



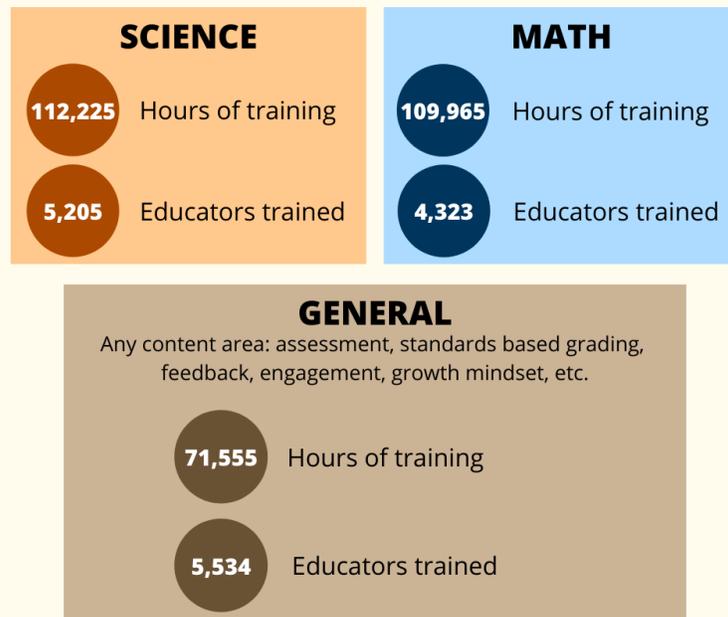
PIMSER Support Services Impact 2005-2022

History: The Partnership Institute for Math and Science Education Reform (PIMSER) was developed to continue the quality partnerships and outreach activities created through the work of two National Science Foundation grants: the Appalachian Rural Systems Initiative (ARSI) and the Appalachian Mathematics and Science Partnership (AMSP) totaling a \$34 million investment. Under the leadership and direction of Dr. Kim Zeidler-Watters, PIMSER has garnered an additional \$15 million in state funding to further the work initiated by these large-scale projects. The ARSI and AMSP projects developed Master Teachers, or Regional Teacher Partners (RTP), who provide math, science, and leadership support to school districts across Kentucky. The Master Teachers also partner with numerous national STEM projects, which allow them to stay current on the latest research and best practices to support student learning. PIMSER provides customized training designed to support the needs of school districts aligned with the state's STEM educational priorities.

HOURS OF TRAINING and NUMBER IMPACTED

PIMSER has trained educators in every school district in Kentucky, as well as over 1,100 schools and a variety of organizations, such as educational cooperatives, the Kentucky Department of Education, the Council on Postsecondary Education, GEAR UP, colleges and universities, and out-of-state organizations.

Statewide Support 2005-2022



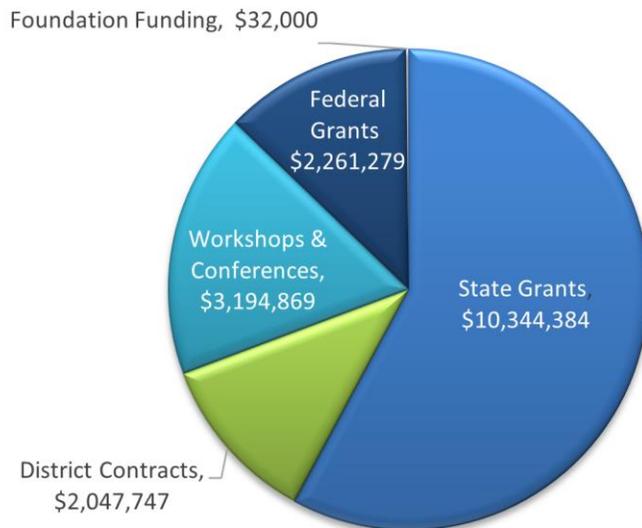
While the majority of PIMSER training participants are teachers, administrators are also involved, which indicates a commitment to learning and sustainability. The participation of others (e.g., state agency, consultants) indicate opportunities to share breadth of perspective and exposure to educators.

	Total Hours	Number of People
Administrator	42,980	1,911
Co-op Consultant	2,175	83
IHE Faculty	1,579	112
Independent Consultant	287	26
Retired	12	2
State Agency	2,198	95
State Association	216	16
Student	1371	289
Teacher	242,926	10,940

FUNDING

PIMSER has been successful in securing and managing state and federal funding for a broad range of projects. In addition, school districts and other agencies have been willing to invest their own, limited professional development funds in PIMSER’s services. This sustained commitment demonstrates that districts value the investment they make in quality professional learning support. The financial support provided to date has made a significant impact on the state infrastructure.

Total Funding 2005-2022: \$17,880,279



CURRENT FISCAL YEAR 2021-22 FUNDING: \$286,026

- Kentucky Department of Education MOA: \$216,000
- BSCS Science Learning Contracted Services: \$38,026
- The Steele-Reese Foundation Award: \$32,000

IMPACT

Master Teachers – A Key Element of PIMSER’s Infrastructure of Support in Kentucky

The Master Teachers have received 1000+ hours of sustained training and support through partnership projects with PIMSER. These highly trained and skilled leaders assist with the planning and delivering all of PIMSER’s professional learning programs. Over \$2.2M from the National Science Foundation has been invested in the development of their expertise. The Master Teachers are highly skilled current and retired Kentucky teachers who not only have a passion for learning and helping teachers change their practice but are also effective at improving student learning in their own classrooms. All the Master Teachers have contributed to innovative, research-based educational practices at the national level.

You can find a list of accomplishments and student achievement data directly attributed to the Master Teacher training on our [website](#).

Statewide IMPACT Senate Bill 1 Support

PIMSER created the model for the statewide system of networks to support the rollout of Senate Bill 1 in 2010. During the initial networks managed by PIMSER, the *Classroom Assessment for Student Learning* resource was introduced and became the primary text for assessment learning as part of SB1. Subsequently, PIMSER facilitated the statewide assessment training to all Kentucky school districts. During the first year of the statewide networks, PIMSER designed and led the Instructional Leadership Support Network, training over 550 instructional leaders from every school district. These trainings resulted in a common message and infrastructure of support to effectively implement SB1.

Leadership Success

Several educators, mostly classroom teachers, have credited PIMSER with developing their confidence and expertise to apply for local coaching, administrative, and state-level positions.

“PIMSER has helped transform my teaching practice. Because of their ability to sort through ideas and material to locate the critical resources needed by teachers, I know I can depend on their expertise. Every PIMSER professional development I’ve attended has given me valuable information, resources, and insight into improving my teacher practice. It is because of them that I’ve been able to forge a new relationship with my students. My students and I are no longer adversaries. Now we are partners in learning and are each accountable for what happens in the classroom. Additionally, PIMSER has helped me grow my leadership abilities to the extent that I have had opportunities to work with schools in multiple counties in Kentucky and multiple states in the U.S. on improving their assessment and grading practices.”

*Ken Mattingly, Middle School Science Teacher and PIMSER Science Consultant
Rockcastle County Schools*

“My experiences with PIMSER have provided me not only the resources but the confidence and background skill set to work with teachers and administrators at the building and district levels on the implementation of the Next Generation Science Standards, College and Career Readiness, student engagement, standards-based grading, growth mindset, congruency of standards with instructional and assessment practices, differentiated instruction, literacy standards in the content areas, the embedding of engineering within the curriculum and many other relevant topics. It is because of this participation I am confident I am leading the teachers of Campbell County Schools in the direction of doing what is best for our students and our community.”

*Tim Schneider, Secondary Science Instructional Coach and Teaching and Learning Lead
Campbell County Schools*

“I had never considered leaving the classroom and working for the Kentucky Department of Education as a career option. My work with PIMSER has given me the necessary leadership skills and professional confidence to pursue the regional science instructional specialist position with KDE. The professional learning from PIMSER continues to be valuable daily in my work with administrators, teachers and students.”

*Richard DeLong, Regional Science Instructional Specialist
Kentucky Department of Education*

“My five years as a PIMSER Regional Teacher Partner served as a catalyst to my professional growth. I had been teaching for thirteen years, had served as department chair, was a member of our school’s SBDM

council, and served as a curriculum leader in my building. However, once I became an RTP my understanding of all the dynamics that play into a successful school was deepened. As a professional development provider to teachers, schools, and districts, PIMSER afforded me the opportunity to learn new skills, become acquainted and work with national level experts, understand curriculum K-12, develop my expertise outside of my personal content area, and push my own thinking in the area of school leadership. For the past five years I have been an assistant principal of a high school with the primary charge of curriculum and instruction. Without the experience that I had with PIMSER, I don't believe that I would have been able to be as effective as I have been. The knowledge and expertise that I developed has been instrumental in my ability to lead our staff, make curricular decisions amidst ever changing mandates, and provide pertinent professional development that has resulted in increased student achievement. The PIMSER experience allowed my educational view to broaden and deepen which in turn has enabled me to be a more productive curriculum leader than I would have been otherwise."

*Becky Smith, Assistant Principal
Rockcastle County High School*

Relationships with Educational Experts

PIMSER has developed relationships with several national and international educational experts in the fields of mathematics, science, assessment, and grading. Educators across the state—especially in rural areas—have had opportunities to learn from these leaders in education through conferences and sponsored projects hosted by PIMSER. Other state educational agencies have capitalized on the expertise of these individuals because of the exposure that PIMSER has provided for them in the state. PIMSER's relationship with these experts has influenced their own work, specifically in their publications.

Classroom Assessment for Student Learning: Doing It Right - Using It Well (2nd Edition) by Jan Chappuis and Rick Stiggins.

"...We are indebted to Kim Zeidler-Watters, Director of PIMSER at the University of Kentucky, and Diane Johnson of Lewis County Schools in Kentucky, for their deep knowledge of implementation of classroom assessment, their examples, and their valuable feedback."

Tools for Thoughtful Assessment: Classroom-Ready Techniques for Improving Teaching and Learning by Abigail L. Boutz, Harvey F. Silver, Joyce W. Jackson, Matthew J. Perini

"...special thanks include Kimberly Zeidler-Watters and her group of Regional and Appalachian Teacher Partners from the Partnership Institute of Math and Science Education Reform, who inspired this book of assessment tools; PIMSER's 2011 Meeting the Challenge conference, whose feedback and ideas influenced the direction of this book."

Seven Strategies of Assessment for Learning (2nd Edition) by Jan Chappuis.

"...to Kim Zeidler-Watters for organizing and directing classroom and interview videos; Stephanie Harmon, Ken Mattingly, Jennifer McDaniel (all PIMSER Regional Teacher Partners) for graciously allowing us into their classrooms to capture the seven strategies in action;...and to administrator Becky Smith (former Regional Teacher Partner) for her reflections on the impact these practices have had on students."