

# INCREASING CAPACITY, COMMITMENT, AND DRIVE

SUCCESS STORY: Northeast Nodaway R-V School

PROGRAMS: TU Leading for Impact; TU Coaching for Impact

## DISTRICT DETAILS



Ravenwood,  
Missouri



1  
School



30  
Teachers



225  
Total Students

## BACKGROUND AND CHALLENGES

While a small, rural school is a wonderful utopia, school districts like Northeast Nodaway face many challenges.

Recruiting and retaining high quality teachers is always a struggle for rural schools as funding is limited, and small towns do not offer the job opportunities a larger town can provide.

The State of Missouri is ranked almost last in teacher pay. And this translates to even less pay for the small, rural districts. Ravenwood is about 30 minutes from Iowa, a state which offers much more to teachers in the area of monetary compensation. It's very tough to compete with pay—when hiring a teacher, the districts ability to fund opportunities for that teacher, as well as students, is limited.

Even though school closure doesn't appear to be on the horizon for the district, Principal Heidi Beatty shares that it's always a fear of theirs. In their county, there are nine schools, so schools feel like they must work even harder to keep their doors open. Finding the financial resources for teachers to receive quality professional development and then creating opportunities for our students is one of Heidi's biggest challenges, "We owe it to our kids, and we owe it to our community. We are the lifeblood of our two small towns!"

# THE SOLUTION

Due to limited funding, professional development opportunities are scarce in Beatty's rural school. Thanks to generous support from individual donors and grant funding, TeachUNITED was able to offer their hands-on coaching program to both administrators and teachers for free. Beatty trained with administrator mentors coaches in fall of 2022, and her teachers completed year one of the teacher facing program in spring of 2023. Those trained teachers are now poised to put what they learned into practice with other teachers within the school, improving the classroom practices of others and building school-wide capacity

## PROGRESS AND LEARNINGS

### Collaboration by Vertical

Participating teachers hear the perspectives of teachers they don't usually get to collaborate with and have more chances for vertical alignment schoolwide.

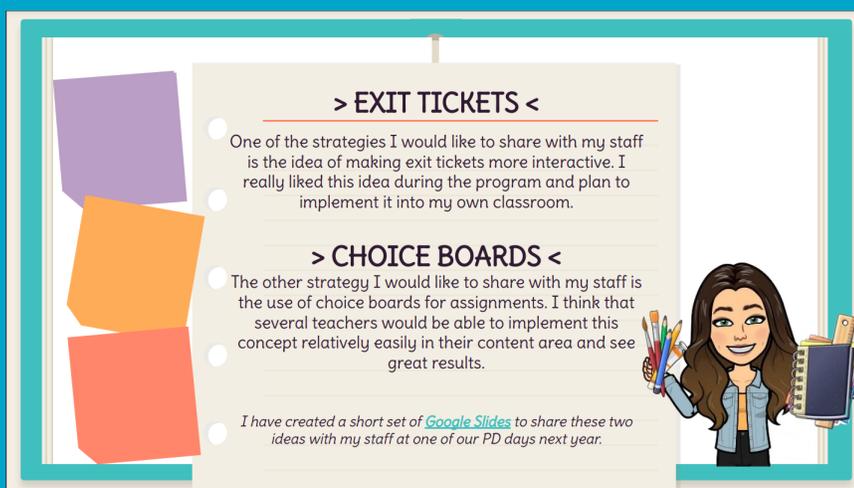
### Curriculum Complement

TU personalization lesson made teachers realize the value of existing curriculum and how to adapt it to meet the needs of their students.

### Schoolwide Training & Initiatives

Lead teachers build a consistent mindset vocabulary, so that every teacher in every classroom is actively using the same vocabulary with students.

### Sample Teacher Capstone



**> EXIT TICKETS <**

- One of the strategies I would like to share with my staff is the idea of making exit tickets more interactive. I really liked this idea during the program and plan to implement it into my own classroom.

**> CHOICE BOARDS <**

- The other strategy I would like to share with my staff is the use of choice boards for assignments. I think that several teachers would be able to implement this concept relatively easily in their content area and see great results.

*I have created a short set of [Google Slides](#) to share these two ideas with my staff at one of our PD days next year.*



*"This program has solidified my beliefs about the importance of centering students as the focus of their own learning. I particularly enjoyed the section of the program that discussed levels of engagement.*

*This gave me a new perspective on how to best reach my students who are not fully engaged. I also feel like the program has reinvigorated my creativity and challenged me to try some new things for next year for the betterment of my students and their experience in my classroom."*

*Emily Bonifas, Northeast Nodaway RV, MO*

