

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

**Connecticut State Improvement Grant  
Project Progress Report**

**FOR PROJECT PERIOD: May 1, 2004 – October 31, 2004**

**PROJECT TITLE:**

**PROJECT DIRECTOR INFORMATION:**

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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.

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Name	Title	Date
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(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.**

<b>Collaborating Partner</b>	<b>Agency/Organization</b>
Vincent Breslin, Ph.D. CoDirector	Southern Connecticut State University faculty
Pamela Brucker, Ed.D., CoDirector	Southern Connecticut State University faculty
James Granfield, Ph.D., PI	Southern Connecticut State University dean
Barbara Valla, teacher	New Haven Public Schools
Shamaine Mackey, teacher	Bridgeport Public Schools
Sharon Powers, teacher	Cheshire Public Schools
David Burn, Ph.D.	Parent of SPED students
Steven Barnwell	Disabilites Advocate
Robert Wolfe, Ed.D.	Superintendent, North Branford Schools

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Nancy Boyles, Ph.D.

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Southern Connecticut State University  
faculty

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Maryann Ullman

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faculty SCSU

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Maria Diamantis, Ph. D.

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faculty Southern Connecticut State  
University

Linda Olson, Ph. D.

Faculty Southern Connecticut State  
University

Scott Graves, Ph.D.

Faculty Southern Connecticut State  
University

Sharon Fuller, consultant

CT State Dept of Ed.

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Peter Madonia, Ed.D.

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Faculty , SCSU

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## **CT- SIG Progress Reporting Instructions**

**This progress report must be submitted via e-mail to [gmartin@glenmartinassociates.com](mailto:gmartin@glenmartinassociates.com) or must be delivered to Sally J. Esposito, Esq., SIG Project Coordinator, SERC, no later than November 19, 2004.**

The progress report format is based on the Project Summary Logic Models approved by the Bureau of Special Education for this CT- SIG project. Complete all sections of this report.

**Note:** This report, due November 19, 2004, is a progress report, covering project activities for the past 6 months. A cumulative annual report will be due spring 2005. It will contain the information included in this progress report along with updated information covering the second half of the project year.

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 during the past 6 months on the project overall. (1 page) This narrative may be used by the Bureau for publication. Please prepare the narrative so that it begins with a brief description of the project. Only one (1) Section B should be submitted.

In Section C, activities and outcomes that have been supported through CT SIG additional funding for replication and sustainability should be reported. Projects that have not received this additional support do not need to complete this section.

### **Attachments:**

Supporting program documents and materials that have not been previously submitted should be sent to J. Esposito, Esq., Project Coordinator, SERC, to be received no later than November 19, 2004. 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:**

Sally J. Esposito, Esq.  
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SERC  
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## Connecticut State Improvement Grant Project Progress Report

**Project Title:**     Unification of Teacher Education    

### 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:	
	<b>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.</b>
	<b>Part C Objectives:</b>
	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.
	<b>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.</b>
	<b>Part B Objectives:</b>
	3. All preschool children with disabilities receive services that prepare them to enter school ready to learn.
X	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.
X	5. All children with disabilities have access to the general curriculum and assessments, with appropriate accommodations, supports, and services, consistent with higher standards.
X	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).
	<b>PART D Goal: To link best practices to states, school systems, and families to improve results for infants, toddlers, and children with disabilities.</b>
	<b>Part D Objectives:</b>
X	8. Programs respond to critical needs of children with disabilities and their families.
X	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.
X	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:
X	Every student will be challenged to reach excellence.	<b>Early Identification</b> - All eligible infants and toddlers are identified at the earliest opportunity. (Part C)	
X	There will be continuous closing of the achievement gap.	<b>Knowledgeable Families</b> - Families become knowledgeable and have the confidence to increase the general health and well being of their family. (Part C)	
X	All schools will offer all students positive, safe learning environments in which everyone behaves responsibly and respectfully toward others.	<b>Functional Skills</b> - Children will demonstrate improved and sustained functional skills. (Part C)	X
X	Every student and teacher will be technologically literate.	<b>Family Transition/Transition into Special Education</b> - 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)	
X	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.	<b>Parent Participation</b> - 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.	<b>Kindergarten Preparedness</b> - 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.	<b>Academic Achievement</b> - Students with disabilities ages 3-21 will demonstrate academic accomplishment within the Preschool Benchmarks and Common Core of Learning. (Part B)	X
	Services will be expanded to meet the needs of young children.	<b>Access and Participation</b> - Students with disabilities ages 3-21 will have equal access to and be active participants in their total school communities. (Part B)	X
	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.	<b>Community Participation</b> - Students with disabilities ages 3-21 will develop and maintain healthy relationships and independent living skills to actively participate in their communities. (Part B)	
		<b>Self Advocacy</b> - 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)	
		<b>Employment/Post Secondary Education</b> - 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 # Expand membership on CITE Committee to provide project staff with advise, expertise and representation to facilitate meeting all project objectives:**

### 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 observations	Teacher self-report;

(Outcome)

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

#### **Key Indicator**

#### **Data Collection Method**

Addition of Science faculty member

dates and attendance at meetings

Two quarterly CITE meetings

agenda, list of attendees

Biweekly meetings of codirectors

dates of meetings, time sheets

### Section A, 2. Project Outputs (Project Activities) During This Report Period (May 1, 2004 – October 31, 2004)

The response to this section should include a description of all activities conducted during this report period for each objective. For each



### Section A, 3. Project Objective Outcomes (Effects)

In this section, list outcomes (effects) for each objective. During the initial phases of project implementation, it is expected that reportable outcomes may be limited. 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
<p><b>Outcome 1:</b> Teachers in this project have begun to implement differentiated instruction in their classrooms.</p>	<p><b>Evidence:</b>            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.</p>

**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
<p>recruitment of one additional member for CITE committee</p>	<p>meeting agenda and attendance</p>

## **Section A, 4. Overall Assessment of Progress on Objective**

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

We have held two more CITE committee meetings, and have expanded the membership to include a Science Education faculty member. We have lost three committee members who have moved or graduated. We will need to replace these students.

At the June 17<sup>th</sup> CITE meeting, members evaluated course outlines that had been revised. Responses will be included in the statistical calculation of the scoring rubric.

At the October 14<sup>th</sup> meeting, goals and objectives for the 2004-05 year were reviewed, and the request for proposals from faculty for mini grants was discussed and comments noted.

## 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 # 2: Align pedagogical content knowledge in at least five general education areas for a liberal arts education with the pedagogical and literacy course content in the Elem /SPED teacher education program.**

### 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 observations	Teacher self-report; (Outcome)

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

#### Key Indicator

5 Arts and Sciences course syllabi revised

Faculty minigrants

#### Data Collection Method

# of revised course outlines

draft of request for proposals



**Section A, 3. Project Objective Outcomes (Effects)**

In this section, list outcomes (effects) for each objective. During the initial phases of project implementation, it is expected that reportable outcomes may be limited. 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:**

<b>Outcomes for Objective</b>	<b>Evidence</b>
<p><b>Outcome 1:</b> Teachers in this project have begun to implement differentiated instruction in their classrooms.</p>	<p><b>Evidence:</b>            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.</p>

**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.**

<b>Outcomes for Objective</b>	<b>Evidence</b>
5 course outlines revised to reflect instructional needs of diverse learners	5 pre/post outlines scoring rubrics for each
RFP for minigrants	draft of RFP to be posted on web

## **Section A, 4. Overall Assessment of Progress on Objective**

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

5 Arts and Sciences faculty members who teach AUR in Exercise Science, Earth Science, Mathematics, Environmental Sciences, and Biology revised their course syllabi ( outlines) to reflect the needs of diverse learners. CITE committee members scored the outlines using the rubric developed for this project.

The development of a request for proposals from faculty for minigrants to promote collaborations between and among faculty in School of Education and Arts and Sciences is in draft format and will be issued to faculty shortly. CITE members reviewed the draft prior to its issue.

## 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 #3: Integrate performance based teacher competencies in secondary education certification programs as measured by NCATE standards.**

### 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 observations	Teacher self-report; (Outcome)

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

#### Key Indicator

course field experiences linked to standards

Addition of secondary areas in course outline revisions

#### Data Collection Method

field experiences in 5 areas revised to link to professional standards

4 secondary areas included

## Section A, 2. Project Outputs (Project Activities) During This Report Period (May 1, 2004 – October 31, 2004)

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, numbers and descriptions of materials produced or disseminated.

### Example:

Activity	Type of Activity	Frequency/ Dates of Activity	Description of Participants/ Recipients	Numbers of 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	120 total teachers; 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 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 of Participants/ Recipients	Description of Materials Produced/ Disseminated	Numbers of Materials Produced/ Disseminated
field experience development	experience development	July and August 2004	secondary ed faculty and associate dean	4	detailed descriptions of field experiences linked to standards	3
course revision	meetings and course revisions	2 meetings April – June 2004	4 secondary ed faculty	4	revised course outlines	4 secondary

**Section A, 3. Project Objective Outcomes (Effects)**

In this section, list outcomes (effects) for each objective. During the initial phases of project implementation, it is expected that reportable outcomes may be limited. 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
<p><b>Outcome 1:</b> Teachers in this project have begun to implement differentiated instruction in their classrooms.</p>	<p><b>Evidence:</b>            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.</p>

**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
<p>revised field experiences for 3 secondary areas</p>	<p>detailed descriptions of field experiences</p>
<p>revised secondary course outlines linked to NCATE standards</p>	<p>4 secondary outlines</p>



## **Section A, 4. Overall Assessment of Progress on Objective**

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

During the summer, 3 secondary education faculty met with the Associate Dean to revise field experiences to align with NCATE standards. Detailed descriptions of these experiences were developed in Mathematics, Foreign Language, and Science.

Additionally, four secondary education areas were included in the latest round of course revisions – Earth Science, Mathematics, Biology, and Exercise Science. Each outline included correlations to NCATE standards for that discipline.

## 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 #4 : Integrate effective research-based practices into new or existing courses through coplanning between and among faculty in the School of Education, Arts and Sciences, and faculty from two local school districts.**

### **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 observations	Teacher self-report;
	(Outcome)

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

#### **Key Indicator**

faculty participation in professional information conferences

#### **Data Collection Method**

best practices disseminated.



**Section A, 3. Project Objective Outcomes (Effects)**

In this section, list outcomes (effects) for each objective. During the initial phases of project implementation, it is expected that reportable outcomes may be limited. 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:**

<b>Outcomes for Objective</b>	<b>Evidence</b>
<p><b>Outcome 1:</b> Teachers in this project have begun to implement differentiated instruction in their classrooms.</p>	<p><b>Evidence:</b>            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.</p>

**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.**

<b>Outcomes for Objective</b>	<b>Evidence</b>
materials disseminated from conferences	80 research packets disseminated at International Dyslexia Association

#### **Section A, 4. Overall Assessment of Progress on Objective**

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

Two faculty members disseminated information regarding the preparation of novice teachers to teach reading in an interactive poster session at the International Dyslexia Association. This information will be shared with CITE members at the next meeting.

## 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 #5: To integrate technology into all course work and field based experiences of students.**

### 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 observations	Teacher self-report;

(Outcome)

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

#### **Key Indicator**

#### **Data Collection Method**

Faculty using technology

Rubric scoring of A&S and Education course outlines

Unification website development

Activated webpage

**Section A, 2. Project Outputs (Project Activities) During This Report Period (May 1, 2004 – October 31, 2004)**

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, numbers and descriptions of materials produced or disseminated.

**Example:**

Activity	Type of Activity	Frequency/ Dates of Activity	Description of Participants/ Recipients	Numbers of 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	120 total teachers; 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 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 of Participants/ Recipients	Description of Materials Produced/ Disseminated	Numbers of Materials Produced/ Disseminated
course outline revision rubric scoring for technology use	course outline review	June 17, 2004	11 CITE members	11	4 outlines pre and post	scoring summaries
website development	website development	ongoing	1 codirector and Southern Connecticut State University Academic Computing Center	3 faculty 1 student	active website	1 website

### Section A, 3. Project Objective Outcomes (Effects)

In this section, list outcomes (effects) for each objective. During the initial phases of project implementation, it is expected that reportable outcomes may be limited. 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
<p><b>Outcome 1:</b> Teachers in this project have begun to implement differentiated instruction in their classrooms.</p>	<p><b>Evidence:</b>            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.</p>

**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
technology integrated into teacher prep courses	scoring rubric for 4 revised course outlines
SIG project homepage	active website with links to course syllabi, rubrics, meeting agenda, and other relevant information

## **Section A, 4. Overall Assessment of Progress on Objective**

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

The CITE members scored four revised course outlines to assess faculty and student use of technology. The UTPP website is active and can be located at <http://utpp.southernct.edu>.

## **Section B. Summary of Project Progress Overall**

**Please provide a brief summary (1 page) of progress during the past 6 months on this project, highlighting the most successful and most challenging aspects of model 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.**

Through continued advisement of the CITE members, we are progressing in revising course outlines and developing new projects to coordinate between and among School of Ed and Arts and Sciences faculty to meet the needs of diverse learners, and to integrate NCATE standards for each professional organization. In addition to course outline revision, minigrants of \$500 - \$2500 for faculty for new projects are being developed. The UTPP website is active and being updated with new projects and information. One challenge is to continue with a cohesive CITE committee. We have lost the three students on the committee, and have added one faculty member. We seek to add at least one new student member.

## Section C. Replication and Sustainability Activity Report

This section should only be completed for projects that have received additional funding (\$5,000 maximum per project year).

Please check all that apply:

Additional funding received for:

- 2002 – 2003 project year
- 2003 – 2004 project year
- 2004 – 2005 project year

### Section C, 1. Description of Activities

Briefly describe the replication and/or sustainability activities supported through additional CT SIG funding.

Activity	Type of Activity	Frequency/ Dates of Activity	Description of Participants/ Recipients	Numbers of Participants/ Recipients	Description of Materials Produced/ Disseminated	Numbers of Materials Produced/ Disseminated
NA						

### Section C, 2. Outcomes and Products

1. Describe in 1 – 2 paragraphs how the additional CT SIG support helped position this project for sustainability. Include as attachments examples of products developed as part of sustainability activities.
  
  
  
  
  
  
  
  
  
  
2. Described in 1 – 2 paragraphs how the additional CT SIG support helped position this project for replication. Include as attachments examples of products developed as part of replication activities.