2011 NPD COHORT MONITORING QUESTIONS (APRIL-2014)

Program Implementation

1. How do you plan to refine your project objectives to ensure that they are measurable, reflect participant outcomes and will provide quantitative and qualitative data?

Baseline data was collected through the Assistant Superintendent for information on student achievement in 2012. This will be followed as grade cohort’s advance, measuring improvement of the same cohorts over time. Teachers will rate themselves as improved in content knowledge and skills based on a modified self-efficacy tests agreed on with Windham. Focus groups of Project graduate student participants data will continue to be analyzed for both qualitative and quantitative data. Data from individual observations and follow up interviews with participant fellows (teachers and schools professionals) pre and post graduates will be analyzed for both qualitative and quantitative data. Information from interviews with school staff responsible for teacher’s evaluations will be gathered and analyzed.

2. How is your project maximizing resources to ensure you are able to provide professional development for the greatest possible number of participants?

Participation in the Windham District “transformation” has enabled Math-LEAD to reach all teachers involved in STEM content with a focus on the STEM Academy at Windham High School. The ability to locate weaknesses through data analysis at grades from the Middle School and High School will refine the process of training in the next three years.

Participants are invited to apply and register in two courses for professional development, to preview the program and to make sure they have the time and dedication needed to complete graduate course work and commit to the demands stated as they sign a four year commitment after graduation or program completion.

At the same time participants are required to commit to activities, meetings and to share the competences they acquire in the program, with colleagues and school community. All fellows are responsible for delivering professional development sessions to their school colleagues and communities. These activities have been particularly successful and ensured the dissemination of best practices as well as their individual leadership in the field.
3. In selecting sites for student practice which of the following are you considering:
   High concentration of ELs; experienced master teachers; school climate supportive of English learners and the professional development program, others?
   High concentration of ELs.
   School climate supportive of English learners and the professional development program.
   Identification of districts in need of intervention by the State Department of Education.

4. How have LEA partners (and other partners) contributed to planning and carrying out your program objectives and activities? How satisfied are you with the support of your partners?
   Facilitating fellow’s participations by (in some cases) allowing fellows to take time off from after school responsibilities.
   Use of school facilities for onsite observations
   Use of school facilities for after school and weekend meetings with fellows, other school teachers and administrators and members of the community (parents).

5. Have you experienced challenges in any of the following: Participant recruitment, staff recruitment, collaboration with LEAs and other partners, IHE support for the program, other challenges? Have you resolved challenges or developed a plan to address challenges?
   Collaboration with LEAs and other partners: Connecticut has been impacted by changes in the curricula and as a corollary, in State mandated testing.
   • As mentioned in the last report, the agreed on partnership with the Windham Public Schools was impacted by the State take-over of the LEA, and the consequently new directions in the district meaning new leadership (superintendent, assistant superintendents, teachers and other school personnel).
   • Despite the challenges, specific STEM goals are presently being implemented in the district. Joint execution with the Math-LEAD Project resulted in the design and set-up of model STEM classroom. The classroom was equipped with TI Navigator inspire calculators with a teacher control kit; a multi touch Smart Board with a unified 75 projector and speakers.

   The Windham District and the Math-LEAD Project hosted a STEM training/conference required for all teachers the week of August 20th, 2012. During 2013 - 2014 the district continues to facilitate interaction with fellow teachers and PD’s for faculty and staff.

   • New fellows from the district have been recruited for the program

   • A team of 5 teachers from the LEA STEM high school, representing all the disciplines (ESL – Mathematics – Sciences - Social Studies – Language Arts) was recruited for specialized professional training. The training concentrates on the implementation and application of
Transdisciplinary Lessons that focus on the development of Mathematics Vocabulary. The Sheltered – Critical – Transformative – Pedagogy model is utilized.

Strategies:
A new LEA was added to the project, New London school district. Two IPads labs (elementary 4th-5th grades and High School) were implemented and equipped for the district. Both classrooms are accessible to ELs. The 4th and 5th grade students are part of the Renzulli Academy for Gifted and Talented students.

Three teachers from New London District have been recruited for our program; four former graduates are part of New London High School Bilingual program.
This year a graduate from our program, who later completed her Doctoral under the advising of Dr. Eliana D. Rojas, took charge of the administration of the New London Bilingual and Multicultural program. Professional development and training have been agreed for this April and during summer 2014. A Dual Language program is being discussed and will be implemented next year.

• The Assistant Superintendent of Schools in Windham, who we have been working with, recently left the district. The Superintendent resigned and the district is hoping to recruit a new leader for next fall.
  We expect changes in reference to the way the new leadership will approach Bilingual and Dual Language Education. Last time several of our graduates left the district.
  I do not expect changes with respect to the continuous professional development we offer to the school system.

• The former Assistant Superintendent has agreed to in-service teacher surveys as the implementation of the State Common Core Standards in Math become a factor in the education of their students. We do not have records yet of data. We continue to believe and expect that Windham in-service teachers will have a greater role in advocating for ELLs in future years.

• The agreed on partnership with the Windham Public Schools has been slow because of the State take-over and by district directions under new leadership. Specific STEM goals are presently being implemented in the district. Joint execution with the LEAD Project has resulted in the design and set-up of model STEM classrooms. Each classroom will have TI Navigator inspire calculators with a teacher control kit; a multi-touch Smart Board with a unified 75 projectors and speakers. The Windham District and the LEAD Project will host a STEM training/conference required for all teachers the week of August 20th, 2012.

• The Assistant Superintendent of Schools in Windham has been helpful in sharing current plans, activities and results. It is still expected that Windham in-service teachers will continue to have an important role in advocating for ELLs and that the next year’s activities will demonstrate so.
Since commitment from the LEA had impacted recruitment, we continue to recruit from districts such as Hartford, and New Britain and East Hartford-Windsor. These districts have high incidence of ELs, particularly from the Middle East. Their participation has contributed to the diversification of the participant fellow’s and the enrichment of seminar and program ‘activities.

The challenge continues to be finding time for in-site joint planning of activities, development of evaluation tools and a substantial number of in-service teachers and schools professionals.

**Evaluation, Data Collection and Analysis**

6. What assessment tools have you developed/selected to measure the following?
   
a) Participant reaction to training?
   - Individual Interviews
   - Surveys – focus groups
   
b) Participant learning outcomes?
   - Instrument for interview: supervisors-principals-colleagues
   - Final Capstone Project
   - Class-observations
   
c) Completer effectiveness?
   - Pupil’s performance
   - Classroom Observations
   
d) Impact of the program on k-12 student outcomes
   - Pupil’s performance
   - Pupil’s graduation rates
   - EL participation in the high school STEM Academy

7. Have you developed strategies to follow-up completers in the instructional setting after 1 year, after 3 years?

Participants are committed to 4 + years of follow up after graduation. They are required to return to meetings twice a year and to have their classrooms open to our visits. The majority is open to visits and attendance at meetings. During those meetings they participate in open conversations - focus groups and surveys. Completers are also required to serve as mentors.

**Newsletter**

Participant districts do provide bilingual information to the community. The implications of further information from the LEAD project are yet to be determined.
8. How will changes or improved capacity building of the organization (LEA and/ or IHE) be measured?

How will the program make improvements in professional development related to the needs of ELs for all teachers within the institution?

Strong participation in related meetings and seminars:
Teacher Education Faculty meetings – monthly:
Special meetings (retreats) with respect to the redesign of the Teacher Education program:
Recommend the infusion of Sheltered Pedagogy – Second Language Acquisition – Assessments of ELs concepts and practices as fulltime courses, required for graduation, part of the Teacher - ED studies plan.

Conversations with the director of Teacher Education, and a strong lobby effort to increase the hiring of faculty experts in the disciplines.

Workshops, seminars and conferences with the participation of IHE faculty and staff

Invited renowned guest speakers: Thomas and Virginia Collier – S. Krashen – Maria Torres Guzman – Antonia Darder, others.

Newsletter

9. Have you used (or plan to use) evaluation data to make improvements in the program?

Yes: Former and current fellow participants’ surveys and focus groups. (During and after graduation).

10. What challenges have you experienced or anticipate in evaluating your program with respect to the questions above?

Participants leaving the school system and the state have lowered the data amounts expected.

11. Please provide me with a list of the evaluation tools you are currently using to assess your teacher performance and/or improvements?
   a. Survey Monkey (Quantitative and Qualitative data)
   b. Standardized State Department of Education tests (this year was a pilot for the new curricula based on Common Core State Standards)
   c. Notes from focus groups, panels, discussions
   d. Capstone project titles, research proposals
   e. Formative test scores from Fellows’ classrooms