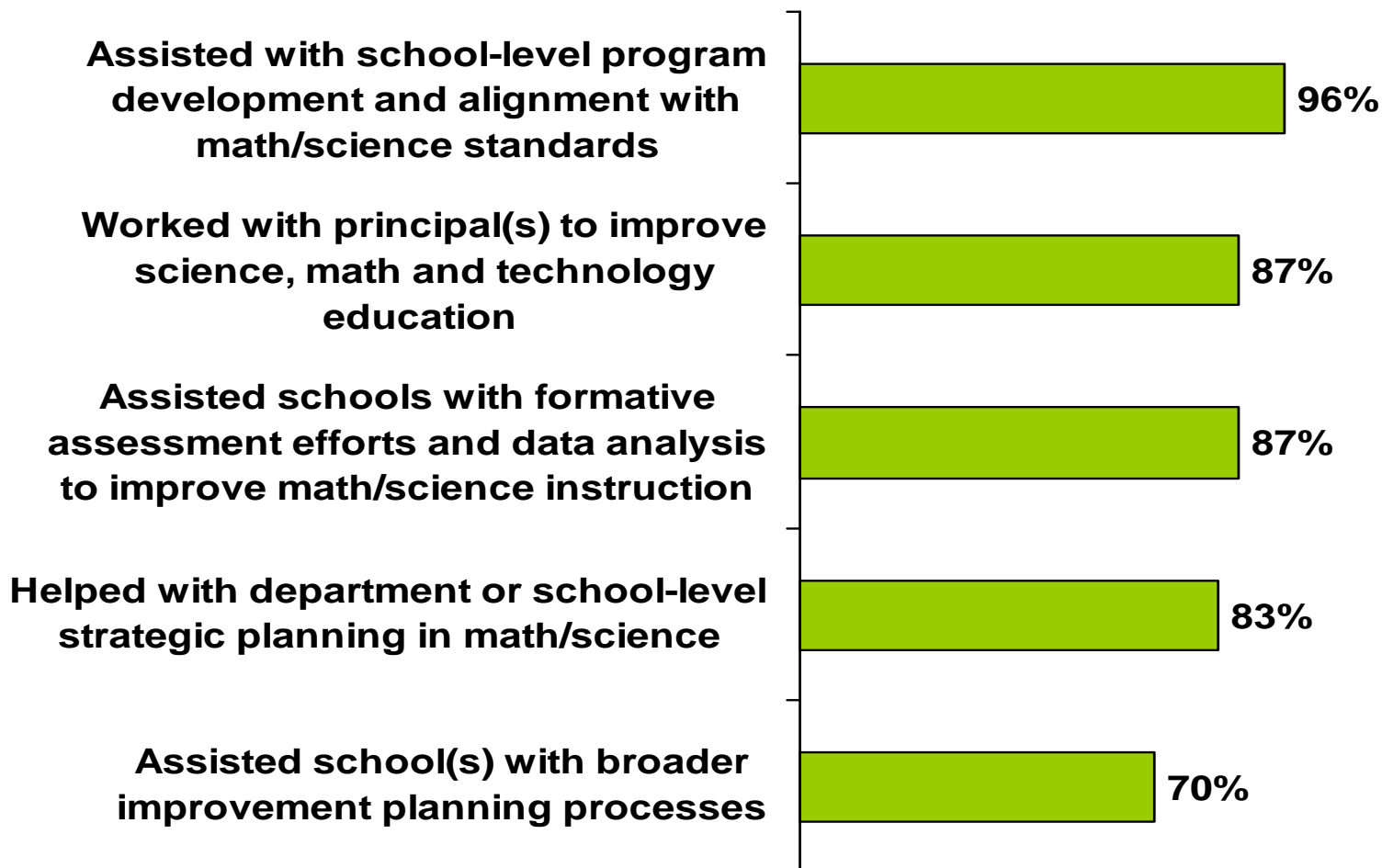
The Work and Contribution of the Teacher Partners

- ***TEACHERS***
- ***SCHOOLS***
- ***DISTRICTS***

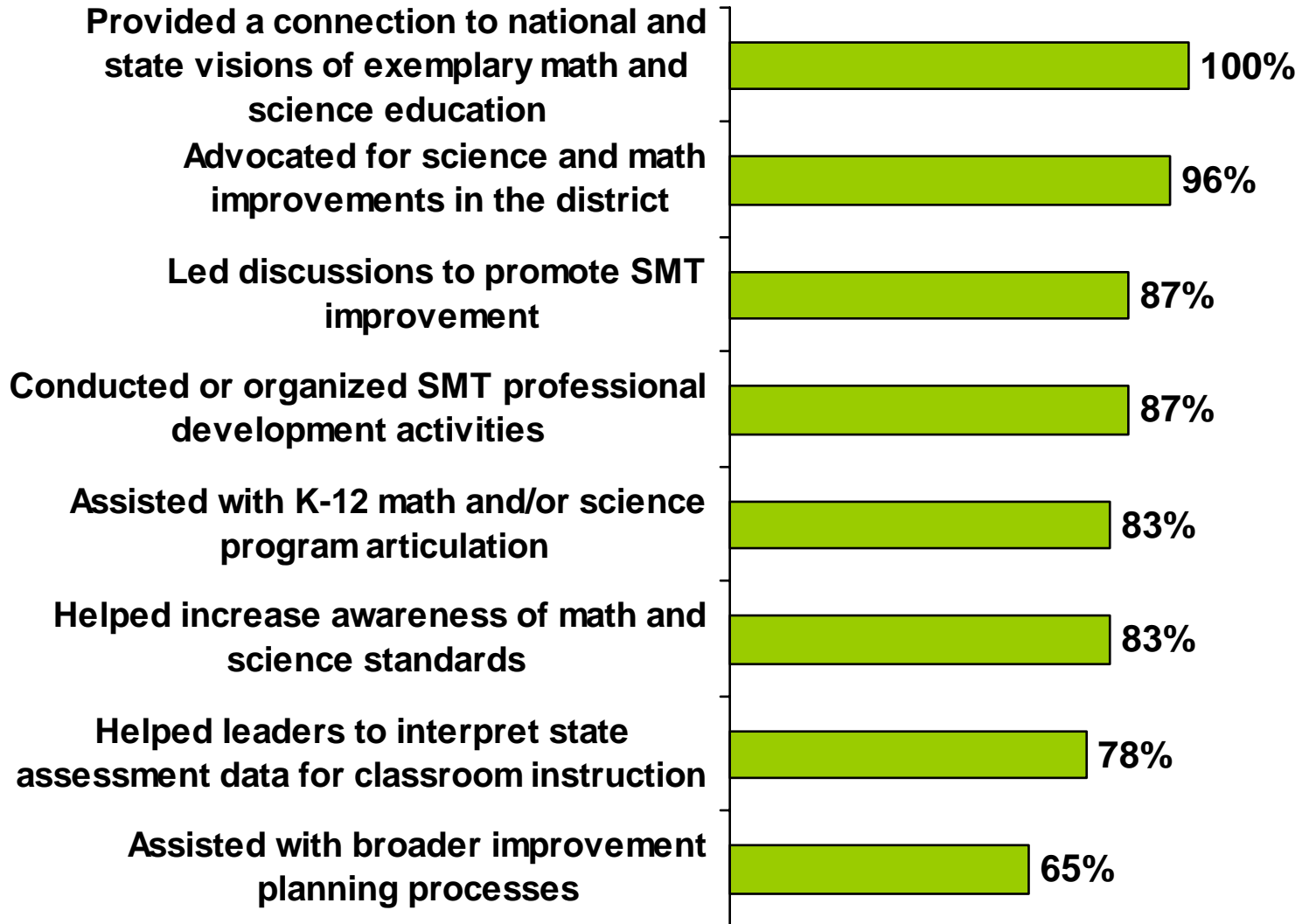
How TPs supported teachers in improving math and science teaching (% of district DLs)



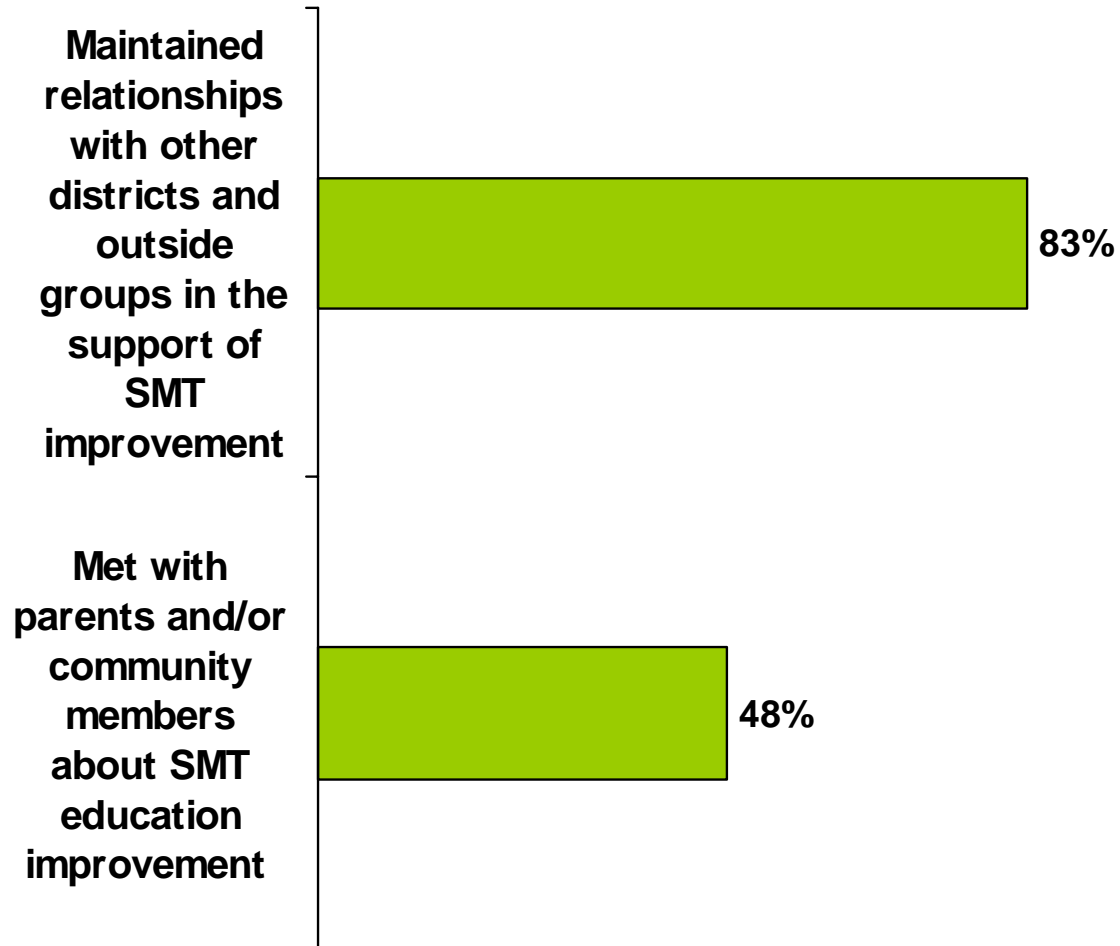
How TPs supported schools in improving math and science teaching (% of district DLs)



How TPs supported districts in improving math and science teaching (% of district DLs)



% of districts in which TPs supported other groups on behalf of ARSI



The Work of Teacher Partners

“Quotes”

The 'Partner' in Teacher Partner

Becoming a valuable partner within my county's educational structure in numerous areas—such as unit design, standards-based instruction, best practices, and data-driven decisions—is the outcome of my experience as an ARSI partner. No other word sums up my experience better than “partner:” a partner in education who supports teachers, administrators and children in our pursuit of excellence.

Ongoing Part of the School Improvement System

A one-shot workshop or professional development with outside experts can be very expensive...and too often very little of the material becomes embedded in classroom practice and very little reaches the students...The TP model of ongoing PD that is content-specific is, as the commercial says, “Priceless!” It is a model where real change can occur and become part of the way the schools works, rather than a temporary add-on.

Different Strokes for Different Folks

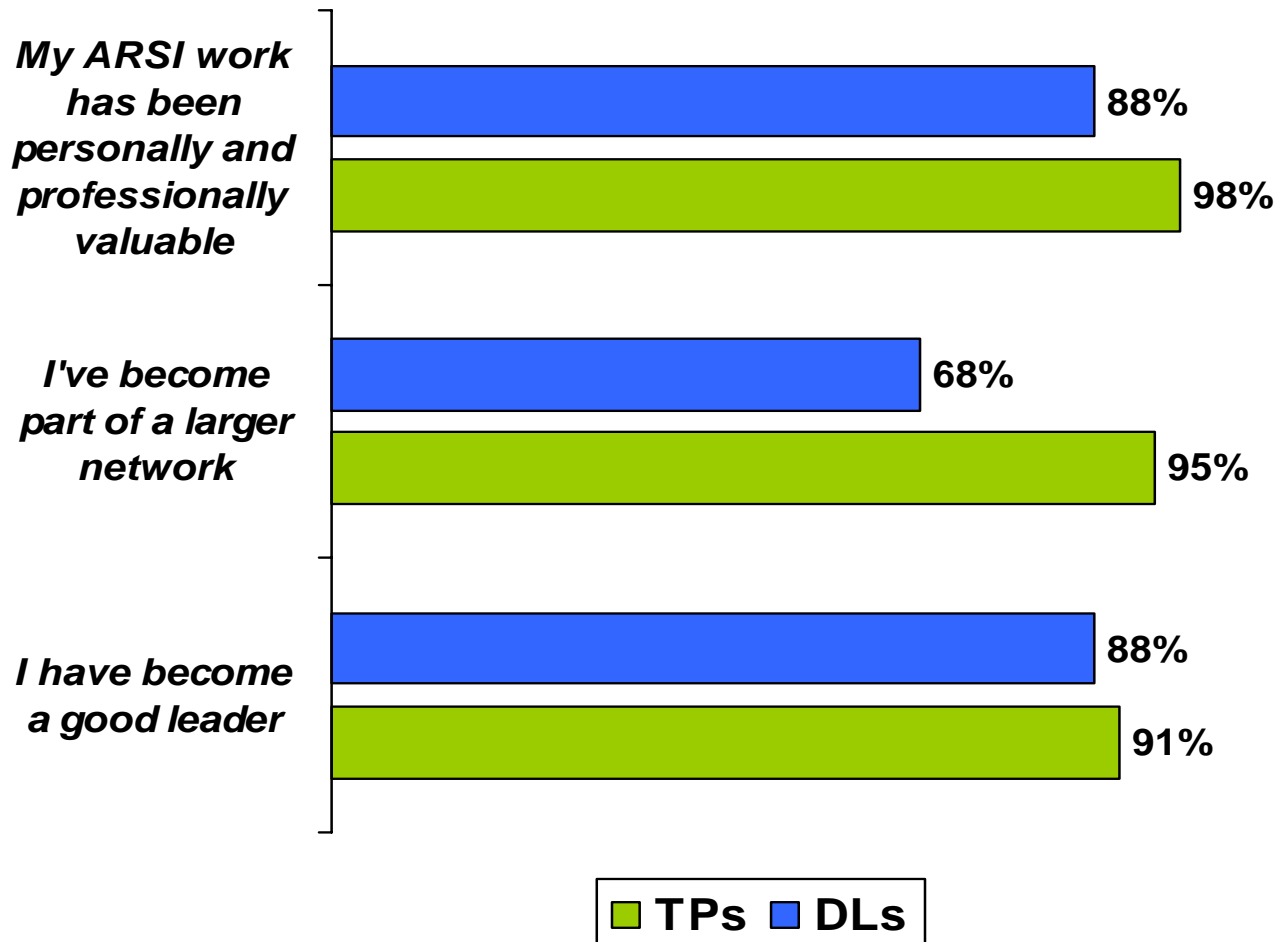
Each teacher is different in their needs and their response to change. Since all efforts are toward improvement, it is important to tailor the approach to meet those needs. Everyone (even the best) can use help, resources and new ideas. Rather than singling out those not ready for change, it was best to start with those that were. With time, patience, lots of effort and work, we now have 100% participation in efforts to improve.

Local Leadership – The Ability to Customize Improvement Efforts

Over the years, we have come to see ARSI's work with districts as developmental in nature. Just as an educator works differently with children at different stages of development, so ARSI is learning to work with counties and districts that vary tremendously in their readiness for reform.

The ARSI Network

The personal and professional benefits of ARSI participation (% of TPs and DLs)



(%s represent ratings of 4 and 5 on a 5-point scale where 1 = “disagree strongly” and 5 = “agree strongly”)

The ARSI Network

“Quotes”

Network is the Key

By yourself, you don't accomplish anything, you just can't do that. If there were only one Teacher Partner in the world and you set them out and you gave them all of the resources, he or she would still not be very effective. It is the network that makes you effective as a Teacher Partner.

Network— The End of Isolation

I have had the opportunity to meet the other TPs and talk with them about problems. I received numerous recommendations from the TPs that made much sense and were very useful. Being part of the network of TPs provided me with a communication network through which I could seek information and support at any time. Much vital information and training is now passed through this network to the Appalachian districts. If the TP network did not exist, then the districts would still be in isolation with their teachers still struggling with no outlet. The ARSI TPs provide strong leadership and are the foundation for the future success of efforts to close the achievement gap that exists in the Appalachian areas.

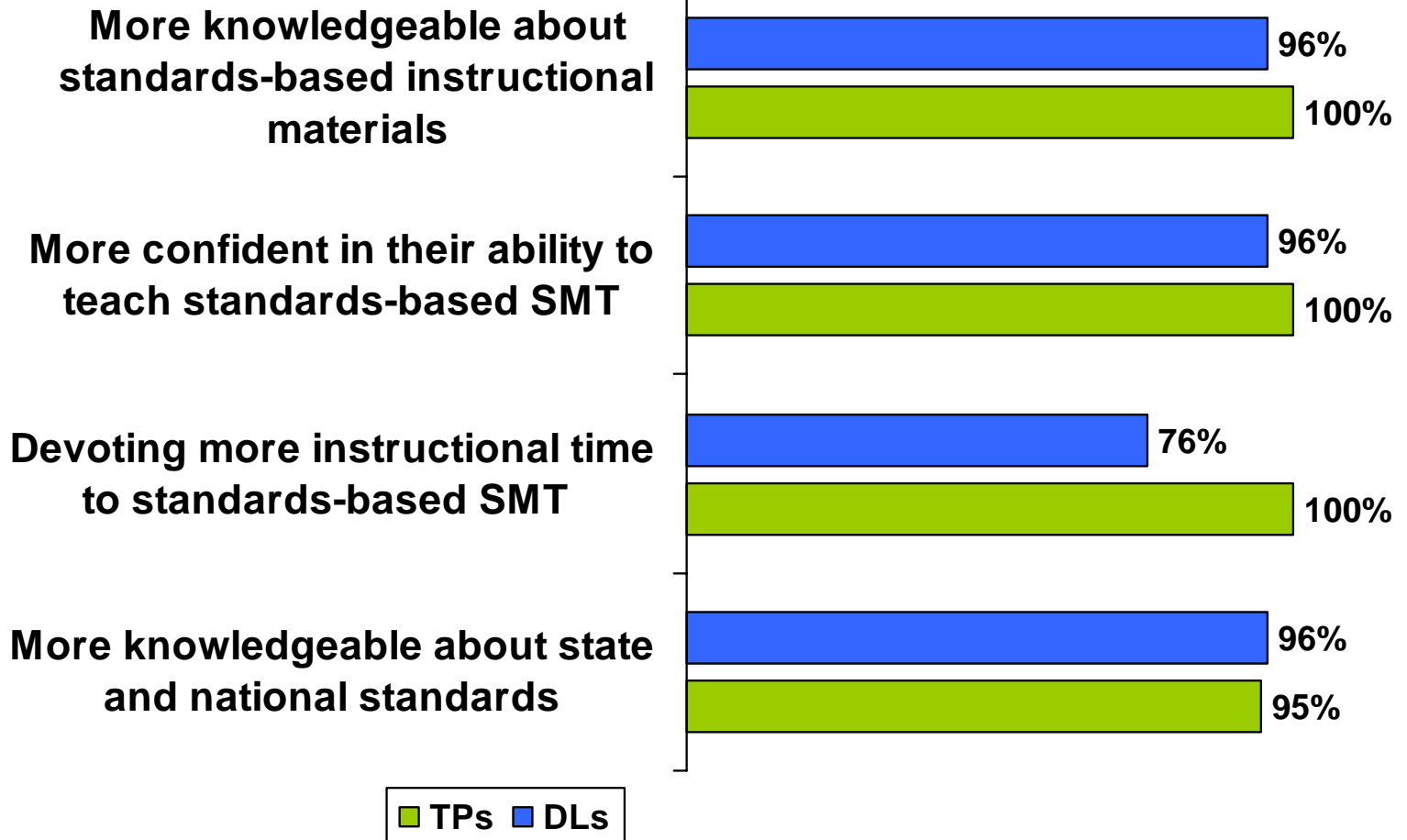
The Power of Positive Thinking

It is good to be surrounded by inspiring educators who truly believe that our Appalachian children deserve the best. The thought of change does not cause alarm for these ARSI people. They accept the challenge. I was happy to be involved with others who had a positive outlook on things rather than the negative one we so often find.

Improvements as a result of ARSI

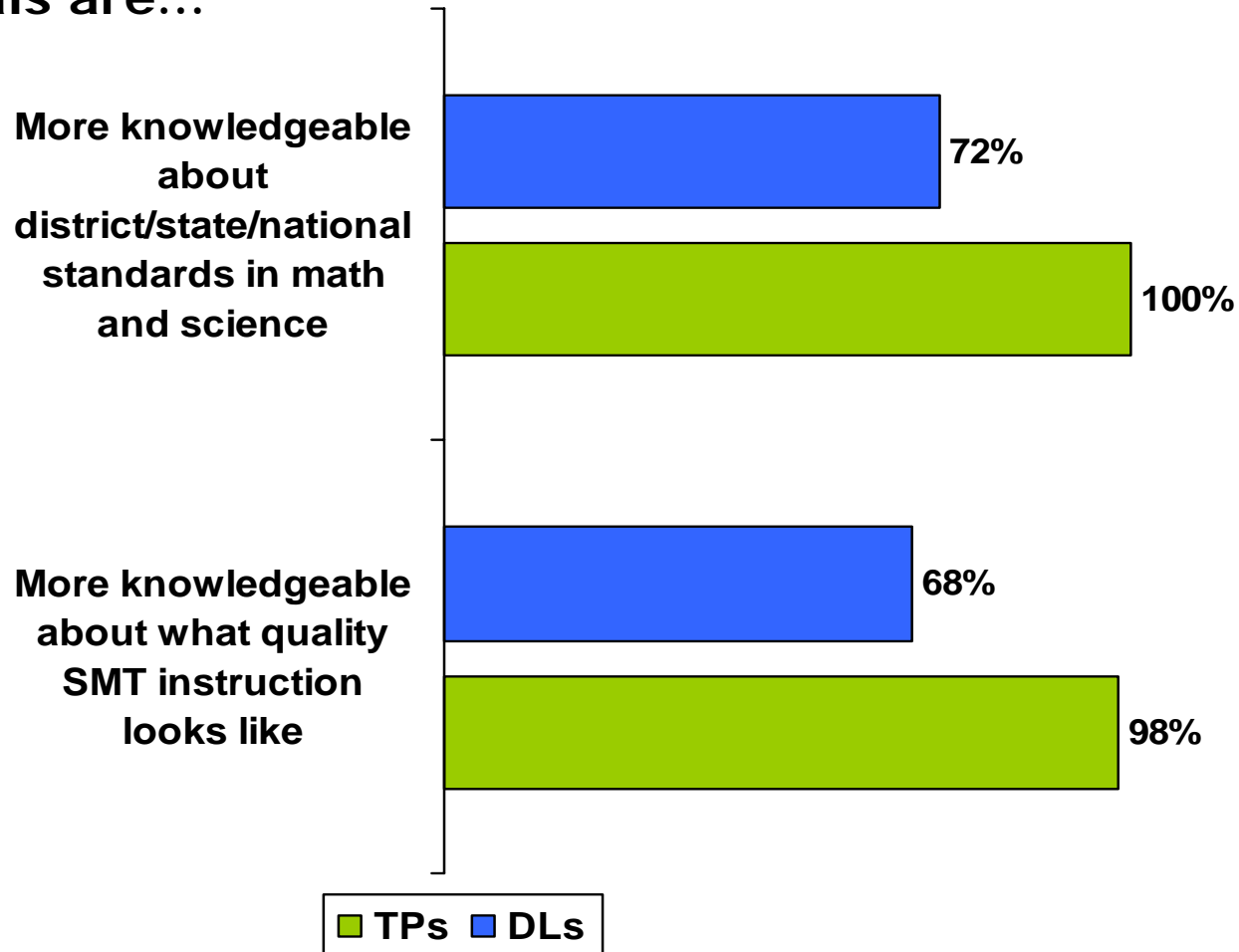
ARSI contributions to teachers

Teachers are...



ARSI contributions to principals

Principals are...



ARSI contributions at the district level

In the district...

The quality of math and science teaching has improved



There is more of a shared vision of improvement for SMT instruction



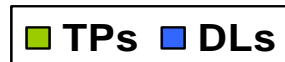
The ongoing presence of the TPs has become a very important part of the improvement process



There is a greater capacity for improving science and math teaching

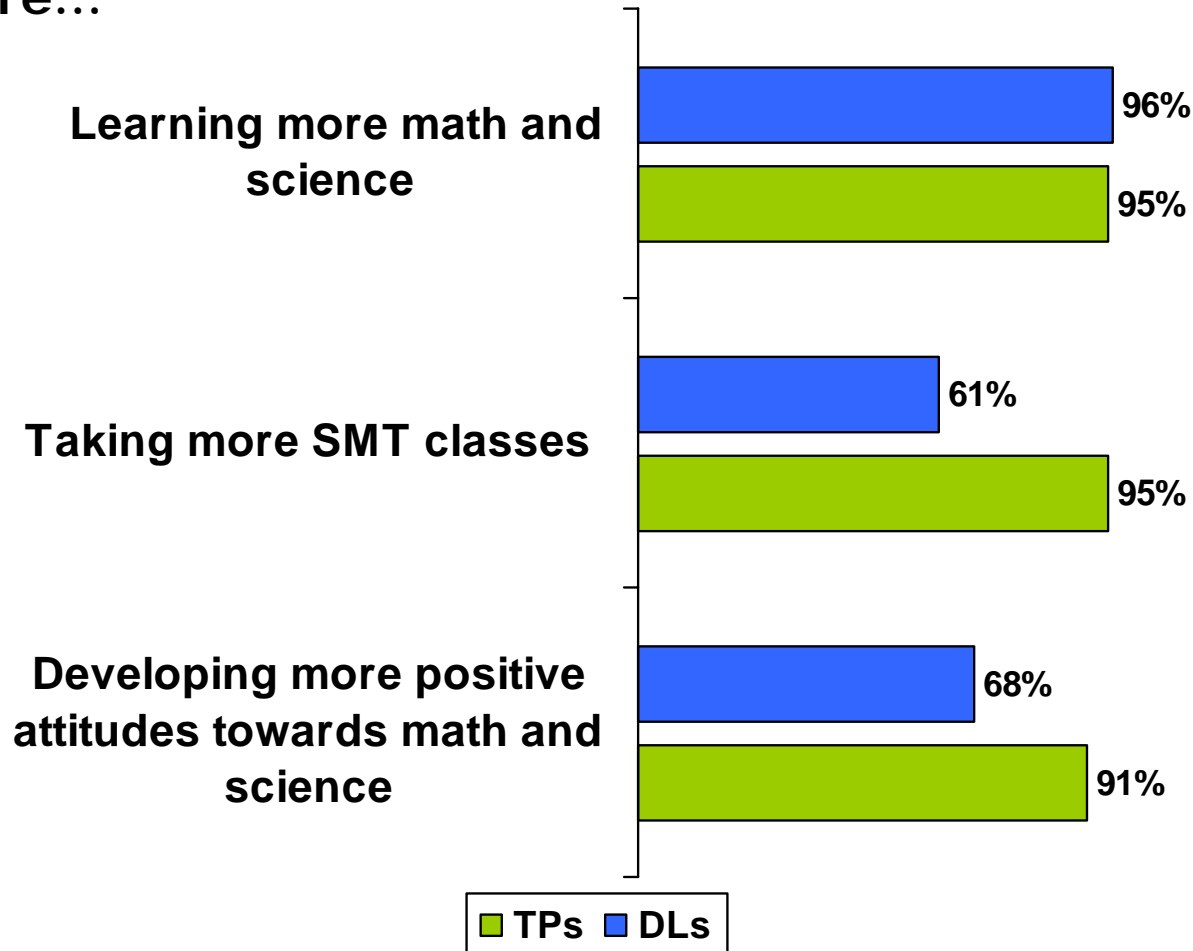


There is a stronger infrastructure to support ongoing math and science improvement



ARSI contributions to students

Students are...



The Benefits to Students

Having a high quality teacher who has release time and the job of sharing her expertise with other teachers—what an idea! This ARSI Teacher Partner model is extraordinary. Many teachers, but more especially students, have benefited from the expertise of TPs in their classrooms. Children have become more excited about math and science because of this. When a TP walks into a classroom and the children cheer, you know that the model has impact.

Investing in ARSI

BIGGEST DISTRICT CONTRIBUTIONS

Develop and support a "point person" for math & science education reform

Develop a committed and empowered core group of people who can support and sustain reform

Create and sustain an overall positive trajectory of the math & science education reform in the district

Develop a cadre of strong math & science lead teachers

Help the district gain knowledge of and mechanisms for assessing field realities

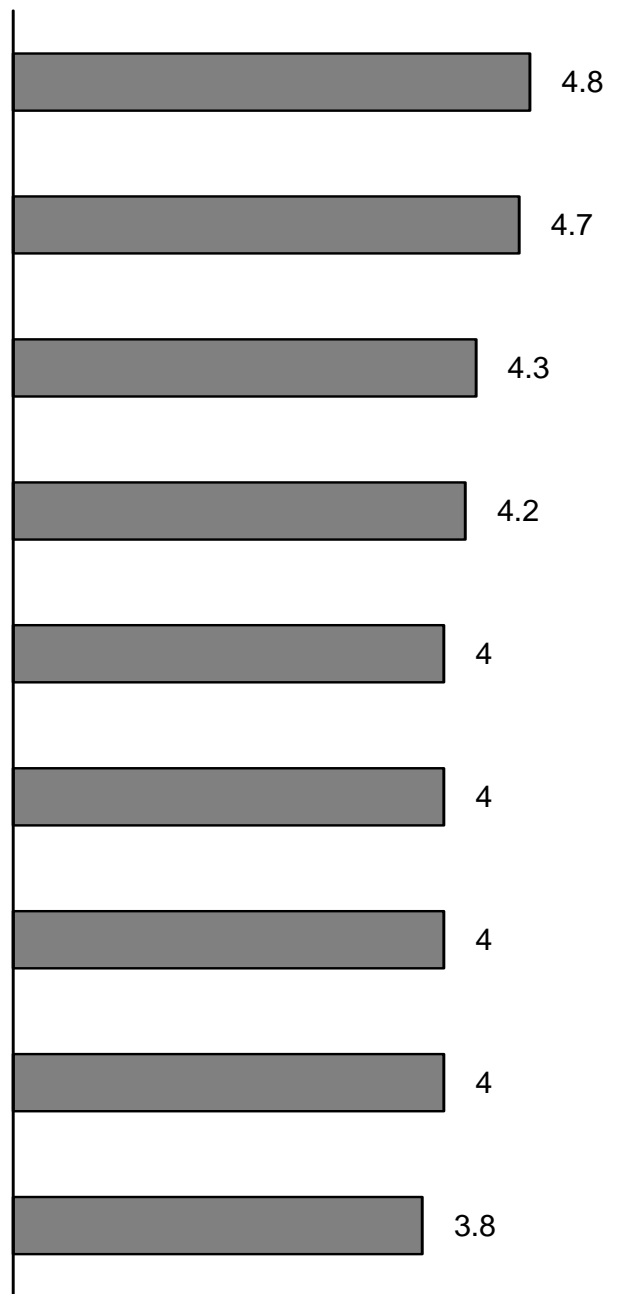
Enhance overall "seriousness" and priority that the district places on math & science education reform

Creating visible examples of success in classrooms and in the district to build upon

Assuring that the "signal-to-noise" ratio of math & science education reform in the district is strong enough to be significant

Helping to ensure that financial resources necessary to implement a district-wide program are available

ARSI influence
(mean ratings)



Investing in TPs

If a district truly wants to promote long-term change, then it should definitely invest in the training and release time for a Teacher Partner... and also time for the TP to work with teachers...and the release time for those teachers to focus on Math and Science. Giving teachers time to “work on the work” of improving math and science will accelerate the improvement process...and it will build an infrastructure that is sustainable. Investing in teachers pays off.

END