Penobscot River Educational Partnership
2015-16 Activities

The Penobscot River Educational Partnership (PREP) is a school and University collaborative effort serving the Penobscot River Valley. The partnership has been in place since 1996 and supports member school systems in their provision of staff development, educational planning and provision of student support services. Focusing on efficiency and effectiveness has led to increased collaboration, trust and support to the member school units.

PREP member school units include: SAD #31 (Howland, Enfield, Burlington, Edinburg, Maxfield, Passadumkeag), Greenbush, Milford, RSU #34 (Old Town, Bradley, Alton), RSU #26 (Orono), Veazie, Glenburn, Hermon, Indian Island, University of Maine College of Education and Human Development, University of Maine College of Business, Public Policy and Health, RSU #22 (Hampden, Newburgh, Winterport, Frankfort), SAD #63 (Holden, Clifton, Eddington), Orrington, Dedham, RSU #25 (Bucksport, Orland, Prospect and Verona), RSU #67 (Chester, Lincoln, Mattawamkeag), SAD #41 (Atkinson, Brownville, LaGarange, Lakeview Plantation, Milo) the United Technology Center, RSU #87 (Carmel, Levant), Bangor, Hermon and RSU #64 (Bradford, Corinth, Hudson, Kenduskeag, Stetson), Brewer

The following is a listing of current initiatives involving schools within the PREP Partnership.

Staff Development
Throughout the school year, teachers and administrators in PREP Schools will have professional development opportunities in the following areas:

- **August 2015 Activities**
  - Units of Study – Writing
    - One-Day Training sponsored by RSU #22
    - Four-Day Training sponsored by RSU #26
  - Bus Driver Training
  - Technology Academy
  - For Administrators: The Classroom Check-UP: Classroom Management Training
  - For Paraprofessionals: Positive Behavior Supports for Paraprofessionals

- **Executive Function - Dr. Diane Jackson**
  - Teach Executive Functions as a Skill Routine Grades K-5

- **Word Study - Marcia Nye Boody**
  - Learning MORE About Letters, Sounds, Words and How They Work Within the Contest of a High-Quality Comprehensive Literacy Model
Pre-K – Dr. Mary Ellin Logue
After school Dine and Discuss sessions will be provided on the following topics:

Getting ready for the new State regulations (Chapter 124) on public Pre-K programs. In this session, we will review the new State regulations, the implications it raises and ways programs are and can prepare.

How do we help parents and K-8 teachers understand what we do? Making the work of ECE teachers visible.

Assessment Literacy Training – Dr. Jeffrey Beaudry and Dr. Anita Stewart McCafferty
The leadership for assessment literacy involves the ongoing actions by administrators and teacher leaders to develop a shared understanding of assessment literacy, engage in local, classroom-based inquiry and action research to dig deeper into student growth in cognitive and meta-cognitive factors for students, teacher leaders and building leaders.

It is essential to to establish a shared language for assessment literacy. Once we have worked on the three building blocks we will focus on key 2, understanding the purposes of assessment, and the critically important distinction between assessment for learning and assessment of learning. Assessment for learning is also known as formative assessment and assessment of learning is known as summative assessment. (Please see attached document for an overview of the four days of training PREP has planned for this school year.

School Counseling Initiative
We are planning on providing two dine and discuss opportunities. Last years session was very well received. For this years first session, counselors are focusing on the book “Mindset: The Psychology of Success. How we can learn to fulfill our potential.

Positive Behavioral Intervention and Supports – Dr. James Artesani and Courtney Pacholski
In addition to supporting individual schools, Jim and Courtney will also be focusing on the development of district level teams to enhance PBIS implementation in a more systematic manner in each district and across the PREP region.

A series of three trainings will be provided in support of “Better Teaching Through Effective Classroom Management.”

Virtual High School Initiative
Seven school units are involved in using technology to access on line courses. RSU 34, RSU 26, RSU #22, and RSU 25, RSU #67, RSU #64 and Brewer are
currently utilizing courses each semester during this school year. RSU #22 continues to provide overall support for implementation.

**Special Education Related Services Initiative**

A psychologist and an Occupational Therapist continue to provide evaluative and direct services to students served by the PREP partnership.

**Curriculum Coordinators**

This group meets monthly to provide planning, direction and support for professional improvement, student achievement and planning for improvement as well as supporting their professional development.

Meeting with members of the Eastern Maine Curriculum Coordinators network as been added to the monthly meeting agenda. Part of this meeting includes a session with Michele Mailhot, State Department of Educational Consultant serving the Penquis Region.

**Teacher Preparation Committee**

Representatives from school units and the University of Maine College of Education and Human Development continue to refine a format to formalize communication and collaboration. Hundreds of candidates from the University of Maine are involved with PREP schools on a yearly basis. Enhancing communication and collaboration between the University of Maine and PREP schools provides for increased quality of programming for all individuals involved. As the school year begins, the committee will begin by reviewing survey data from student teachers and mentor teachers from last year. They will be developing a brief survey for principals regarding the performance of recent student teachers among other focus areas.

**Maine Physical Science Partnership/Elementary Science Partnership/Noyes Grant**

This summary was recently received from the RISE Center

**MainePSP** - Entering Year 6 of the MainePSP, our community is 74 teachers strong representing 50 schools across 27 districts. Teachers, school-based administrators, faculty, grad students, and staff from the University of Maine work together to tackle persistent problems in science education, such as student engagement, students’ use of evidence, assessment literacy and misconceptions in science. Our research, best practices and strategies strengthen other content areas as well. MainePSP also provides high-quality instructional resources that promote hands-on, investigation-based, engaging science education for each student. Your partnership with us allows us to continue providing these resources for a full year of hands-on science at a cost of $12/student. We collect data from classrooms across the community on an ongoing basis to inform continuous improvement and evidence-based modifications to these resources, and teachers are rigorously prepared to teach with these resources. This year we will be offering 42 hours of academic year professional development with additional summer programming and opportunities for participation in special interest groups. Our flagship
program is a Leadership Academy that brings together leading teachers from K-12 to strengthen science teaching and learning.

**NSF Supplement** - After 5 years of work, the MainePSP has been recognized by the National Science Foundation for our collaborative success! We just received news that our $2.06 million NSF supplement proposal, focused on recruiting and preparing STEM majors to be teachers in science and mathematics, has been awarded. It taps into our strong partnership by involving experienced teachers directly in the preparation of new teachers in their disciplines, working to bridge the gap between theoretical preparation and actual practice for new teachers.

**MaineESP** - Now in our third year, the MaineESP brings together K-5 teachers from over 100 schools and 50 districts around the state. Science Resource Partners from each school meet regionally for on-going professional development, and are responsible for leading a series of school-based study groups on an annual topic of interest. This year’s program is WRITEscience, focusing on science as a context for developing students’ writing skills and practices. The MaineESP is also encouraging the use of STEMscopes in the classroom as a high quality resource for teaching K-5 science.

**Noyce** - As part of our NSF Noyce Capacity Building Grant (which is funded and runs for one more year), we have proposed designing a Graduate Certificate available to science and mathematics teachers as a way for them to take advantage of science and mathematics teaching methods courses impacted by this grant and further develop skills in and understanding of teaching and learning in their discipline, including both traditional courses and experiential learning as a community in ways that will help participating teachers continue to develop their classroom practice. A new Noyce proposal submitted in August and currently under review at NSF also includes a vision for building professional learning communities and broader, cross-district communities, to support both new teachers and leading experienced teachers taking on new roles, such as mentoring and coaching. This program’s additional emphasis on preparing the supervising teacher in mentoring student teachers and new teachers will add value to this experience for mentors and student teachers. Both veteran and new teachers will be compensated for academic year (outside of school day) and summer work connected with this program.

**Executive Officers**

This group meets four times yearly and provides overall direction for PREP Initiatives. The Executive Officers are comprised of school superintendents and the Dean of the College of Education and Human Development and the Dean of the College of Business, Public Policy and Health.
**School Board Professional Development**

PREP is committed to providing additional professional development offerings to meet identified needs of School Board Members and Superintendents. Discussions of potential offerings will be part of the ongoing discussions of Executive Officers.

**Future Developments**

We continue to review of areas of focus and provide additional supports as identified thorough our ongoing discussions.