

CLARK  
UNIVERSITY



CHALLENGE CONVENTION. CHANGE OUR WORLD.

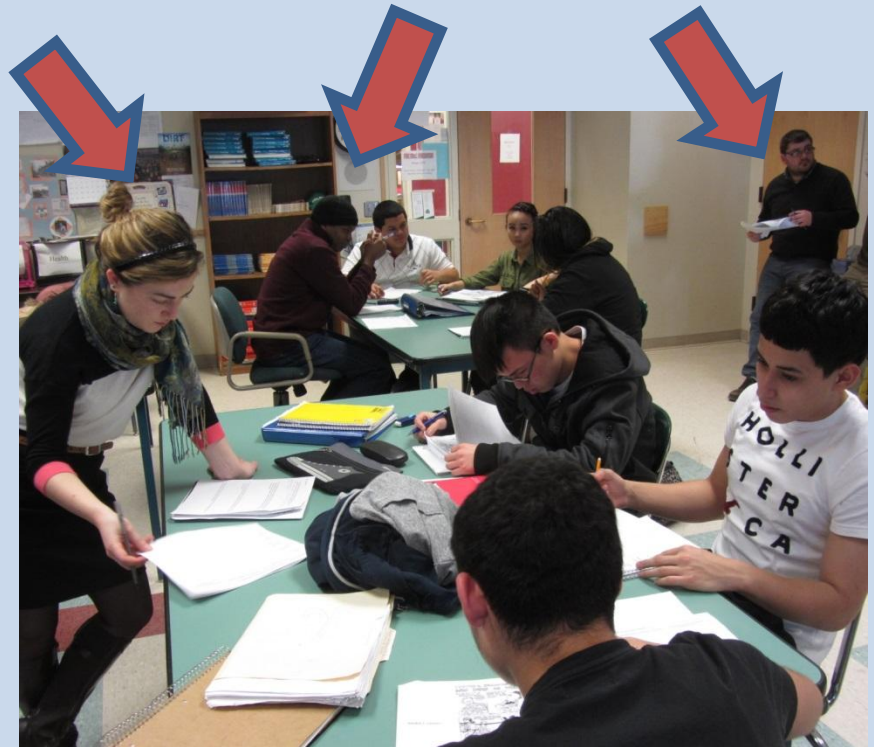
**Hiatt Center  
for Urban  
Education**

**Adam Institute  
for Urban  
Teaching &  
School Practice**

*Joining together research and practice*

# Local Research and Local Practice: Two Examples

- University Park Campus School & Claremont Academy
- New Teacher Development in Urban Settings



# Claremont Academy's Fresh Start: The Challenge

## Postsecondary data

College matriculation rates range from 49% to 70% over the past 8 years

4% to 24% postsecondary completion (within 6 years)

## Challenge

"Refocus" the school to support postsecondary aspiration and readiness for all students

# Theories of Change

**Public Policy: Focus on Standards and Outcomes:** If we hold schools accountable to high standards, then all students, including those historically underrepresented in high achievement, will achieve academic proficiency.

**Bigger picture: Family and neighborhood vitality (revitalization):** If family health, income, and education improve, then so will educational outcomes and the vitality of the community.

# Theories of Change

## Mixed results statewide from focus on standards and outcomes

- While scores are higher, the achievement gap persists
- MCAS scores do not correlate with college readiness or success

Over half of African American, Hispanic and low-income students attending state college (70% from two Worcester schools) take remedial courses, increasing the likelihood of dropping out—MA School-to-College study, 2007

- Challenge of improving health, income, parental education

# UPCS Theory of Change—Helpful?

**Focus on School Culture, Practice, and Student Identity as Learners:** If a school builds a coherent community, culture and practice which believes in and supports each student as a capable thinker and doer, which teaches tools for academic learning, and which believes that all can qualify for postsecondary learning, then students' sense of identity and capability as academic learners will grow.

“It’s cool to be smart.”

# UPCS Partnership Theory of Change— Helpful?

## Focus on Academic Identity and Community:

Students' academic identity and aspirations will be strengthened to the extent that they experience neighborhood, school, and University as an aligned community of respect, support and opportunity.

# Developing Culture, Practice, Community & Academic Identity at Claremont

## School Culture, Practice, and Student Academic Identity

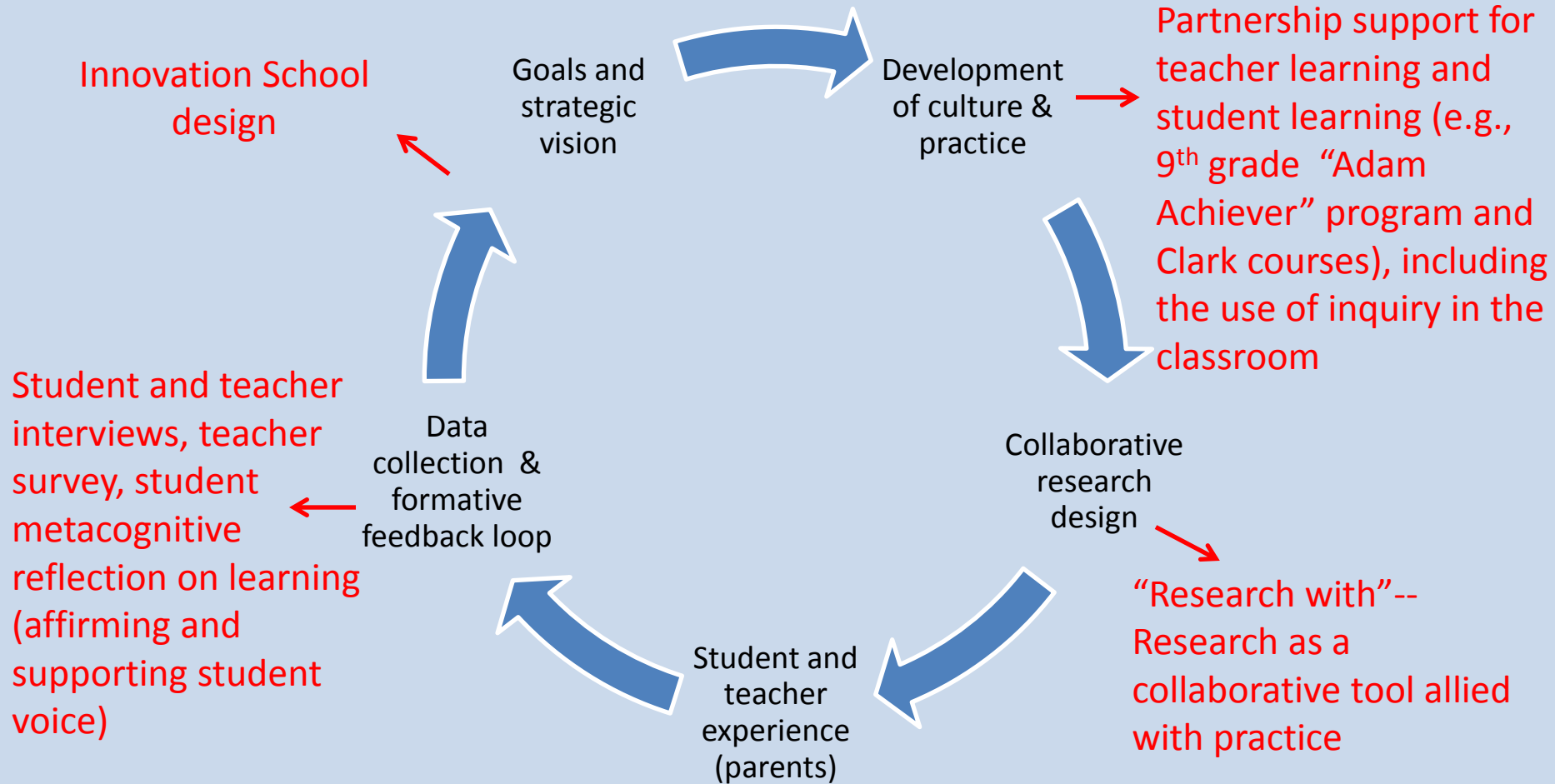
Question: How to support the process of building culture, practice, and student academic identity based on the idea that all students are powerful thinkers and doers and capable of postsecondary learning?

## Student Identity and Community

Question: How to leverage the Clark partnership so as to create a sense of participation in a broad academic community and reinforce the development of academic identity and a college-going mindset? (parallels with Union Hill and turnaround school lessons)



# Claremont Collaborative Research and Practice Cycle



# New teacher development

The national challenge:

- A thousand teachers leave teaching daily, another thousand seek better working conditions at another school (All4Ed.org 2005)
- Between 40-50% of new teachers leave the profession within five years (All4Ed.org 2014)
- The attrition rate is about 50% higher in high poverty, high minority urban and rural schools

# New teacher development

## Our questions:

What is the trajectory of development of new teachers who are focused on recognizing, engaging, and fostering the capabilities of all learners?

What enables their development?

What will sustain them in the profession?

# New teacher development

Shared questions with colleagues in the Urban Teacher Education Consortium (UTEC)

NYC, Chicago, Oakland, Philadelphia

Work-in-progress

gathering data through writing prompts, interviews, surveys

**Community impact:** Supports the development of our Masters students in Worcester partner schools during their academic year internships and as prospective Worcester teachers (dozens now in Worcester schools)