

On the CUSP

News and Updates from the Center for University, School and Community Partnerships



Attendees of the 2012 Noyce Northeast Regional Conference in Boston. (Photo by Jim Jenkins)

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Making Noyce: Robert Noyce Scholars Make a Difference in STEM Education

Noyce Scholars are high-achieving undergraduate students majoring in Science, Technology, Engineering and Math (STEM) who receive scholarships from the National Science Foundation to become middle and high school teachers in high-need SouthCoast schools.

As usual, participants in the NSF Robert Noyce Teaching Scholarship Program continue to make an impact in science, technology, engineering, and math (STEM) education.

This past Fall, several Noyce Scholars and program staff attended the second annual Noyce NorthEast Regional Conference. The conference, which was held at the Boston Marriott Cambridge on October 11-13, brought together students, teachers, and directors from the over 44 Noyce programs in the Northeast region for networking and discussion. This year's theme was "Learning from Each Other for Excellent STEM Teaching in High-Need Schools." Keynote speakers included **Penny Noyce**, daughter of the late Robert Noyce; **Raj Chetty**, a Harvard economist; **Arthur Eisenkraft**, Director of the Center for Science and Math at UMass Boston; and **Rebecca Grella**, a high school chemistry teacher who made national news last spring for helping a homeless student reach the semi-finals of the Intel Science Talent Search.

At the conference, three former Noyce Scholars from UMass Dartmouth gave an encore performance of their presentation "Survival Guide for the First-Year Teacher." This was the fourth time in total that **James Knuutila**, **Kate McDermott**, and **Michelle Pound** gave this particular presentation. In the spring of both 2011 and 2012, they presented to educators from across the country at the annual NSF Robert Noyce Teacher Scholarship Conference in Washington, D.C and again in Philadelphia in the fall of 2011 at the first Noyce NorthEast Regional Conference.

Of course, current Noyce Scholars are making strides of their own. **Justin Mare** (Middle School Mathematics), **Matthew Huberman** (High School Mathematics), and **Stephanie Gaucher** (High School Biology) completed the required coursework in December 2012 and are awaiting their initial teaching licenses. **Laurie Murphy** (High School Mathematics) is currently in her student teaching practicum. She is expected to complete the required coursework and receive her initial teaching license in June. Matt Huberman will also be completing his MAT-I in May 2013.

"I'm very proud of all of the UMass Dartmouth Noyce Scholars for choosing to enter the teaching profession and working to make a difference in students' lives," says Program Director **Kym Welty**. "These are talented, gifted young people, with strong backgrounds in - and passion for - math or science, who want to share that knowledge with others." *For more information about this program, contact Kym Welty at kwelty@umassd.edu.*



UMass

Dartmouth

CENTER FOR UNIVERSITY, SCHOOL & COMMUNITY PARTNERSHIPS

Want to make a difference in STEM education (or know someone who does)? The Noyce Program at UMass Dartmouth has started recruiting for the following:

SUMMER INTERNSHIPS

In the summer of 2013, the NSF Noyce Summer Internship Program at UMass Dartmouth will sponsor a number of internships for qualified UMass Dartmouth sophomores and juniors majoring in the Science (Biology, Chemistry or Physics), Technology, Engineering, or Math (STEM) fields who are interested in becoming math and science teachers in high-need, urban middle and high schools.

These 8-week internships at regional STEM teaching venues will provide interns with valuable teaching experience as well as a stipend of \$2000. The hosts of the internships are the Sea Lab Marine Science Education Center, the New Bedford Ocean Explorium at New Bedford Seaport, and the Kaput Center for Research and Innovation in STEM Education at UMass Dartmouth.

Upon completion of the internship, interested students are encouraged to apply to the scholarship program.

SCHOLARSHIPS

In the 2013-14 academic year, the Noyce Scholars Program at UMass Dartmouth will provide scholarships of up to \$19,000 to qualified majors in the Science (Biology, Chemistry or Physics), Technology, Engineering, or Math (STEM) fields, as well as to MAT-I candidates who recently graduated with a bachelor's degree in a STEM field.

Post-Baccalaureate Noyce Scholars will receive a \$19,000 scholarship to enroll in a teacher initial licensure program leading to their MAT-I. Undergraduate Noyce Scholars will receive a \$10,000 scholarship during their senior year and a second scholarship for \$19,000 when they enroll in the teacher initial licensure program at UMass Dartmouth upon successful completion of the STEM bachelor's degree.

All Noyce Scholars must then commit to teaching in a high-need school for two years for each year of scholarship received.

NEW OFFERING! - Summer Institute

In the summer of 2013, the National Science Foundation (NSF) Robert Noyce Teaching Scholarship Program at UMass Dartmouth will offer "Teaching as a STEM Profession" for qualified UMass Dartmouth freshmen, sophomores, and juniors majoring in a Science (Biology, Chemistry or Physics), Technology, Engineering or Math (STEM) program who are interested in exploring teaching as a profession in middle and high schools.

This 10-day summer institute, which will run from June 2 – 12, 2013, introduces individuals who are interested in becoming STEM teachers to the real world of teaching through a candid analysis of all aspects of the teaching profession today.

This interactive, "hands-on" institute will explore the challenges and rewards of teaching, as well as study

contemporary teaching strategies relevant to today's diverse classrooms. The institute will be conducted by a faculty member from UMD's Department of Teaching and Learning and local STEM practitioners.

Through projects, exhibitions, and "hands-on" learning experiences, participants will learn about and analyze current educational thought and research. All participants will experience eight workshops plus three days of crucial "job shadowing" experience with a STEM educator at an area middle or high school.

After successfully completing the course requirements, students will receive a stipend of \$1000. Upon completion of the summer institute program, interested students are encouraged to apply to the summer internship and scholarship programs.

If you are interested in learning more about these opportunities, please contact Kym Welty at kwelty@umassd.edu or 774-929-3063, or visit the CUSP website (cuspma.org) and read about the various programs under the NSF Robert Noyce Teaching Scholarship Program.



LEDUC CENTER FOR CIVIC ENGAGEMENT



Building Community Through Collaboration: Leduc Center to Hold Fifth Annual Civic Engagement Summit

The Robert and Jeanne Leduc Center for Civic Engagement is an exciting venture that was started by the University of Massachusetts Dartmouth in the Fall of 2008 with a mission of integrating intellectual talents and pursuits with the needs of the community. The Leduc Center strives to serve as the mechanism through which the University meets the dual challenges of community need and active student learning as outlined in the University's strategic plan.

The Leduc Center for Civic Engagement will be hosting its Fifth Annual Civic Engagement Summit on April 25, 2013 at Woodland Commons on UMass Dartmouth's main campus.

The goal of this annual event is to "strengthen the social fabric of our community, region, and Commonwealth through conversations and dialogues." The Leduc Center understands the power of collaboration to recognize and address the needs of the community, so anyone interested in civic engagement, building community, school partnerships, or using service learning is encouraged to attend.

The event will include panels and presentations on best practices in university-community-school partnerships. Speakers will engage the audience in thought-provoking discussions aimed

at solving the problems of the community through innovative, non-traditional solutions. This year's keynote speaker is **Dr. Ira Harkavy**, the Founding Director of the Netter Center for Community Partnerships at the University of Pennsylvania, and the recipient of Campus Compact's Thomas Ehrlich Civically Engaged Faculty Award in 2002.

The event will take place between 8:30 a.m. and 3:00 p.m. on April 25, 2013. General admission is only \$25, and admission is free for UMD students with a valid ID (\$15 for non-UMD students). Lunch will be included.

To register for the Summit, please visit www.umassd.edu/seppce/centers/cce/programs/summit.html. For more information, contact Katy Doan at kathryn.doan@umassd.edu or 508.999.8144.

UMass Dartmouth
CIVIC
Engagement
summit
04.25.13

interested in civic engagement, building community,
school partnerships, or using service learning,
save this date! PDPs available.
8:30 AM - 1:30 PM Woodland Commons
University of Massachusetts Dartmouth



UMass Dartmouth Leads Teachers Along the Tracks of History in New Bedford

UMass Dartmouth has once again received the competitive \$180,000 Landmark of American History and Culture grant from the National Endowment for the Humanities (NEH). The grant will bring 80 teachers from across the United States to New Bedford this summer to explore the city's pivotal role in the Underground Railroad and abolitionist movement.

While not widely publicized, New Bedford gave hundreds of escaped slaves a path to freedom in the 1800's. With its large population of free African-Americans, strong abolitionist sentiment, and booming fishing and shipping industries, New Bedford was a powerful and passionate force for abolitionism. It also provided the environment that nurtured a newly-escaped Frederick Douglass and his wife Anna as they raised a family in the city from 1838-1845.

Participants in "Sailing to Freedom: New Bedford and the Underground Railroad" will delve further into this unique history as they spend a week attending workshops and visiting sites such as the New Bedford Friends Meeting House, the Nathan and Polly Johnson House, and the Whaling Museum.

The NEH awards about 25 Landmark of American History grants every year to places of historical and cultural significance. This is the second time New Bedford has received the award, as UMD ran a similar program there to great acclaim in 2010.

Buzzards Bay Writing Project Flocks to D.C. While Keeping Their Focus Local

The Buzzards Bay Writing Project (BBWP) is a nonprofit K-16 professional development program that serves teachers at all grade levels and promotes exemplary instruction in writing for every classroom and in all disciplines.

From March 20th-22nd, representatives from the Buzzards Bay Writing Project (BBWP) attended the 2013 National Writing Project (NWP) Spring Meeting in Washington, D.C. As a designated NWP site, BBWP joined other Writing Project teachers and leaders to share their successes with each other as well as members of Congress. Since the National Writing Project is funded by federal grant money, events such as these keep government leaders abreast of the different ways programs like BBWP are making a difference in their local classrooms, schools and communities.

Highlights of the event included a presentation entitled "What is College-Ready Writing, Anyway?" with keynote speaker **Jessica Singer Early**, Director of the Central Arizona Writing Project, as well as

"The fact that New Bedford received this prestigious grant twice demonstrates its important place in the history of the Underground Railroad," says **Lee Blake**, "Sailing to Freedom" Manager and Director of the SouthCoast Education Compact. "We are proud to be able to highlight the courage and commitment of the city's abolitionist movement for teachers from across the nation." For more information about this program, contact Lee Blake at lblake@umassd.edu.

Frederick Douglass, on his first impressions of New Bedford:

"From the wharves I strolled around and over the town, gazing with wonder and admiration at the splendid churches, beautiful dwellings, and finely-cultivated gardens; evincing an amount of wealth, comfort, taste, and refinement, such as I had never seen in any part of slaveholding Maryland.

[...] But the most astonishing as well as the most interesting thing to me was the condition of the colored people, a great many of whom, like myself, had escaped thither as a refuge from the hunters of men. I found many, who had not been seven years out of their chains, living in finer houses, and evidently enjoying more of the comforts of life, than the average of slaveholders in Maryland."

From *Narrative of the Life of Frederick Douglass* (1845).

an interactive workshop led by **Marcie Wolfe**, Director of the Institute for Literacy Studies at Lehman College, CUNY, and the former Director of the New York City Writing Project.

In news closer to home, on April 6th and May 4th BBWP will be hosting a group of 6th Grade teachers from New Bedford's Normandin Middle School. In these Saturday workshops, BBWP staff will help these local teachers to hone their skills and learn the best practices of writing instruction. This will be the first time these workshops are held.

"We always love getting the chance to work directly with local educators," says BBWP Director **Kathryn Dunlap**. "And it's exciting to know that they will bring their knowledge and enthusiasm for writing back to their students in the classroom."

As if that wasn't enough, BBWP representatives Kathryn Dunlap, **Dorothea Maynard** and **Diana Grady** recently met with **Donzelina A. Barroso**, Senior Philanthropic Advisor for the Rockefeller Philanthropy Advisors, to present a proposal for funding. The funding would support BBWP's plan to institute an after-school writing program for elementary school students in New Bedford.

For more information about this program, contact Kathryn Dunlap at kdunlap@umassd.edu.



From left to right: Dorothea Maynard, Kathryn Dunlap, and Donzelina A. Barroso.

Training Teachers to Train Teachers: Project SUCCESS Lives Up to its Name

Project SUCCESS stands for School University Collaboration Committed to The Educational Success of All Students. The goal of the program is to create a quality mentoring culture to strengthen the teaching profession statewide, ensure new teachers receive the support they need in their beginning years, and give Massachusetts students the best instruction possible.

Who better to train teachers than more experienced teachers? That's the idea behind CUSP's highly successful Project SUCCESS. Now in its second year, this innovative program is training some of Massachusetts' top teachers to mentor their colleagues in "high-need" areas like special education, English as a Second Language, science, and math.

Last year Cohort 1 included 60 mentors hailing from 21 school districts and this year Cohort 2 includes 153 Lead Mentors from over 50 districts across the Commonwealth.

"We know that teacher quality is the most important school-related factor in student learning," said CUSP Executive Director **Karen O'Connor**. "By preparing Lead Mentors to support beginning teachers, Project SUCCESS will build the capacity of beginning teachers to help students reach their full academic potential."

This comprehensive program prepares Lead Mentors through a nine-month graduate-level course, 15 online video lectures, virtual office hours, live videoconferencing and phone consultations with instructors, as well as three face-to-face seminars in three regional site locations in Taunton, Marlboro, and Chicopee.

At the end of the program, successful Lead Mentors have the academic knowledge and mentoring skills necessary to mentor new teachers, as well as to train other mentors in their home school districts.

Project SUCCESS is funded by the federal Race to the Top initiative, but how does the government choose recipients for this extremely competitive award?

According to the U.S. Department of Education, "Awards in Race to the Top will go to states that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they

too are hard at work on reforms that can transform our schools for decades to come." (Source: <http://www2.ed.gov/programs/racetothetop/index.html>)



All Lead Mentors who successfully complete the graduate course are eligible to participate in the Mentoring in Action Massachusetts Academy, an online community where they are able to network and share ideas after their preparation year.

The Massachusetts Department of Elementary and Secondary Education (DESE) selected CUSP to lead Project SUCCESS with funds from the federal Race to the Top program. Massachusetts was one of only 12 states to win Race to the Top funding in a highly competitive nationwide process.

"A central goal of the state's successful Race to the Top application was to ensure that every student in every classroom in the Commonwealth is taught by a great teacher," said **JC Considine**, spokesman for DESE. "Project SUCCESS is focused on improving teacher effectiveness and retaining teachers by providing ongoing support to experienced teachers as they serve as mentor leaders to new teachers."

Project SUCCESS Director **Carol Pelletier Radford** designed the proposal and partnered with school district superintendents across the Commonwealth to customize training to fit local needs. *For more information about this program, contact Joanne Mendes at jmendes@umassd.edu.*

After completing the program, what did participants have to say?

- "This course offered practical ideas that I could use immediately with my new teachers."

- "The program provided me with current readings and research to enhance my understanding of mentoring and induction."

- "Working with my colleagues helped me grow as a teacher leader."

JET Continues to Soar: News and Notes from the JET Program

Journey into Education and Teaching (JET) is a teacher preparation program providing education and funding for paraprofessionals (teaching assistants) to earn their Bachelor's degrees and initial teaching licenses in elementary education.

--Two more JET students, **Stacy Martin** and **Kathy Pimentel**, successfully **completed** their practicum for the Elementary 1-6 initial license this past fall. They both did their practicum in the New Bedford school district: Martin at the Casimir Pulaski Elementary School and Pimentel at the Alfred J. Gomes Elementary School. Pimentel has already been offered a full-time teaching position at Gomes, and Martin is now working as a long-term substitute in her home district of Fairhaven.

A total of six JET students have now completed their practicum for Elementary 1-6. Five of these students were awarded their MAT degree.

--Eight more JET student have **begun** their practicum in the Spring '13 semester for their Elementary 1-6 license. Five -- **Beth Dmitruk, Brenda Francisco, Joyce Melker, Patrick Townson, and Suzanne Welch** -- are in Fall River schools, while three -- **Christine Rodrigues, Lisa O'Brien and Jessica Zitano-Pimental** -- are in New Bedford schools. All of these hard-working JET students will receive their MAT degree upon the successful completion of their practicum.

--On March 13th-16th, JET Director **Pamela Herrup** joined **Angela Irving**, Director of Northeastern University's Bridge to Teaching (BTT), as they **presented** at the 23rd Annual National Association for Alternative Certification (NAAC) Conference in Los Angeles, CA. During their presentation, they were joined by WestED outside evaluator **Claire Morgan**, who talked about the JET evaluation protocols and shared some of the positive outcomes of the program.

The event allowed representatives from paraprofessional teacher licensure programs across the country to gather for discussion and networking. Among the many illustrious speakers were **Dr. Gloria Ladson-Billings**, renowned author and the Kellner Family Professor of Urban Education from the University of Wisconsin-Madison; **Jo Anderson Jr.**, Senior Advisor to Secretary of Education Arne Duncan;

Shari Francis, Vice President for State Relations at the National Council for Accreditation of Teacher Education; and **Father Greg Boyle**, Founder and Chief Executive Officer of Homeboy Industries, the largest gang intervention and re-entry program in Los Angeles County.



Pamela Herrup and Angela Irving listen intently at the 23rd Annual NAAC Conference.

--Congratulations to **Laura Kubik** of JET BCC Cohort 4, who was **awarded** the Joan V. Winiarski and Teresa W. Merrill Scholarship on October 4, 2012. Kubik was given the award at a ceremony held at the Commonwealth College Center.

The scholarship is granted to students enrolled at Bristol Community College who are pursuing a course of study in the fields of education or health care. It was established in October 2010 by Teresa Merrill in honor of her late sister Joan Winiarski, who taught in the Fall River school system for 40 years.

For more information about this program, contact Pamela Herrup at pherrup@umassd.edu.

What is NAAC?

"The **National Association for Alternative Certification** is the professional organization that advocates for standards-driven nontraditional educator preparation leading to effective school staffing. NAAC reviews trends and issues to inform practices and policies relevant to recruitment, preparation, certification, support, assessment, and retention of high-performing educators."

(Source: alt-teachercert.org)

The Center for University, School and Community Partnerships (CUSP)



The mission of the Center for University, School and Community Partnerships (CUSP) is to improve student learning in the SouthCoast region by providing high quality practice-based licensure programs and inter-district professional development opportunities to K-12 educators that strengthen their content knowledge, curricula, instruction and leadership skills.

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