ANNUAL PROGRAM REPORT

Due: June 1, 2012

Date Submitted: June 23, 2012
Name of Program: Bilingual/Bicultural (EDCI)
Project Leader: Eliana D. Rojas
Department Leader: Elizabeth Howard

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.

   August 2011 _____  December _____  April  X
   September _____  January 2012 _____  May _____
   October _____  February _____  June _____
   November _____  March _____

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. Admissions: 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 = 40%
- % of admitted students who came from under-represented groups = 55%
- % of under-represented students admitted = 65%

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."

Diversity initiatives of the NEAG School of Education continue to be enhanced by the funding provided through USDoE grants secured to the bilingual program (TEACEP; REALL; and as of September 2011, Math LEAD, a STEM based project). Statistics reflect that the strongest contingent of diverse students enrolled at NEAG are in our bilingual graduate programs. Moreover, all of these grants have focused on the professional development of educators that will meet the needs of Connecticut’s vulnerable populations. Our outreach and curricular design are developed according the socio-cultural variables present in these communities and our goals for narrowing and eliminating the achievement gap between them and more affluent communities.

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 or LEAD grants, 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. MA students, particularly those funded by the REALL or LEAD grants, are increasingly encouraged to complete a MA thesis in lieu of comprehensive exams. EDCI 6860, Research in Multicultural Education, provides a foundation for both the MA thesis and 6th year capstone projects. Both MA and 6th year 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, most of which examined interventions for ELLs' math improvement: 1) Use of Technology in ELL high school math classes; 2) Cultural literacy and its impact on reading section CAPT; 3) High School students’ perceptions of Mathematics comparing EIs and monolingual English speakers; 4) Math concepts through the eyes of children using photos taken at home thus involving parents in the process; 5) Culturally relevant mathematics analyzing middle school EL students’ responses to word problems modified; and 6) Perceptions of self-reported ELL students’ academic success comparing newcomers in schools with varying levels of support. The 7th project related to effective vocabulary instruction for ELLs at the elementary level.

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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<table>
<thead>
<tr>
<th>1.</th>
<th>Admissions demographics</th>
<th>We will continue our outreach and recruitment efforts among under-represented groups.</th>
<th>We will continue to work with our contacts at local school districts.</th>
<th>We will review demographic data during our two admissions cycles next year.</th>
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<th>2.</th>
<th>Capstone project and MA thesis evaluations</th>
<th>We will continue to use the capstone project for 6th year students and MA thesis for MA students, particularly those funded by the REALL or LEAD grants.</th>
<th>We will use the rubric we have created to help make project objectives and evaluation criteria more transparent.</th>
<th>We will analyze rubric results for capstone projects and MA theses next year.</th>
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