Defining Student Success

Assumptions:
- Student success arises from:
  - Research-supported and validated teaching materials
  - Strong learning communities supporting professional advancement for teachers, teacher candidates, and faculty

Measures of success for our three defined populations of students:

<table>
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<th>Student Population</th>
<th>Measures of Success</th>
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| Grade 6-9 Students in participating middle and high schools | • Maine Educational Assessment (MEA) and other learning assessments
  • Learning aspirations
  • Science courses taken |
| Teacher Candidates at the University of Maine (undergraduate and master’s students) | • Gains in content knowledge
  • Gains in pedagogical content knowledge (PCK) |
| Student Researchers at the University of Maine (master’s and PhD students) | • Publications
  • Degrees and theses
  • Research-supported materials |

Challenges we’ve encountered so far:
- Partnership activities in a “flat community”
  - Research in a flat community (gathering data on certain participants without breaking the non-hierarchical tenets of the partnership)
  - Collaboration and evaluation – university organization of activities that affects teachers and schools
- Rural nature of the schools
  - Distance between partners
  - Communication between stakeholders
  - Many middle schools feeding into single high schools
  - Format for curriculum development and professional development
  - Short time frame
  - Culture of local control

How we are addressing these challenges:
- Created a system for ongoing formative feedback
- Created an evaluation task force involving the teachers
- Developed regular collaborative meetings in three zones
- Built an online community
- Maintained focus on trust-building among partners