

**Connecticut State Department of Education
Bureau of Special Education**

**Connecticut State Improvement Grant Continuation Year
Project Progress Report**

FOR PROJECT PERIOD: Through December 31, 2005

PROJECT TITLE: Unification of Teacher Education

PROJECT DIRECTOR INFORMATION:

NAME: Pamela Brucker, Ed.D. and Vincent Breslin, Ph.D.

TITLE: Associate Professors

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With the submission of this progress report I affirm that the information contained within is true and correct to the best of my knowledge.

| | | |
|----------------------|--------------------|---------|
| Pamela Brucker, Ed.D | Project CoDirector | 1/30/06 |
| Name | Title | Date |

(Please type Name and Title of person completing this report.)

Collaborating Partners

Please list collaborating partners and their organizations or agencies. (Continuing projects should check this list and add or delete partners, as necessary.)

Asterisk (*) new partners with whom collaborations have begun since your last report.

| Collaborating Partner | Agency/Organization |
|--|-----------------------------------|
| Vincent Breslin, Ph.D codirector | SCSU |
| Pamela Brucker, Ed.D. codirector | SCSU |
| James Granfield, Ph.D. PI | SCSU |
| Barbara Valla, teacher | New Haven Public Schools |
| Shamaine Mackey, teacher | Stamford Public Schools |
| Sharon Powers, teacher | Cheshire Public Schools |
| David Burn, Ph.D., Parent | New Canaan Public Schools |
| Steven Barnwell, disabilities advocate | New London |
| Nancy Boyles, Ph.D. faculty | SCSU |
| Maryann Ullmann, faculty | SCSU |
| Linda Olson, Ph.D., faculty | SCSU |
| Scott Graves, Ph.D., faculty | SCSU |
| Sharon Fuller, consultant | State Department of Education, CT |

CT- SIG Progress Reporting Instructions

This progress report must be submitted via e-mail to gmartin@glenmartinassociates.com or must be delivered to **Sally J. Esposito, CT SIG Project Coordinator**, at the address below to be received no later than January 31, 2006.

Complete all sections of this report.

Note:

In Section A, activities and outcomes for each project objective should be reported. A separate Section A should be completed for each project objective.

In Section B, provide a brief summary of progress on the project overall. (1 page)
Please prepare the narrative so that it begins with a brief description of the project. Only one (1) Section B would be submitted.

Attachments:

Supporting program documents and materials should be sent to **Sally J. Esposito, CT SIG Project Coordinator**, at the address below to be received no later than January 31, 2006. **Please note on a cover page that the enclosures are to be included with this project's Progress Report.**

Remember to complete all sections of this report.



Thank you for your timely and accurate completion of this report. If you have questions, please contact:

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Connecticut State Improvement Grant Project Progress Report

Project Title: _____

Project Alignment with Federal and State Initiatives

Please review and indicate those GPRA goals and objectives that this project addresses by placing an X in the column to the left.

This CT-SIG funded project addresses the following U.S. Department of Education Government Performance and Results Act (GPRA) goals and objectives:

| | |
|----------------------|---|
| Place X here: | |
| | PART C Goal: Family and child outcomes are enhanced by early intervention services, and states provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families. |
| | Part C Objectives: |
| | 1. All infants and toddlers with disabilities and their families will receive early intervention services in natural environments that meet their individual needs. |
| | 2. Child's functional development is enhanced by early intervention services. |
| | PART B Goal: To improve results for children with disabilities by assisting state and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living. |
| | Part B Objectives: |
| | 3. All preschool children with disabilities receive services that prepare them to enter school ready to learn. |
| | 4. All children who would typically be identified as being eligible for special education at age 8 or older and who are experiencing early reading or behavioral difficulties receive appropriate services earlier to avoid falling behind their peers. |
| | 5. All children with disabilities have access to the general curriculum and assessments, with appropriate accommodations, supports, and services, consistent with higher standards. |
| | 6. Secondary school students with disabilities get the support they need to complete high school prepared for postsecondary education or employment. |
| | 7. States are addressing their needs for professional development consistent with their comprehensive system of personnel development (CSPD). |
| | PART D Goal: To link best practices to states, school systems, and families to improve results for infants, toddlers, and children with disabilities. |
| | Part D Objectives: |
| | 8. Programs respond to critical needs of children with disabilities and their families. |
| | 9. Projects use high quality methods and materials. |
| | 10. Projects communicate appropriately and products are used to improve results for children with disabilities and their families. |
| | 11. Personnel are prepared to serve children with disabilities |
| | 12. Families receive information about services for children with disabilities. |

Project Alignment with Connecticut’s Comprehensive Plan for Education: Greater Expectations - - Strategies 2001 – 2005 (CT State Board of Education) and the Connecticut Bureau of Special Education and Birth to Three System Continuous Improvement Plan Outcomes

In this section, statewide strategies and continuous improvement outcomes should be checked that specifically align with the project objectives. Please review and indicate those strategies and outcomes that this project addresses by placing an X in the column to the left or right.

This SIG funded project is specifically aligned with the CT Comprehensive Plan for Education 2001 – 2005 Strategies and CIP Outcomes, as follows:

| Place X here: | CT’s Comprehensive Plan for Education Strategies 2001-2005 | CT Continuous Improvement Plan Child/Family (IDEA Part C) and Student/Parent (IDEA Part B) Outcomes | Place X here: |
|---------------|--|---|---------------|
| | Every student will be challenged to reach excellence. | Early Identification - All eligible infants and toddlers are identified at the earliest opportunity. (Part C) | |
| | There will be continuous closing of the achievement gap. | Knowledgeable Families - Families become knowledgeable and have the confidence to increase the general health and well being of their family. (Part C) | |
| | All schools will offer all students positive, safe learning environments in which everyone behaves responsibly and respectfully toward others. | Functional Skills - Children will demonstrate improved and sustained functional skills. (Part C) | |
| | Every student and teacher will be technologically literate. | Family Transition/Transition into Special Education - Families and children are able to access appropriate educational and community supports and services when children leave the Birth to Three System. (Parts C & B) | |
| | Every school and school district will have highly competent teachers and administrators with high expectations for students’ achievement and for their own teaching and leadership. | Parent Participation - Parents of students with disabilities ages 3-21, participate as full partners in the planning and implementation of their child’s educational program. (Part B) | |
| | Every school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds. | Kindergarten Preparedness - Children with disabilities will be prepared to enter kindergarten at age 5. (Part B) | |
| | State resources will be increased equitably, distributed and used efficiently so that all schools will have the capacity to ensure that all students achieve at high levels. | Academic Achievement - Students with disabilities ages 3-21 will demonstrate academic accomplishment within the Preschool Benchmarks and Common Core of Learning. (Part B) | |
| | Services will be expanded to meet the needs of young children. | Access and Participation - Students with disabilities ages 3-21 will have equal access to and be active participants in their total school communities. (Part B) | |
| | School-family-community partnerships will be expanded to meet the needs of at-risk students, prepare students for the world of work, and promote the educational competence of adults. | Community Participation - Students with disabilities ages 3-21 will develop and maintain healthy relationships and independent living skills to actively participate in their communities. (Part B) | |
| | | Self Advocacy - Students with disabilities ages 3-21 will demonstrate the age-appropriate skills for self-advocacy, which includes identifying personal strengths, challenges and interests and making informed life choices. (Part B) | |
| | | Employment/Post Secondary Education - Students with disabilities, two years after exiting school, will be employed and/or enrolled in post-secondary education. (Part B) | |

SECTION A – Progress Report for Project Objectives

Complete one Section A for each project objective.

Please indicate objective number and type the objective in its entirety.

Objective # _1_: Integrate effective research-based teaching methods and practices into new and existing courses, workshops, or seminars through co-planning and co-teaching between and among faculty in education, arts and sciences, and/or human services

Section A, 1. Key Project Objective Indicators and Data Collection Methods

In this section, list the key indicators that will be measured and used as evidence of progress towards this objective for the duration of the project. For each indicator, please note how the indicator will be measured. The indicators should include those used to measure outputs and those to measure outcomes for each objective.

| Examples: <u>Key Indicator</u> | <u>Data Collection Method</u> |
|---|-----------------------------------|
| Workshop attendance (Output) | Sign-in sheets |
| Reading score improvement (Outcome) | DRA assessment |
| Application of instructional strategy (Outcome) | Teacher self-report; observations |

1. List the key indicators that this project is measuring or plans to measure to determine if this objective has been met.

Key Indicator

Response to migrant RFPs to IHEs

Data Collection Method

of bidder meetings
of phone calls & conversations with IHEs
of proposals received
updated website with new RFP

Section A, 2. Project Outputs (Project Activities) During This Report Period (Through December 31, 2005)

The response to this section should include a description of all activities conducted during this report period for each objective. For each activity, include type of activity (workshop, meeting, staff training, information dissemination, etc.), frequency, dates activity occurred or was completed, description of participants or recipients, numbers of participants or recipients and percents of intended participants or recipients, numbers and descriptions of materials produced or disseminated.

Example:

| Activity | Type of Activity | Frequency/ Dates of Activity | Description of Participants/ Recipients | Numbers/ Percent of Intended Participants/ Recipients | Description of Materials Produced/ Disseminated | Numbers of Materials Produced/ Disseminated |
|---|------------------|---|--|---|--|--|
| <i>Example:</i> Differentiated Instruction in the Elementary Classroom | Workshop | 2 day workshop held at four schools over four weeks April 1 – 30 | Elementary Teachers (K – 6), Special Education Teachers, and Substitute Teachers | 108 of 120 teachers (90% of intended); Workshop 1, 40; Workshop 2, 30; Workshop 3, 15; Workshop 4, 35 | Guides developed as part of project | 120 guides to teachers; 4 guides to building principals. |

2. Describe all activities conducted during this reporting period to meet the above objective. For each activity, include type and frequency of activity, numbers/percent of participants/recipients, descriptions of participants/recipients, numbers and descriptions of materials produced and disseminated.

| Activity | Type of Activity | Frequency/ Dates of Activity | Description of Participants/ Recipients | Numbers/ Percent of Intended Participants/ Recipients | Description of Materials Produced/ Disseminated | Numbers of Materials Produced/ Disseminated |
|--------------------------|------------------|---------------------------------|--|---|--|--|
| Coordinator meetings | meeting | weekly | codirectors | 2 | Letters and RFPs to IHEs | 21 letters to deans with RFPs |
| Letters to deans at IHEs | correspondence | once | Deans of A&S and SOE | 21 | Letters and RFPs to IHEs | 21 |
| Update of UTPP website | Data input | ongoing | Anyone who accesses website | unknown | Web information regarding IHE migrant projects | One website |
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In this section, list outcomes (effects) for each objective. Please provide evidence for each outcome by reporting the results of measurement of key indicators. More than one source of data is recommended to document outcomes.

Example:

| Outcomes for Objective | Evidence |
|--|---|
| Outcome 1: Teachers in this project have begun to implement differentiated instruction in their classrooms. | Evidence: Teacher interviews – 8 of 10 pilot project teachers self-reported use of differentiated instructional strategies in their classrooms. Classroom Observations – In 8 of 10 classrooms, differentiated instruction was observed by teacher supervisors and the program evaluators. |

3. Please report any measurable outcomes to date. Provide evidence for each outcome, referencing the key indicators for this objective. Include any unintended, unstated outcomes that have been identified during this period.

| Outcomes for Objective | Evidence |
|--|--------------------------------|
| UTTP website updae with information about IHE minigrant project and IHE RFP for minigrant | Updated website |
| 21 letters explaining project and attached RFP mailed to deans of Schools of Education and Arts and Sciences | Master letter and mailing list |
| One IHE information session scheduled at Easter CT State University 1/6/06 | Emails with interested faculty |
| | |
| | |

Section A, 4. Overall Assessment of Progress on Objective

Please briefly describe overall progress on this objective. Also, please include targets or goals for this objective during the next 6-month reporting period. Limit summary to 1 – 2 paragraphs.

We researched the deans of Arts and Sciences and Schools of Education at all private and public universities with teacher education programs in the state. We redesigned our RFP to describe the minigrant project and sent 21 letters with the RFPs. We updated our website with the new RFP and the description of the minigrant project. We have scheduled one meeting with faculty at Eastern CT State University where there are two projects that might be suitable for a grant.

In the next two weeks, we will be placing targeted phone calls to deans and faculty at the other universities. We will be trying to schedule additional information sessions. We have scheduled a CITE (advisory council) meeting for 3/2/06 to review the proposals that have been received.

Section B. Summary of Project Progress Overall

Please provide a brief summary (1 page) of progress on this project, highlighting the most successful and most challenging aspects of program development and implementation. This summary may be used for publication by the CT State Department of Education, Bureau of Special Education. Please begin this section with a brief project description.

Complete only one Section B for this report.

We researched the deans of Arts and Sciences and Schools of Education at all private and public universities with teacher education programs in the state. We redesigned our RFP to describe the minigrant project and sent 21 letters with the RFPs. We updated our website with the new RFP and the description of the minigrant project. We have scheduled one meeting with faculty at Eastern CT State University where there are two projects that might be suitable for a grant. To date, our most significant challenge has been ensuring that the deans pass the information to faculty. In some instances, we have called faculty we know at other universities. We will continue to follow up.