

**Connecticut State Department of Education
Bureau of Special Education and Pupil Services**

**Connecticut State Improvement Grant
Project Progress Report**

FOR PROJECT PERIOD: November 1, 2001 – April 26, 2002

PROJECT TITLE: Unification of Teacher Preparatory Programs

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.

James Granfield	Associate Dean School of Education	
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
Joseph DiBacco	Platt High Meriden SPED teacher
Barbara Valla	New Haven Pub Schools' Gifted Teacher
Gretchen Contreras	Yale University Researcher
Sharon Powers	Cheshire High Social Studies
Bavid Burn	Parent of Child w/ disabilities
Damaris Velez	SCSU Student
Shamain Mackey	Wintergreen Magnet School-SPED
Linda Olson	SCSU Foreign Language Dept.
Nancy Boyles	SCSU Special Education/Reading
DonnaJean Fredeen	SCSU Dean, Arts and Sciences
Rodney Lane	SCSU Dean, School of Education
Maryann Ullman	SCSU Special Education and Reading

Steven Barnwell

Jason Stenzel

Sharon Fuller

James Granfield

Pam Brucker

Vincent Breslin

New London High School Student

SCSU Chemistry Dept.

CT State Dept. of Education

SCSU School of Education

SCSU Special Education

SCSU Science Education &
Environment

CT- SIG Progress Reporting Instructions

This progress report must be submitted via e-mail to gmartin@glenmartinassociates.com or must be delivered to the CT State Department of Education, Bureau of Special Education and Pupil Services, SIG Project Coordinator no later than April 26, 2002.

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

Note: This progress report, due April 26, 2002, should contain information covering the second half of the project year only. The Bureau of Special Education and Pupil Services will combine information from projects' November and April progress reports in the annual State Improvement Grant Performance Report to the U.S.D.E. Office of Special Education Programs.

Continuing projects will receive report forms with completed contact information and project alignment with GYPRA and CT SIG and Comprehensive Plan Strategies. Please check this information to insure its accuracy.

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 would be submitted.

Attachments:

Supporting program documents and materials that have not been previously submitted to the Bureau of Special Education and Pupil Services, or to the CT-SIG program evaluator, should be sent to the Bureau, to be received no later than April 26, 2002. 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.

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

Betty Schmitt
Project Coordinator, State Improvement Grant
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Division of Educational Programs and Services
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Connecticut State Improvement Grant Project Progress Report

Project Title: _____

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.
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.
X	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:
X	8. Programs respond to critical needs of children with disabilities and their families.
X	9. Projects use high quality methods and materials.
X	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 CT-SIG Themes and Connecticut’s Comprehensive Plan for Education Strategies 2001 – 2005 (CT State Board of Education)

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

This objective is specifically aligned with the CT-SIG Themes and the CT Comprehensive Plan for Education 2001 – 2005 Strategies, as follows:

Place X here:	CT State Improvement Grant Themes	Place X here:	CT’s Comprehensive Plan for Education Strategies 2001-2005
X	Meeting the diverse learning needs of all Connecticut’s Infants, Toddlers, Children, and Youth (Birth to 21), including literacy needs;		Every student will be challenged to reach excellence.
X	Documenting and addressing current and future personnel shortages via a broad based systems change effort in higher education.	X	There will be continuous closing of the achievement gap
			All schools will offer all students positive, safe learning environments in which everyone behaves responsibly and respectfully toward others.
		X	Every student and teacher will be technologically literate.
		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.
			Every school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds.
			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.
			Services will be expanded to meet the needs of young children.
			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.

SECTION A – Progress Report for Project Objectives

Instructions

- ★ Complete one Section A for each project objective.
- ★ For each Section A that you complete, please indicate objective number and type the objective in its entirety.

1) Section A, 1. Project Objective Indicators

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

Examples:

2) Section A, 2. Project Outputs (Project Activities) During This Report Period (November 1, 2001 – April 26, 2002)

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.

3) 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. For each outcome, please provide evidence for that outcome by reporting the information source and results. 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.

4) Section A, 4. Overall Assessment of Progress on Objective

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

NOTE: Remember to complete Section A for each project objective.

The Section A report form follows this page

SECTION A – Progress Report for Project Objectives

Objective # 1:

To establish a collaborative, inter- departmental/ coordinating committee at SCSU responsible for meeting all project objectives. _____

Section A, 1. Project Objective Indicators

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

workshop participation
minutes of all meetings
attendance at meetings
disseminated materials
new members recruited for CITE
formation of subcommittee on learner diversity
formation of Arts and Sciences Committee to standardize course syllabi
draft of A & S revised course outlines

Section A, 2. Project Outputs (Project Activities) During This Report Period (November 1, 2001 – April 26, 2002)

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
Coordinator Meetings	-	20 meetings	1 Director 2 Coordinators 1 Assistant	4	Meeting minutes	Agendas of full council meetings
CITE meetings	Advisory Council Meetings	2 meetings 12/6/01 3/21/02	Council Members	14	Learner Diversity Rubric Learner Diversity survey results Information presented at SIG conference	1 packet 1 packet 1 packet
Learner Diveristy subcommittee meeting	sub-committee to score diversity rubric	1 meeting 1/28/02	members of subcommittee from CITE	8	complete rubric scoring of course syllabi re: learner diversity	results of rubric scoring
Presentation at SIG/ Personnel Prep/ CSPD conference	presentation of grant activities	1 presentation 2/22/02 Washington. DC	presenters: 2 coordinators 1 director participants: other grant participants from	3 presenters 50 participants	Handouts reviewing grant activities	1 packet

			US			
Arts and Sciences subcommittee meetings	planning meetings	3 meetings 2/8/02 3/15/02 4/26/02	faculty members who are teaching All University Requirements in ED/SPED collaborative program	8 A & S faculty 2 coordinators 1 directors	blank templates in NCATE format drafts of A & S course syllabi in NCATE format	8 syllabi drafts
General Education Forum	open forum/ discussion	4/12/02	faculty members who are teaching General Education (AUR) courses	15 members from A & S 1 coordinator 1 director	summary of grant activities	1 packet

Section A, 3. Project Objective Outcomes (Effects)

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

Outcomes for Objective	Evidence
CITE members continuously recruited	Grant information and supporting materials sent.
CITE committee meetings (2)	Meeting Minutes (12/6/01; 3/21/02)
CITE Diversity Sub-committee Activity	Results of scoring of learner diversity rubric (see objective 2)
Coordinator meeting to working toward completion of objectives	20 scheduled meetings
Unintended outcomes: Professional and project coordinators on committee talking across disciplines	Meeting Minutes

Section A, 4. Overall Assessment of Progress on Objective

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

CITE committee continues to play a major role in the direction of the grant. Two meetings held during this reporting period indicated that all committee members have committed to the project. Those who came to the first meeting in May 2001 have come to at least 2 of the 3 subsequent meetings, with five coming to all 4 meetings. We continue to add new members to the Council as appropriate. Subcommittee on Learner Diversity grew out of discussions with Council members and contributed to the refinement of project objectives. Objective 3 outcomes details a national presentation at the OSEP Leadership Conference in Washington.

Objective # 2: To align the content of at least three general education requirements for a liberal arts education with the pedagogical and literacy course content in the Elementary/ Special Education teacher preparation program within the School of Education.

Section A, 1. Project Objective Indicators

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

- minutes of all meetings
- attendance at meetings
- disseminated materials
- new members recruited for Arts and Sciences subcommittee
- formation of subcommittee on learner diversity
- formation of Arts and Sciences Committee to standardize course syllabi
- draft of A & S revised course outlines

Section A, 2. Project Outputs (Project Activities) During This Report Period (November 1, 2001 – April 26, 2002)

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
Coordinator Meetings	-	20 meetings	1 Director 2 Coordinators 1 Assistant	4	Meeting minutes	Agendas of full council meetings
CITE meetings	Advisory Council Meetings	2 meetings 12/6/01 3/21/02	Council Members	14	Learner Diversity Rubric Learner Diversity survey results Information presented at SIG conference	1 packet 1 packet 1 packet
Learner Diversity subcommittee meeting	sub-committee to score diversity rubric	1 meeting 1/28/02	members of subcommittee from CITE	8	complete rubric scoring of course syllabi re: learner diversity	results of rubric scoring
Presentation at SIG/ Personnel Prep/CSPD conference	presentation of grant activities	1 presentation 2/22/02 Washington. DC	presenters: 2 coordinators 1 director participants: other grant participants from US	3 presenters 50 participants	Handouts reviewing grant activities	1 packet

Arts and Sciences subcommittee meetings	planning meetings	3 meetings 2/8/02 3/15/02 4/26/02	faculty members who are teaching All University Requirements in ED/SPED collaborative program	8 A & S faculty 2 coordinators 1 directors	blank templates in NCATE format drafts of A & S course syllabi in NCATE format	8 syllabi drafts
General Education Forum	open forum/discussion	4/12/02	faculty members who are teaching General Education (AUR) courses	15 members from A & S 1 coordinator 1 director	summary of grant activities	1 packet

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

Outcomes for Objective	Evidence
Learner Diversity scoring rubric developed by CITE committee	rubric
Commitment to develop new Chemistry course for submission as an AUR.	Paperwork initiated to hire faculty for June 2002
Completed scoring of courses in AUR and in Elementary/Special Education collaborative program.	Results in graph format
Convene Arts and Sciences committee to align general education courses with in Elementary/Special Education.	Eight draft course outlines from A&S (representing 8 different A&S's departments)

Section A, 4. Please briefly describe an overall assessment of progress on this objective. Compare progress to targets and goals for this reporting period. Also, please include targets or goals for this objective during the next reporting period.

Objective 2

Learner Diversity subcommittee met and scored course syllabi from AUR and Elementary/Special Education, using the Learner Diversity Survey. Results were shared with the committee as well presented at the national OSEP conference. Committee formed with faculty from 8 different A&S departments is progressing very well. Drafts of revised course syllabi will be completed by 4/26/02.

Objective # 3: to integrate performance-based teacher competencies across at least three different departments as measured by NCATE standards of the professional associations of those departments.

Section A, 1. Project Objective Indicators

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

**Attendance at two national conferences (ASCD and OSEP)
minutes of all meetings
attendance at meetings
disseminated materials
formation of Arts and Sciences Committee to standardize course syllabi
draft of A & S revised course outlines**

Section A, 2. Project Outputs (Project Activities) During This Report Period (November 1, 2001 – April 26, 2002)

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
Coordinator Meetings	-	20 meetings	1 Director 2 Coordinators 1 Assistant	4	Meeting minutes	Agendas of full council meetings
CITE Meetings	Advisory Council Meetings	2 meetings 12/6/01 3/21/02	Council Members	14	Learner Diversity Rubric Learner Diversity survey results Information presented at SIG conference	1 packet 1 packet 1 packet
Attendance at ASCD	National Conference	March 8 – 11, 2002	Project staff	3	Information regarding other national projects shared at CITE	Diagram of model; handouts from presentations
Presentation at SIG/ Personnel Prep/CSPD conference	presentation of grant activities	1 presentation 2/22/02 Washington, DC	presenters: 2 coordinators 1 director participants: other grant participants from US	3 presenters 50 participants	Handouts reviewing grant activities	1 packet
Arts and Sciences subcommittee meetings	planning meetings	3 meetings 2/8/02 3/15/02 4/26/02	Faculty members who are teaching All University Requirements in ED/SPED collaborative program	8 A & S faculty 2 coordinators 1 directors	blank templates in NCATE format drafts of A & S course syllabi in NCATE format	8 syllabi drafts

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

Outcomes for Objective	Evidence
Courses across eight departments are currently being aligned with professional standards from their disciplines and the NCATE standards.	Draft of revised course outlines in the 8 A&S areas.
Participation in national conferences	Paper presented at OSEP conference and handouts disseminated to 50 participants; summary of project to be published in conference proceedings; information disseminated to CITE from OSEP and ASCD conference;
Unintended outcome: A&S faculty reflect on what learner outcomes should be for their course.	Faculty comment at meeting that, "This was the first time I thought about what my students can do as a result of my course".
Unintended outcome: Faculty discovering that professional standards do not exist in their professional area.	Faculty comments at meeting.

Section A, 4. Please briefly describe an overall assessment of progress on this objective. Compare progress to targets and goals for this reporting period. Also, please include targets or goals for this objective during the next reporting period.

The Arts and Sciences subcommittee has met three times and each committee member has prepared a draft course syllabi, which attempts to align their professional standards and NCATE standards. This represented excellent progress in this objective. Project staff attended national conferences and presented these results to CITE and these activities meets the outcomes of this objective. Overall, we feel we are right on target with this objective.

Objective #4: to integrate effective, research-based teaching methods and practices into co-taught classes between and among faculty in the School of Education, the School of Arts and Sciences and faculty from at least two local school districts.

Section A, 1. Project Objective Indicators

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

- Courses presented to respective curriculum committees and approved for implementation in program**
- Course syllabi reflect the use of effective, research-based practices in literacy.**
- CITE members generate written plans to integrate effective practices into courses.**
- minutes of all meetings**
- attendance at meetings**
- disseminated materials**
- formation of Arts and Sciences Committee to standardize course syllabi**
- draft of A & S revised course outlines**

Section A, 2. Project Outputs (Project Activities) During This Report Period (November 1, 2001 – April 26, 2002)

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

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

Outcomes for Objective	Evidence
No progress to report	

Section A, 4. Please briefly describe an overall assessment of progress on this objective. Compare progress to targets and goals for this reporting period. Also, please include targets or goals for this objective during the next reporting period.

As the project has progressed, we realized that this objective cannot be addressed until Objectives 2 and 3 are completed. Thus, this objective will be addressed beginning in the fall 2002.

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

Outcomes for Objective	Evidence
Diversity Survey analysis use of technology	Diversity Scoring Rubric results
A&S revision of course syllabi	Draft course syllabi

Section A, 4. Please briefly describe an overall assessment of progress on this objective. Compare progress to targets and goals for this reporting period. Also, please include targets or goals for this objective during the next reporting period.

As part of the Diversity Scoring Rubric, course syllabi were analyzed for the use of technology in teaching. Good progress has been made in working with faculty in Arts and Sciences on course alignment, with technology being integrated as appropriate.

Section B. Summary of Project Progress Overall

Please provide a brief summary (1 page) of progress during the past 6 months on this project overall, highlighting the most successful and most challenging aspects of model program development and implementation. This narrative may be used by the CT Department of Education, Bureau of Special Education and Pupil Services for publication. Please prepare the narrative so that it begins with a brief description of the project. **(Complete only one Section B for this report.)**

This project seeks to unify courses in teacher preparation with courses in the General Education Requirements in order to prepare teachers to meet the diverse needs of students. The goals are achieved through the formation of a Council on Integrated Teacher Education that brings together key stakeholders from the university, public school, and the community. During this reporting period, several objectives have been met and progress has been made on others. We continue to meet with the CITE committee and receive useful feedback from them regarding our activities. Members of CITE are extremely pleased with the grant and with their involvement in it.

Additionally, we have initiated a workgroup comprised of faculty in the following eight departments in the School of Arts and Sciences: Philosophy, Psychology, History, Mathematics, Geography, Chemistry, Foreign Language, and Earth Science. Their charge is to align their courses in the AUR with professional standards in their disciplines and with NCATE standards (the standards used in the School of Education Teacher Preparation programs). Revised course outlines will be completed by June 2002.

The completion of the Learner Diversity Survey was distributed to all CITE members. The findings indicated wide gaps in the extent to which learner diversity is addressed in course outlines, within both schools. The rubric will now be used to score the 8 courses in A&S (both their old courses and the revised courses).

An important dissemination component during this reporting period was our invitation to present at the CSPD/SIG/ OSEP conference in Washington, DC. The fifty participants in our session expressed interest in both the Elementary/Special Education aspects of the grant, as well as the connection between School of Education and the School of Arts and Sciences.