ANNUAL PROGRAM REPORT

Due: June 24, 2011

Date Submitted: June 2011
Name of Program: Bilingual/Bicultural (EDCI)
Program Leader: Eliana D Rojas - Liz Howard
Department Leader: Mary Anne Doyle

Please provide your completed electronic copy to your department leader and to Mary Yakimowski, Neag Assessment Office.

1. Indicate the month(s) when the Neag School’s assessment/evaluation system was discussed as documented in agendas and minutes. This may include, but not limited to department, program, teacher education program, and other meetings.

<table>
<thead>
<tr>
<th>Month</th>
<th>August 2007</th>
<th>December</th>
<th>April</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td>January 2008</td>
<td>May</td>
<td></td>
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<tr>
<td>October</td>
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<td>February</td>
<td>June</td>
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<tr>
<td>November</td>
<td></td>
<td>March</td>
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<td>X</td>
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2. Indicate your alignment studies of courses completed this year. This may involve course objectives and/or assessments tied to the revised conceptual framework, and professional or state standards. More specifically, indicate what course(s) and briefly describe the findings.

No further alignment studies were conducted this year.

3. Offer a brief summary of this past year’s pertinent results in two of the four areas noted below from in the Neag School of Education Assessment Plan.
   a. Admissions assessment data and interpretation.
   b. Midterm assessment data and interpretation.
   c. Program completion data and interpretations.
   d. Post-graduation data and interpretations.
a. Admission: We reviewed the demographics of applicants and admitted students and found that our program continues to support the Diversity Plans of both the Neag School of Education and the university in general through its commitment to a diverse student body. Specifically, we found the following:

- % of applicants from under-represented groups = 14.29%
- % of admitted students who came from under-represented groups = 100%
- % of under-represented students admitted = 100%

Note: "Black", "Hispanic", and "Native American" ethnic groups are counted as "under-represented."
"White," "Asian," and "Unknown" ethnic groups are NOT counted as "under-represented."

c. Program completion: We have continued our approach of shifting the culminating activity for 6th year students from comprehensive exams to a capstone project that integrates theory and practice and aligns with the conceptual framework. Sixth year students, particularly those funded by the REALL grant, are now required to carry out a capstone project that is based in their school sites, to disseminate their findings to colleagues at their schools, and to design and implement an action plan in their school based on those findings. Student projects are evaluated on a scale of 1 (lowest) to 3 (highest) based on the following criteria:

- Meaningful project that has the possibility of impacting teacher effectiveness and narrowing the achievement gap of English Language Learners (ELLs)
- Visible implementation efforts in their respective work environment
- Clear presentation of research and findings through a powerpoint presentation that includes:
  - Need for the project
  - Statement of Problem
  - Literature overview
  - Design and application of the intervention
  - Results/Impact
  - Recommendations

The project design and implementation are guided by faculty from beginning to end. Hence all projects are revised and re-submitted until they meet the highest standard. This year, a total of 7 capstone projects were presented, 5 of which examined interventions for ELLs’ math improvement (sheltered instruction; intentional math vocabulary enhancement; culturally relevant content; test item analyses; teacher knowledge of students; teacher teams for reinforcement). The final two projects focused on math and language instruction for ELLs, and student connectedness to school and the culture of caring, respectively.

Masters students are required to complete comprehensive exams, but these exams also incorporate a blend of research and practice by requiring students to synthesize the research literature and apply it towards improving practice in their schools. This year, the following 3 high school projects were presented: 1) a tech-school math lab-intervention assessment; 2) an
impact study of bilingual math vocabulary instruction; and 3) a study of teacher preparedness for teaching ELLs.

4. What significant changes will the program make based on data? (Include what data you used and what you are changing in the following chart.) What did you keep maintain because of data?

<table>
<thead>
<tr>
<th>Data source</th>
<th>What will be changed/maintained?</th>
<th>How will it be changed?</th>
<th>How you will assess change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Results indicate there was little (r=.05 to .12) interrater agreement among those on the selection committee.</td>
<td>The program will implement directions and rubrics to enhance the interrater agreement.</td>
<td>Next year, we will reassess the interrater correlations as we are hoping for r&gt;.80.</td>
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<td>1. Admissions demographics</td>
<td>We will continue our outreach and recruitment efforts among under-represented groups.</td>
<td>We will continue to work with our contacts at local school districts.</td>
<td>We will review demographic data during our two admissions cycles next year.</td>
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<td>2. Capstone project evaluations</td>
<td>We will continue to use the capstone project for 6th year students.</td>
<td>We will use the rubric we have created to help make project objectives and evaluation criteria more transparent.</td>
<td>We will analyze rubric results for capstone projects next year.</td>
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