



THE SCHOOL
at Marygrove

UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION

M
EDUCATION

P20

OUR MISSION

LEADERS DESIGNING CHANGE

Our overall mission is to create a singular school space in which every adult in the building has two goals: **children’s rich and robust learning** and the **education of urban teaching professionals**.



OUR COMMITMENTS

Empowering experiences: K–12 students will receive a world-class education that prepares them to become the next generation of makers and leaders in their communities and beyond.

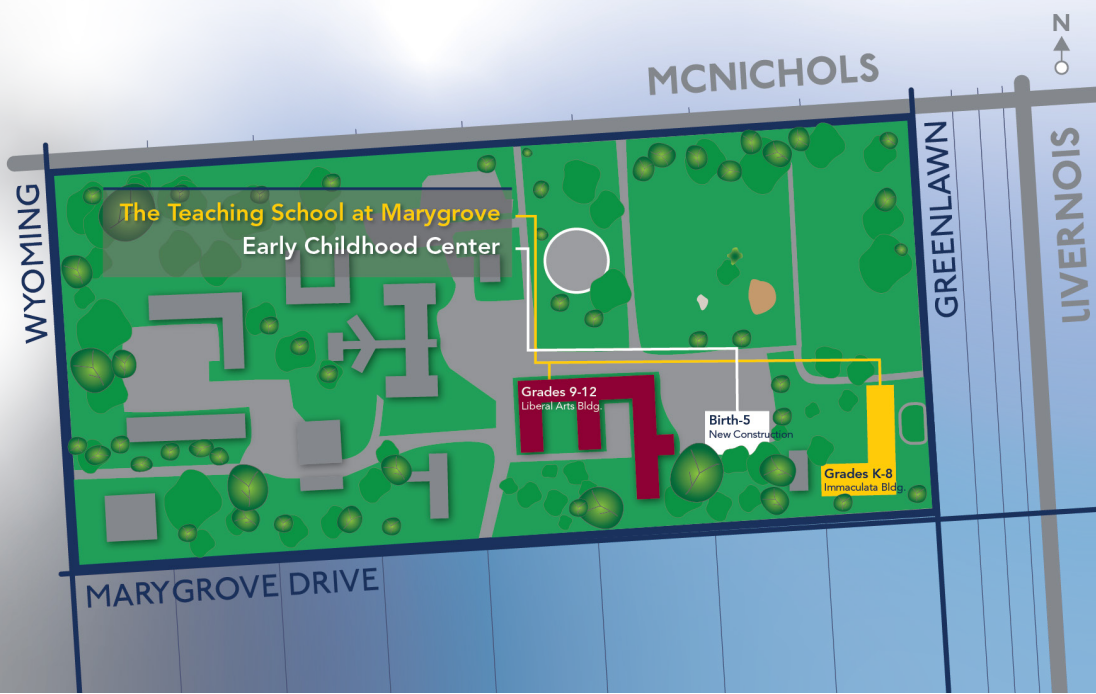
Empowering educators: The P–20 campus will be the site of the nation’s first Teaching School. As one of the top-ranked teacher preparation programs in the U.S., the U-M School of Education is well-positioned to launch a transformative new approach to preparing urban educators. This approach will build on our program’s strengths while leveraging some of the best practices from medical education.

Empowering environment: K–12 students and families will have access to a web of services designed to support children in meeting their full potential as students and human beings.

Empowering evaluation: As a top research institution, the U-M School of Education will study the work conducted on the campus to determine the outcomes for teachers, students, and the community.

AT A GLANCE

- Cradle-to-career public school located on the Marygrove College campus in northwestern Detroit with a dual emphasis on social justice and design
- Site of the nation’s first Teaching School, which includes a novel three-year residency program for novice teachers inspired by the medical model of professional education
- Project- and place-based curriculum that engages students in community-based and social justice-oriented learning opportunities
- On-site birth to five early childhood center
- Support services (e.g., counseling, health, dentistry) that attend to the “whole child”
- Collaboration with multiple partners and stakeholders, including Detroit Public Schools Community District, The Kresge Foundation, Starfish Family Services, and the Marygrove Conservancy.



PROJECTED MILESTONES



2019/20

- High school opens in the Liberal Arts Building with 120 9th graders
- The Teaching School welcomes its first cohort of residents and interns
- Planning for 10th grade and the opening of the elementary school
- School renovation and construction of the early childhood center begin



2020/21

- Addition of 10th grade
- Planning and hiring for the opening of the elementary school
- Renovation and construction continue



2021 & beyond

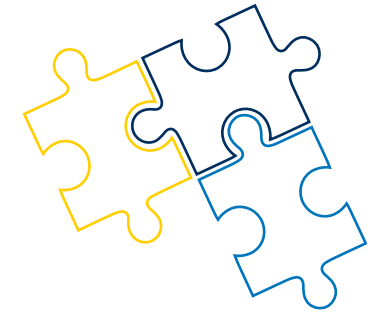
- Opening of the elementary school
- Opening of the early childhood center
- Addition of 11th grade
- Opening of all renovated facilities
- School continues to grow until it reaches capacity as a K–12 school

ACADEMIC FEATURES

- An integrated public education system on a single campus, giving students the option of attending the same school from pre-K through 12th grade
- School-wide focus on social justice, providing students with the skills to critically examine, navigate, and work to change the power structures that shape their lives
- Deep exposure to the principles of design thinking in the context of engineering, architecture, urban planning, and business, with a goal of preparing students to be makers and leaders in their present and future communities
- Project- and place-based curriculum collaboratively developed by U-M and DPSCD staff, faculty, and students
- Late school start time (9:00 a.m.), in line with recent research on adolescent brain functioning, with school day until 4:00 p.m.
- Additional collaboration with other U-M campus units (e.g., College of Engineering, A. Alfred Taubman College of Architecture and Urban Planning, School of Music, Theatre & Dance) and Detroit-based organizations
- Access to U-M resources (e.g., the library, museums, the arts)



PROJECT- AND PLACE-BASED LEARNING



We are committed to providing project- and place-based learning opportunities dedicated to advancing social justice, fostering student agency, and connecting students' academic work to their larger communities. In collaboration with the U-M College of Engineering, A. Alfred Taubman College of Architecture and Urban Planning, and many other units, the curriculum will be forward thinking, dynamic, and designed to teach students cutting-edge design technologies and processes. Students will encounter these opportunities in ALL of their classes; they will be leaders designing change.



School Design Project

In the early years, students will participate in the design and construction of their future school building. This work will be multi-disciplinary because students will consider both the social and technical needs of the school. In later years, they will engage in projects that connect them to the expertise, stories, histories, and needs of the larger Marygrove neighborhood.



Sensors in a Shoebox

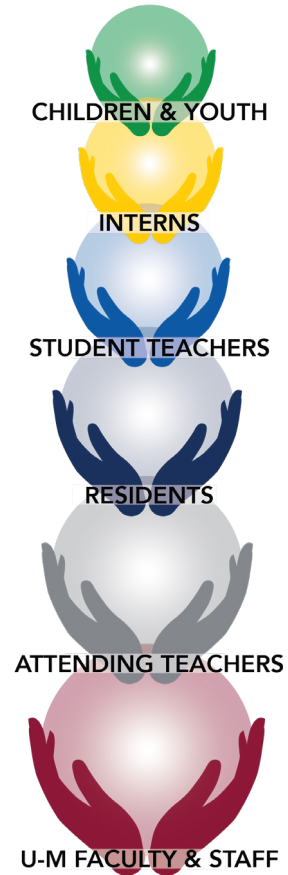
In this collaboration with the U-M College of Engineering, students will learn how to ask and address critical questions about their neighborhoods. They will employ multiple research methods to answer those questions, including the use of innovative sensor technology (shoebox kits) to learn about neighborhood features such as vehicle traffic and air quality. They will present their findings and proposed solutions to local civic leaders.



Design/Engineering Class

All students will take a design thinking/engineering class each year in which they will learn the basic processes of human-centered design while focusing on pressing social problems or issues in their community, school, or society more broadly. Students will identify problems through consideration and analysis of their own experiences, and/or through conversations with community members. They will engage in brainstorming, problem discovery, empathy building, and user persona development, as well as other processes of human-centered design. Finally, they will develop and field test a basic solution prototype, refine it, and then present it to a public audience in a pitch session.

THE TEACHING SCHOOL



DETROIT CHILDREN & YOUTH

The school's student population.

INTERNS

U-M SOE students who are in the initial stages of their pre-service training.

STUDENT TEACHERS

U-M SOE students who have reached the final stage of their pre-service training and, therefore, are taking on increased responsibility in the classroom.

RESIDENTS

U-M SOE graduates hired by DPSCD to teach for the first three years of their careers. These are paid, certified teachers of record who, through the teaching residency, receive support from the school's attending teachers and U-M faculty and staff. After three years, residents move on to other Detroit schools, thereby extending the benefits of the Teaching School to all of Detroit's students.

ATTENDING TEACHERS

Veteran expert DPSCD teachers who meet U-M's standards for being effective urban educators and teacher mentors, and who have agreed to serve in a mentoring role to the school's novice teachers. This is the school's permanent faculty.

U-M FACULTY & STAFF

Teacher educators who bring considerable knowledge and expertise to bear on the work of teaching diverse learners in an urban environment.

WHY A TEACHING RESIDENCY?

After decades of training teachers in largely the same way, the long-time practice of sending educators into their own classrooms after just a few months of student teaching will be replaced by an innovative and novel teaching training program. The program is modeled on medical training residencies and designed by Elizabeth Moje, Dean of U-M School of Education. Moje hopes her new approach will not only lead to better outcomes for the students but will keep teachers in the classroom longer at a time when fifty percent are leaving the profession within their first five years.

THE CHALLENGE

Teacher training is too short to fully prepare teachers for the complexity of 21st century classrooms.

New teachers often leave the profession because they lack the support they need early in their careers.

PROPOSED SOLUTION

The teaching school extends teacher training without adding to prospective teachers' financial burden or coursework load.

By creating a professional environment in which new teachers are carefully and consistently supported by veteran colleagues and other education experts, we increase the likelihood that a teacher will persist in the profession and, we hope, in Detroit.

KEY BENEFITS

Use our research and practical expertise to elevate the educational experience of children and youth.

Educate stronger professionals who are more likely to stay in the field.

Build a talent pool of urban educators eminently qualified for teaching and leading school systems in the City of Detroit and its surrounding metropolitan communities.

Increase enrollments in our University of Michigan SOE teacher preparation programs.

Recruit the best candidates to education professions.

Strengthen the pathway for Detroit youth to enter the University of Michigan and other postsecondary institutions.

Enlarge and sustain U-M's partnerships with Detroit.

Contribute respectfully to community development and neighborhood investment.

THE MEDICAL MODEL



THE MEDICAL MODEL



Single site

As with “teaching hospitals,” the Teaching School will be a singular school space in which every adult in the building has two goals: children’s learning and the education of urban teaching professionals.



Intergenerational teaming

Interns, student teachers, and residents work in small teams under the supervision of attending teachers and university staff/faculty to provide a high quality education to K–12 students.



Handovers and rounding

Teams talk with one another about students’ needs and development so that they collectively share responsibility for students’ learning.



Morning report

The full educational staff analyzes recent cases in order to learn and reinforce best practices and develop collectively shared priorities and commitments.



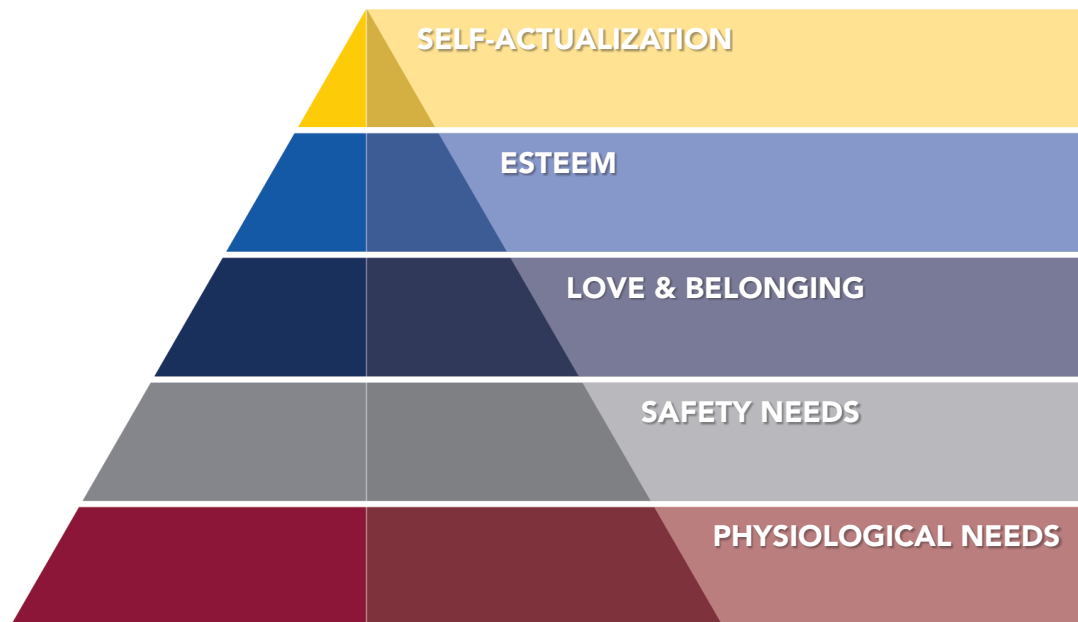
Journal club

The staff shares the responsibility of analyzing and learning from the latest educational research to apply it to their professional practice.

"COMMUNITY SCHOOLS" APPROACH

WE ARE COMMITTED TO SERVING THE WHOLE CHILD.

A "community schools" approach directs attention and resources to all of a student's needs (see Maslow's hierarchy of needs below). If a student's physiological, sociocultural, or socioemotional needs go unmet, their learning is likely to suffer. To that end, we will expand support for students (and families) that allows them to flourish. This approach has been proven in many settings to be a powerful method for improving educational opportunity.



POTENTIAL STUDENT & FAMILY SUPPORT SERVICES



Counseling services

Counseling services supported by the U-M School of Social Work



On-site health clinic

An on-site health clinic supported by the U-M School of Nursing



On-site dental clinic

An on-site dental clinic supported by the U-M School of Dentistry



Neighborhood partnerships/care providers

Partnerships with other neighborhood care providers, including services typically provided by DPSCD and Starfish Family Services



Neighborhood partnerships/businesses

Partnerships with community-based businesses facilitated by the U-M Ross School of Business

CALL TO ACTION



URBAN TEACHING SCHOLARSHIPS

Support aspiring teachers pursuing the new pathway in urban teaching. U-M students will be the first in the world to participate in this new model for educator preparation. Students should not have to consider whether they can afford tuition and manage their college debt because of their decision to work in an urban setting. Please help us remove financial barriers so that this opportunity is open to all.



ANGEL FUND

Your gift has the potential to drive all critical aspects of this project. The Angel Fund was established by the first donors to this school with the goals of:

- Developing innovative, evidence-based curricula
- Recruiting, supporting, and retaining teaching interns, residents, and teachers
- Conducting research and evaluation on outcomes in order to replicate best practices in other urban centers
- Providing support services and extracurricular experiences for children and youth
- Aiding interns with transportation between Ann Arbor and Detroit

LAUNCH THIS TRANSFORMATIVE APPROACH TO EDUCATION WITH US

We are eager to share more about the specific needs of the school and discover your interests for involvement. The launch of this ambitious work requires the investment of time, talent, and treasure.

Join us!

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"From all of the years that we have worked in education, we are convinced that U-M, with all its knowledge and research—added to the vision and expertise that Dean Moje and her team bring—will lead to students who are well-educated and nurtured personally and professionally. They will be happy; they will be affirmed. We look forward to seeing that."

-Regina & Ronald McNeil

Teaching School champions and early investors



“For too long, universities have been largely separated from the pre-K to 12 settings for which they are educating new professionals. This is an opportunity for the School of Education not only to provide impactful teacher training, but also to create programs that teach children using evidence-based instructional practices carried out by exceptional leaders. We’re excited to develop teachers who are prepared to serve their students in any and every learning environment, and to create a model for preparation that honors the complex work of teaching and the need for strong communities of practice.”

-Elizabeth Birr Moje
Dean, U-M School of Education

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MARYGROVE
CONSERVANCY



Strengthening
nonprofits and
the communities
they serve.

This project is funded by The Kresge Foundation.
Community engagement is facilitated by the Detroit Collaborative Design Center.

