

**Connecticut State Department of Education
Bureau of Special Education and Pupil Services
Connecticut State Improvement Grant
Interim Project Progress Report**

FOR PROJECT PERIOD: May 1, 2003 – October 31, 2003

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 | November 13, 2003 |
| Name | Title | Date |

Collaborating Partners

Please list collaborating partners and their organizations or agencies. **Asterisk (*) new partners with whom collaborations have begun since your last report.**

| Collaborating Partner | Agency/Organization |
|-------------------------------------|---|
| Vincent Breslin, Ph.D., Coordinator | SCSU Science Faculty |
| Barbara Valla | New Haven Public Schools |
| Joseph Di Bacco | Meriden Public Schools |
| Shamaine Mackey | Wintergreen Magnet School |
| Sharon Powers | Cheshire Public Schools |
| Gretchen Contreras | Graduate Student SCSU |
| Damaris Velez | Undergraduate SCSU |
| David Burn, Ph.D. | Parent of SPED student |
| Steven Barnwell | Disabilities Advocate |
| * Robert Wolfe, Ed.D. | Superintendent, North Branford Public Schools |
| Maria Diamantis, Ph.D. | SCSU Elem Ed Faculty |
| Nancy Boyles, Ph.D. | SCSU Reading Faculty |
| Maryann Ullman | SCSU SPED Faculty |
| Linda Olson | SCSU Foreign Language Faculty |
| Pamela Brucker, Ed.D. Coordinator | SCSU SPED Faculty |
| Sharon Fuller | CT State Department of Ed |
| Joel Meisel, Ph.D. | Chair Education Dept |
| Peter Madonia, Ed.D. | Associate Professor, Ed Lead. |

CT- SIG Progress Reporting Instructions

This interim 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 November 15, 2002.

The 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. The annual progress report, due April 25, 2003, will be comprised of information from this interim report and updates 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.

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 November 15, 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.



**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 Interim Project Progress Report

Project Title: Unification of Teacher Preparatory Programs

Project Alignment with Federal, State and SIG Initiatives

Please review and indicate those federal, state and SIG goals and objectives that this project addresses by placing an X in the column to the left of the statements. (Complete this section only if project goals/objectives have changed substantially or if this is the first progress report for this project.)

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: | GPRA Goals and Objectives |
|---------------------|---|
| | 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. |

This CT-SIG funded project addresses the following CT-SIG Themes and Connecticut's Comprehensive Plan for Education: Greater Expectations - - Strategies 2001 – 2005 (CT State Board of Education):

| Place X here: | CT State Improvement Grant Themes | Place X here: | CT's Comprehensive Plan for Education Strategies 2001-2005 |
|---------------|---|---------------|--|
| | 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. |
| | Documenting and addressing current and future personnel shortages via a broad based systems change effort in higher education. | | 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. |
| | | | Every student and teacher will be technologically literate. |
| | | | 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

Complete one Section A for each project objective.

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

Objective # 1: To expand membership on the established CITE committee to provide project staff with advise and expertise for 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 (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

Data Collection Method

| | |
|---|---|
| biweekly meetings of project staff | dates of meetings kept and time sheets |
| additional CITE members | list of membership |
| quarterly meetings of CITE | agenda, list of attendees |
| CITE members focus group Participation | focus group responses regarding differentiated instruction |

Section A, 2. Project Outputs (Project Activities) During This Report Period (May 1 – October 31, 2003)

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 |
|---|--------------------------|---------------------------------------|---|--|---|---|
| biweekly coordinator meetings | | 2 x month | 2 coordinators | 2 | time sheets | agendas of full council meetings discussion sheets for differentiated instruction focus groups |
| CITE | advisory council meeting | 2 quarterly 6/5/03 10/16/03 | Council members | 15 | review of Universal Design for instruction online course group responses to differentiated instruction question | written comments regarding the use of grouping for instruction (DI) |
| Additional CITE members | recruitment | - | addition of 1 department chair associate professor from Ed. Leadership | 2 | - | - |
| Attendance by members of Arts and Sciences at CITE meetings | council meeting | 2 quarterly | Arts and Sciences faculty | 2 | - | - |
| CITE focus groups | Group discussion | 1 meeting 10/16/03 | CITE membership | 15 | Focus group questions and responses (DI) | Focus group questions |

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>Outcome 1: Teachers in this project have begun to implement differentiated instruction in their classrooms.</p> | <p>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.</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 |
|---|---|
| Attendance at CITE meetings (19 members) | 6/5/03 : 93% 10/03 83% |
| Attendance by Arts and Sciences Faculty at CITE meetings - | 1 member Foreign Language 1 member from Science Education |
| Recruitment of additional members from university | 1 department chair (Education) 1 associate professor (Ed. Lead) |
| CITE committee responses to focus group discussion regarding Differentiated Instruction | Minutes of meeting Written and oral responses to focus group questions |
| Scoring of Course Outlines | Rubrics (pre and post) |

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.

Additional Faculty members from Education and Educational Leadership provide an expanded view of the university and the community needs.

The CITE council has continued to provide feedback regarding the project objectives. At the June 5, 2003 meeting, council members scored the most recently developed course outlines from Arts and Sciences. At the October 16, 2003 meeting, focus groups were formed. Each group discussed four key questions about the use of grouping in instruction. Both written and oral feedback were given. Responses will be used in developing future forums for faculty.

NOTE: Remember to complete Section A for each project objective.
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 the pedagogical content knowledge in at least five general education areas for liberal arts education with the pedagogical and literacy course content in the Elementary Ed / Special Ed teacher preparation program within the School of Education

Section A, I. 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

Data Collection Method

of course syllabi collected, reviewed

8 course outlines in group 1 revised and scored. 10 outlines in group 2 reviewed and scored. Outlines revised on NCATE, teacher ed, and discipline standards. Scored on diversity rubric

of meetings with faculty to develop Universal

2 meetings = coordinator attended

Design for Instruction online course for faculty

of meeting with new Arts and Sciences

1 meeting – coordinator attended

faculty members to recruit participants online Universal Design for Instruction course for faculty

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

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 | collaboration | 1 meetings 6/5/03 | CITE council | 15 council members | revised course outlines for 10 general ed classes scored | 10 outlines summary of rubric scoring |
| Universal Design for Instruction (UDI) online course developed | collaboration and instruction | 2 planning meetings 1 meeting with new faculty | CITE project coordinator, DRO and Computer Science faculty faculty from across university | 33 faculty members | 12 module online course | threaded discussion notes |

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 |
|--|---|
| 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 |
|---|------------------------------------|
| 10 course outlines for general ed requirements revised coordinating the teacher standards with the discipline standards | 10 outlines revised |
| course outlines scored for diversity rubric | summary of scoring results |
| Development of Universal Design for Instruction (UDI) online course for faculty | 12 module course – 33 participants |

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.

Progress continues to be made in revising general ed required courses in History, Math, Philosophy, Geography, Psychology, Spanish, Chemistry, Computer Sciences. Courses were coordinated with the teacher standards and the content area professional standards. Course outlines were also scored using a diversity rubric.

In collaboration with the Disabilities Resource Office and the Academic Computing, an online, 12 module course for faculty on UDI was developed. 33 faculty members university wide are participating in this course designed to make them familiar with modifications and accommodations for students with disabilities in their classes.

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 of the professional association of those certification areas.

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

meetings between faculty

Data Collection Method

secondary education faculty were included in the Arts and Sciences meetings: History, Math, Computer Sciences, Geography, Chemistry, French, Physics, English

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

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 |
|---|-------------------------------|-------------------------------------|--|--|--|--|
| Meetings of Arts and Sciences faculty from secondary ed areas | meetings and course revisions | 2 meetings 4/03 5/03 | participants from secondary ed areas of history, math, chemistry, geography, Spanish | 5 faculty | course outlines revised with professional standards | 5 outlines |
| Course outline scoring | CITE | 6/5/03 | CITE members | 15 members | 10 course outlines scored pre and post | 10 outlines |

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>Outcome 1: Teachers in this project have begun to implement differentiated instruction in their classrooms.</p> | <p>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.</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>secondary education faculty included in general education meetings and revision of course outlines to coordinate with teacher ed standards</p> | <p>revised course outlines</p> |

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.

We have made progress on this objective with inclusion of secondary education faculty in the Arts and Sciences revision of course outlines. We will continue to include secondary NCATE standards in the course revision.

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 teaching methods and practices into new or existing courses through collaboration between and among faculty in the School of Education, School of 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 (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

meetings between faculty

Data Collection Method

emails regarding meetings
meeting agenda

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

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 |
|--|-------------------------|-------------------------------------|--|--|--|--|
| Forum on differentiated Instruction (DI) | 3hour workshop | 6/03 | 8 faculty from Education and Arts and Sciences | 8 | handouts on using DI | handouts |
| | | | | | | |

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>Outcome 1: Teachers in this project have begun to implement differentiated instruction in their classrooms.</p> | <p>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.</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>DI workshop held for faculty</p> | <p>sign in sheet workshop handouts</p> |
| | |

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.

A forum on differentiating instruction was held for faculty and public school teachers. Training was done by a DI trainer. 8 faculty members attended, and participated in an overview of DI. Suggestions were made for additional training workshops on the use of grouping and gender differences in learning. Based on those suggestions, the full CITE committee participated in a focus discussion on grouping in instruction at the 10/03 CITE meeting. The comments will be used to develop the grouping workshop.

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 (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

Data Collection Method

faculty using technology

rubric scoring of A&S course
outline revisions included
information on use of technology in
outline

inclusion of Computer Science
course in course revision project

CSC 200 course in NCATE format

development of an online course
on WebCT for UDI.

12 module course on UDI – 33
faculty participating. Course
demonstrated to CITE council at
10/03 meeting.

Unification website development

conceptual design done. CITE
member bios, meeting agendas,
collected

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

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 |
|---|-------------------------|------------------------------|--|-------------------------------------|---|---|
| Computer course outline review | course outline revision | 6/03 | CITE members reviewed course outlines at meeting | 15 | revised course outlines for CSC 200 | summary of rubric scoring |
| UDI online course | on line course | 9/03 – 11/03 | 33 faculty members participating reviewed with 15 CITE members | 33 faculty 15 CITE | 12 module online course on WebCT | threaded discussions of participants |
| Unification website development | website development | 9/03 - present | 1 coordinator and Southern Connecticut State University academic computing center | 4 faculty 1 student | conceptual framework CITE bios agenda | in progress |
| rubric scoring includes use of technology | course outline review | 6/03 | CITE members scoring second set of course outline including information on technology use in courses | 15 CITE members | 10 course outlines pre and post revision | scoring summaries. |

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>Outcome 1: Teachers in this project have begun to implement differentiated instruction in their classrooms.</p> | <p>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.</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 |
|--|--|
| data from scoring rubrics indicating use of technology in course | 10 course outlines |
| CSC 200 course revised into NCATE format | new course outline |
| UDI online course developed | list of 33 participants 12 modules of course |
| Unification website development | conceptual framework agenda of meetings CITE member bios |

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.

Course revisions have been reviewed to determine use of technology in that course. A 12 module course on Universal Design for Instruction was developed for faculty. 33 faculty are participating. The website is in the construction stage. The conceptual framework is completed. Meeting agenda and CITE member bios have been gathered.

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 and Pupil Services. Please begin this section with a brief project description.

Complete only one Section B for this report.

We have continued to expand the CITE committee membership to include the chair of the Education Dept and a faculty member from Ed. Leadership. We have completed another revision of courses in General Education requirements to continue to align courses and standards for education and A & S. A Differentiating Instruction forum was held with 8 faculty members attending. Plans are being made for two more workshops. A 12 module online course on Universal Design for Instruction was held. 33 faculty members participated. The Unification website is under development. The conceptual framework is done and materials are being compiled for inclusion in the website.