

Service-Collaboration

Professional education faculty collaborate regularly with colleagues in P-12 settings in the development and implementation of a wide variety of research and demonstration and outreach programs. University colleagues from the College of Arts and Sciences are also actively involved in several of these collaborations as well. Brief descriptions of some of these programs follow.

Selected Research and Demonstration Projects

- **New Teacher Center (NTC).** The goals of the NTC are to improve teacher retention, teacher instructional effectiveness and student achievement in P-12 schools in the state and region. NTC employs the induction and mentoring model developed by the New Teacher Center at the University of California, Santa Cruz, to accomplish these goals. Program components include a series of 14 rigorous full-day mentor training modules, weekly mentor forums, monthly new teacher seminars, a yearly induction and mentoring symposium, and a comprehensive evaluation program. More than 10,000 students are enrolled in classrooms across the state of Tennessee that are taught by teachers who received mentoring support from NTC-training mentors.
- **Center for Research in Educational Policy (CREP).** CREP is a State of Tennessee Center of Excellence that mobilizes community and university resources to address educational problems and to meet the University's commitment to primary and secondary schools. CREP is nationally recognized for program evaluation, managed 105 research and evaluation projects, worked with more than 1900 schools in 35 states.
- **Center for Experiential Education (CEE).** The CEE assists schools and other organizations in the development of experiential education curricular materials, connects interested parties to resources, and coordinates experiential education initiatives in the Memphis metropolitan area and beyond. The CEE collaborated with BRIDGES and Memphis City schools to provide an innovative character education program for over 1000 seventh graders in seven urban middle schools.
- **Center for Urban School Leadership (CUSL).** Using a non-traditional approach, aspiring school leaders and practitioners are afforded experiential activities in the areas of instruction, curriculum, interpersonal relations, and research-based school managerial practices. The Memphis Leadership Fellows Program is designed to prepare principals for Memphis City Schools. Thirty-37 of the 47 participants received positions as principals. Nearly 20,000 students are served in schools lead by principals supported by the CUSL.
- **Ready, Set, Grow! (RSG).** RSG is a childcare quality support pilot project by Mayor AC Wharton (Shelby County) and Memphis Tomorrow in partnership with the community Institute for Early childhood and administered by the University of Memphis college of Education. RSG provides intensive professional development support for up to 40 Shelby County childcare center directors through a rigorous graduate course of study, technical assistance for achieving and sustaining NAEYC accreditation. Thirteen centers

have been accredited that serve 1418 children. RSG is also collaborating with Southwest Tennessee Community College to provide family child care home providers support in becoming accredited by the National Association for Family child Care.

Literacy Focus

- **Memphis Literacy Academy (MLA).** The MLA is a partnership with the Memphis City Schools for the purpose of training elementary teachers in grades K-3, and special education classrooms from selected schools on research-proven “comprehensive reading” instruction practices for urban children. A total of 262 teachers and 45 principals have participated in the MLA. In year 1 students scoring at the “Proficient” level increased by 14.9% at MLA sites as compared to 10.6% (Reading First) and 8.7% at non-treatment schools.
- **Memphis Striving Readers Project.** The Memphis Striving Readers Program is a joint effort between the University of Memphis college of Education and Memphis City Schools to improve reading instruction and literacy achievement for middle school students in Memphis city Schools. The University of Memphis will employ READ 180 as a targeted intervention for 960 students in grades 6-8. The University of Memphis will implement the school level intervention and Research for Better Schools will evaluate the project.
- **The Reading Center.** The Reading Center at the University of Memphis provides grade-level appropriate reading instruction for children in grades 1-8. The program is also designed to involve parents in their child’s education, to train preservice teachers at the university, and to provide professional development opportunities for literacy providers and teachers at local schools.

Mathematics and Science Focus

- **Supporting Urban Science and Mathematics Educators (SUSME).** SUSME is a five-year research funded by the National Science Foundation designed to test three models for mentoring beginning sciences and Mathematics teachers. The project is a partnership among three universities and three urban school districts in Birmingham, Houston, and Memphis. Sixteen new Memphis City Schools' teachers received mentoring support and an estimated 500 students were taught in SUSME-supported classrooms.
- **Three R's Program:** Recruitment and Retention through Reinvention at the University of Memphis. The Colleges of Education and arts and Sciences in partnership with Memphis City Schools are involved in a collaborative process to reinvent teacher preparation programs at the University of Memphis. Funded by a Teacher Quality Enhancement grant, the new program model is being field tested with a cohort of candidates for middle school licensure in mathematics or science for a three-year period.
- **Transition to Teaching (T2T).** Transition to Teaching is a federally funded program that involves the state of Tennessee, other Tennessee Board of Regents universities, and over 20 high need school districts throughout the state of Tennessee. This program is designed to attract mid-career professionals and recent college graduates with degrees in

mathematics or science to fill vacancies in these critical shortage areas. The T2T program, managed from the College of Education at the University of Memphis, is currently supporting 108 fellows who are teaching mathematics or science in Tennessee public schools. The program provides training out of the New Teacher Center at the University of Memphis for eight New Teacher Mentors. These mentors meet with the T2T fellows weekly in their classrooms to observe, support, and provide feedback and resources that are critical to the success of beginning teachers.

- **Delta Math Project.** The Delta Math Project is a collaborative effort between the College of Education and Fayette County Schools. This project seeks to increase the mathematics achievement of students in Fayette County Schools through direct delivery of professional development for teachers of algebra and algebra instruction to middle and high school students. Ten teachers attend a summer institute, 40 students attended a summer mathematics camp and over 100 students participated in an after-school tutoring program. Passing scores on the Tennessee Gateway Mathematics Test was increases from 40% to 60%.

Special Needs Focus

- **Assistive Technology Training and Integration Network (Attain Project).** The ATTAIN Project provides hands on assistive technology training for school district personnel and pre-service teachers. The training focuses on assessing the need for assistive technology, matching assistive technology to students, equipment selection and usage, and integrating assistive technology into instruction. ATTAIN maintains a lending library and assists school district personnel in making assistive technology purchasing decisions.
- **Become a Special Educator in Tennessee Teaching Program (BASE-TN).** The BASE-TN Teaching Program provides financial support for persons who meet the eligibility criteria and desire to earn an initial Tennessee teaching license in special education or an endorsement in special education. This support involves a commitment to teach in a Tennessee public school two years for each academic year of financial support received serving students with disabilities ages birth through 21. **The Special Education Institute** also provides tuition support for special educators who teach in Tennessee on a waiver or permit. Participants receive full tuition for courses that lead to licensure in special education.
- **Restructuring for Inclusive School Environments (RISE).** The RISE Project assists school systems, individual schools, educators, and families to structure school environments so that all school-age children and youth are active, fully participating members of a unified school community supportive of student diversity. Over the past year, 1100 teachers, para-educators, administrators, and parents received inservice training. 32 presentations were made to area schools, agencies and support groups and more than 450 attended the 10th Beyond Access Inclusion Conference.
- **Tennessee's Early Intervention System (TEIS).** TEIS works with families of children from birth to three years of age who have developmental delays or have a diagnosed condition that is likely to cause developmental delays. Over the past year, 2950 families

of eligible children in four West Tennessee counties have assessed the services of TEIS and over 80 presentations were made to community groups