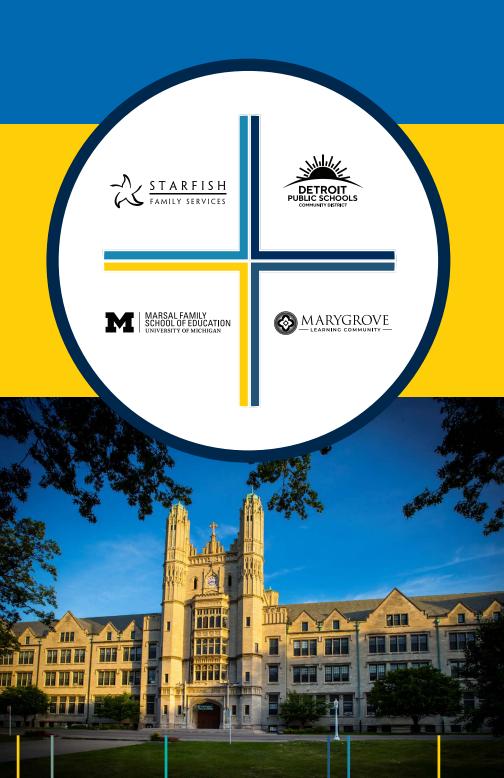


MARSAL EDUCATION

MARYGROVE LEARNING COMMUNITY A Detroit P-20 Partnership



THE PARTNERSHIP



OUR MISSION

Our mission is to offer a proof of concept of the tranformative power of a school space in which every adult has two goals: children's rich and robust learning and the education of child-serving professionals—especially teachers.

OUR COMMITMENTS

The Marsal Family School of Education has many roles in the Detroit P-20 Partnership work that can be described in four major contribution areas:

Empowering experiences for children, youth, and adults

Empowering educators both novice and veteran

Empowering environments to provide a web of services

Empowering evaluationsand research to tranform education

MILESTONES

2019

- The School at Marygrove Secondary welcomes the first class of 9th graders.
- The Michigan Education Teaching School welcomes its first cohort of residents and interns.

2021

• The Early Education Center opens its doors to children 6 weeks to 5 years old.

2022

• The School at Marygrove Elementary welcomes students in grades K–2.

2023

- The first teaching resident completes a 3-year term and becomes Chief of Residents.
- The high school (grades 9–12) is fully established.
- The high school celebrates the graduation of their first senior class.

2025

• The elementary school (grades K-5) is fully established.

2026-2028

• The middle school (grades 6-8) is established.

FEATURES

- Public-private partnership that centers education at the heart of community vitality
- An integrated public education system on a single campus, giving students the option of attending school on the same campus from pre-K through grade 12
- On-site prenatal to age five center called The Marygrove Early Education Center
- **Detroit public school** (*K*–12) called The School at Marygrove featuring a vertically aligned, project- and place-based curriculum with an emphasis on engineering and design thinking for social change
- A proof of concept of the nation's first teaching school called the Michigan Education Teaching School, which includes a novel threeyear residency program for early career teachers inspired by the medical model of professional education
- Integrated behavioral & developmental health services that attend to the needs of children and families
- Access to U-M resources (e.g. libraries, museum, the arts)



TRANSFORMING OPPORTUNITIES TO LEARN

With a school-wide focus on social change, we provide students with the skills to critically examine, navigate, and work to transform the power structures that shape their lives and the lives of others.

Project- and place-based learning

We co-design project- and place-based learning opportunities dedicated to advancing social change and 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 is forward thinking, dynamic, and designed to teach students cutting-edge design technologies and processes. Students encounter these opportunities in all the classes; they are leaders designing change.

Innovative use of school time

Our innovative use of time includes block scheduling, late school start and end times (in line with recent research on adolescent brain and social development), and an extended school day. These features, along with extensive extracurricular offerings, support student success.

Intergenerational experiences

Our PreK-12 campus allows students to build long-term relationships with peers, teachers, and staff, creating a close-knit and supportive environment. Older students serve as mentors, tutors, and role models for younger students, fostering leadership and responsibility.



Vertical alignment of the curriculum

Students experience seamless academic and social transitions through a consistent curriculum and education practices from early childhood through high school.

Human-centered design and engineering experiences

From preschool through grade 12, all students have design thinking/ engineering experiences or classes in which they learn the basic processes of human-centered design while focusing on pressing social problems or issues in their community, school, or society more broadly. This includes the study of robotics and of effective, just uses of artificial intelligence.

Throughout the grades, students build skills identifying problems through consideration and analysis of their own experiences, and/or through conversations with community members. They engage in brainstorming, problem discovery, empathy building, and user persona development, as well as other processes of human-centered design. Finally, they develop and field test, prototype, and refine, basic solutions to the problems they identified, and then present their ideas to public audiences in a pitch session. The public audiences often include members of relevant professions, disciplines, industries, and community organizations.

Internship experiences based in the community

To cap their school experience, high school students engage in projects that connect them to the expertise, stories, histories, and needs of the larger Marygrove neighborhood and the city of Detroit. Through partnerships with local businesses, nonprofits, and programs on their own campus, all high school seniors complete internships.



THE TEACHING SCHOOL

The U-M Teaching School's mission is to elevate the profession of teaching by creating a collaborative, sustainable, and translatable model of teacher preparation that extends and deepens teachers' opportunities for professional learning. Teaching for social justice is at the center of this model, animating both its method and its substance.

By embedding the Teaching School in a PreK-12 school context, and by focusing simultaneously on the learning and development of young people and of their teachers, we bridge research with practice, teacher with learner, teacher educator with practitioner.

The Challenge	Proposed Solution	Key Benefits
Teacher training is too short to fully prepare teachers for the complexity of 21st century classrooms.	The teaching school extends teacher training without adding to prospective teachers' financial burden or coursework load.	Use our research and practical expertise to elevate the educational experience of children and youth. More fully educate 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 Marsal 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.
New teachers often leave the profession because they lack the support they need early in their careers.	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.	
		Engage with and invest in the community.

CHILDREN & YOUTH

Detroit children and youth

The school's student population

INTERNS

Interns

U-M Marsal Education students who are in the final stages of their pre-service training

STUDENT TEACHERS

Student Teachers

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

RESIDENTS

Residents

U-M Marsal Education graduates hired by DPSCD to teacher for the first three years of their careers who receive support from the school's attending teachers and U-M faculty and staff

After three years, residents move on to other Detroit schools or schools throughout Michigan and the nation, thereby extending the benefits of the Teaching School to many students.

ATTENDING TEACHERS

Attending Teachers

The school's permanent teaching faculty of veteran expert DPSCD teachers who meet U-M's standards for being effective urban educators and teacher mentors and have agreed to serve in a mentoring role to the school's novice teachers

II-M FACULTY & STAFF

U-M Faculty and Staff

Teacher educators who bring expert knowledge, teaching experience, and research evidence to bear on the work of teaching in multiple settings across different schools

An Alternative Way to Scale Results

After three years, residents move on to other Detroit schools or schools throughout Michigan and the nation, thereby disseminating the benefits of the Teaching School to many students.

COMMITMENTS OF THE TEACHING SCHOOL

- Preparing and supporting educators to enact high-quality, inquiry-based teaching
- Preparing and supporting teachers to teach so that all students can thrive.
- → Preparing educators to work for the public good in public schools
- Preparing educators who recognize and model their power as collaborative change-makers, leaders, and learners
- Preparing teachers who understand and strengthen young people's power as change-makers and sense-makers
- → Enacting embedded, place-based, responsive teacher education
- Supporting novice teachers by providing meaningful and embedded feedback
- → Developing and enacting evidence-based practices and programs
- Building communities of practice in which teachers learn and practice with each other





COMMUNITY SCHOOLS APPROACH

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









STUDENT AND FAMILY SUPPORT SERVICES



Counseling Services

Counseling services supported by the University of Michigan School of Social Work



On-site Health Clinic



On-site Dental Clinic

Dental clinic supported by the University of Michigan School of Dentistry



Neighborhood Partnerships/Care Providers

Partnerships with other neighborhood care providers, including services typically provided by Detroit Public Schools Community District and Starfish Family Services



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 investments of time, talents, and treasure.



"From all of the years that we have worked in education, we are convinced that U-M, with all of its knowledge and research— added to the vision and expertise that leaders in the Marsal School of Education bring—is contributing to the development of students who are well-educated and nurtured personally and professionally. They are happy; they are affirmed. We have enjoyed seeing that."

—Regina & Ronald McNeil
Teaching School champions & early investors

TEACH BLUE

Teach Blue is an initiative that seeks to redevelop the profession, from **recruiting** young people into teaching, **investing** in them with scholarships to learn how to teach well, **supporting** them as they launch their careers, and **elevating** them when they stay in the profession.

Students who commit themselves to teaching should not be saddled with long-term debt because they committed themselves to one of the most important professions in society. And yet teachers need to be well prepared. These students come to Marsal Education because our program is the best in the country, but we need to support them in making this commitment. We have launched the **Teach Blue**Commitment to support students who have committed to the profession of teaching.

Designate your
Teach Blue
Commitment gift to
Detroit/Marygrove teachers

TEACHING SCHOLARSHIPS

As part of Teach Blue, we need particular supports for aspiring teachers pursuing the pathway in urban teaching. U-M students are the first in the world to participate in the Teaching School model for educator preparation. Students should not have to consider whether they can afford tuition, transportation, and other costs of the university experience to take advantage of this cutting-edge approach to teaching because of their decision to learn to teach and to work teaching in underserved schools. Please help us remove financial barriers so that this opportunity is open to all and so that our brilliant young teachers can serve all.

P-20 IMPACT

Building the Marygrove Learning Community is costly. Your gift has the potential to drive all critical aspects of the P-20 work. The P-20 Impact Fund was established by the first donors to:

- Develop innovative, evidence-based curricula that will ultimately be shared around the world
- Recruit, invest in, support, and elevate teaching interns, residents, and teachers
- Conduct research and evaluation on outcomes to replicate best practices in other schools
- Provide health and well-being supports and extracurricular experiences
- Transport interns between Ann Arbor and Detroit

Become an Impact Investor!



*So

SUPPORT

INVEST

RECRUIT





"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 Marsal 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









The Marygrove Learning Community offers a continuum of education, services and support for every stage of development—from prenatal through career placement.

Join us!

Office of Development & Alumni Relations

MarsalDevelopment@umich.edu 734.763.4880

University of Michigan
Marsal Family School of Education
610 East University Avenue
Ann Arbor, Michigan 48109-1259

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