

2008 SUMMER INSTITUTE FOR TEACHERS AND PARAPROFESSIONALS

Morgan Community College, Colorado State University, Adams State College

**A Grant Proposal to the Colorado Commission on Higher Education for Improving
Teacher Quality to ensure that No Child is Left Behind**

PROJECT DESCRIPTION

Objective: The purpose of this project is to support teachers in becoming and progressing as *Highly Qualified* in their content area and to continue the post-secondary education process for paraprofessionals to become *Highly Qualified* teachers.

Implementation: Morgan Community College (MCC) and Colorado State University (CSU)/Adams State College will provide professional development opportunities during a concentrated June 2-30, 2008, four-week summer Institute for Teachers and paraprofessionals at a convenient location, the MCC Fort Morgan campus and MCC centers, for teachers and paraprofessionals from throughout the Morgan Community College 11,500-square-mile service area of Eastern Colorado. Invitations will be issued to professionals in public, private and home schools in all 25 school districts in the MCC service area with emphasis placed on encouraged attendance from the Arickaree R-2, Bethune R-5, Hi-Plains R-23 and Karval R-23 school professionals. Primary, middle school and secondary teachers and paraprofessionals will be notified of this opportunity through direct mailings, newspaper and radio publicity and direct contact with their superintendents and principals. The 2008 summer Institute is designed to appeal to teaching professionals in Eastern Colorado to provide access to high quality training and counseling that might not be easily available to them.

The priority is to be instruction in content areas of math, science and the language arts presented by highly qualified MCC, CSU and/or Adams State instructors, an instructional specialist and other educational resources. In addition, CSU/Adams State will provide a counselor to assist teachers seeking advanced classes and degrees, and MCC's Career Guidance and Placement Specialist will help paraprofessionals pursue associate degrees and move on to four-year degrees. In this rural area, many

paraprofessionals could be first generation college students who would be inspired to continue their education by the confidence gained with college classes on a college campus during this Teacher/Paraprofessional Institute.

A bonus for teachers will be the prospect of fulfilling teacher re-licensure requirements and some superintendents will accept successful completion of these courses for their teachers to achieve movement on district salary schedules.

The Institute will provide courses and counseling in a flexible format to meet participant schedules and needs ranging from one-day workshops to classes meeting over a period of several days.

On the schedule will be three, 3-credit courses in each of the content areas of math, science and language arts, each meeting the required Colorado Model Content Standards with subject matter enhanced and presentation adapted to meet the needs and interests of participants determined through survey and discussions with school personnel. Courses will be offered for MCC or CSU/Adams State college credit.

Participants will learn how to implement scientifically based strategies to use in the classroom to effectively increase student academic achievement. Content of classes will meet the Colorado Department of Education standards for developing “Highly Qualified” teachers who are licensed and endorsed in each and all core-academic content areas in which they are teaching. Examples of class offerings include Mathematics Perceptions and Perspectives for Student Success in which instructor Carol Kuper queries, “What does a child’s racing track have to do with demonstrating slope? She explains by describing this class, “The way we perceive our world affects the way we learn. There is never one way to solve a problem. This workshop will demonstrate, through the use of problem solving, the different modalities that may be used to further mathematical understanding. Several examples will be demonstrated for use in your classroom. Out-of-classroom projects related to this discipline will be required.”

Instructional Specialist Catherine Esquibel will offer ESL Methodology which she describes, “The No Child Left Behind act raised new issues in ESL (English as a Second Language) teaching. This workshop is designed to help teachers learn the best methods and techniques to help integrate the four essentials skills (speaking, reading, listening and writing) into the ESL classroom. The course will look at the most effective instructional

practices for Hispanic students, how computer technology and the Internet can help teach ESL and how your learning/teaching style affects the classroom.”

Networking: MCC and the 25 school districts in the MCC service area have partnered throughout the 37 year history of the College to provide educational opportunities for students. MCC keeps very close contact with students to help them transition into college courses by inviting them to the College campus in Fort Morgan or the MCC Center sites and sending advisors and faculty members to meet with students at their schools. Among those cooperative educational endeavors are automotive programs and Med-Prep programs that bring students on campus to earn both high school and college credit. MCC also delivers many general education college credit classes to several area high schools through interactive audio-video distance learning technology where qualified students receive both high school and college credit.

Colorado State University School of Education is a keen supporter of this Institute. CSU and MCC are partners in a number of projects including the now System-wide transfer agreements to smooth the transition from community college to CSU for MCC graduates and a National Science Foundation project designed to attract rural community college students into math and science courses aimed at preparing them to teach. One of the faculty members for this proposed 2008 Summer Institute, Carol Kuper, has been the MCC leader for this project. Also, MCC and CSU are teaming to offer an early childhood education program for teachers and paraprofessionals.

Adams State College has a unique connection with MCC through a program for teaching certification/degree where the students in Eastern Colorado take all of their classes on the Fort Morgan Campus or through distance learning to selected parts of our service area and do their student teaching in the home locale. They don't have to leave home to accomplish their bachelors in education from Adams State. In the planning stages is a program along the I-70 corridor through MCC that will be patterned to the current one at one on the MCC campus.

Also backing MCC in presenting professional development opportunities for teachers are BOCES (South Platte Valley Board of Cooperative Educational Services) administrators and area school district Superintendents.

Personnel: Presenters for this Institute are experienced in working with adult students to create and environment for learning. Since this is a rural, small town atmosphere, many of the faculty members know the participants well enough to enhance the learning relationship. Carol Kuper has been very involved in designing math courses to integrate problem-based curriculum that nurtures all learners. She holds a master's degree in statistics and research in addition to her collaboration with CSU in the National Science Foundation teacher education program. She has been an MCC faculty member since 2000.

Todd Schneider, current Division Chair for Math, Science and Technology, is the physical science instructor for MCC. He is known for his innovative teaching on-line and on distance learning. He has worked collaboratively with CSU in many of its science programs and has developed a great relationship with local middle and elementary schools through presentations on science and math and careers related to these subjects. As an instructor at MCC since 1990 he holds a MS degree from CSU.

Gregory Thomas has been the English, Theater, Humanities and Speech Instructor for MCC since 1999. In addition to having honed his classroom skills in the U.S., he brings broad experience to our students from former teaching positions at a women's college and an English school in Japan. He holds MA degrees in Theater and English from the University of Minnesota and the University of Wyoming.

Director of Guidance and Placement, Paula Salmon, provides career/life planning consultation to MCC students and members of the community, job placement assistance, employability skills training, academic success skills workshops and supports employers in fulfilling workforce needs. An MCC staff member since 2000, she holds a MS degree in Management from Regis University.

The coordinator for this project for MCC is Dr. Phyllis Gertge, Vice President for Strategic Development. In this position she is responsible for developing new programs, investigating new initiatives, and promoting partnerships with K-12 education, higher education, business and industry. MCC extends its service to students throughout the area by offering support and academic courses through MCC Centers in Bennett, Burlington, Limon, Wray and Yuma. She served as Dean of Instruction from 2001 – 2007, Division Chair and Dean of Health and Applied Technologies from 1987-2001 and

has been a Health and Human Services faculty member since 1975. She has a Ph.D from CSU.

Reading and Instructional Specialist, Catherine Esquibel, comes to the program from the Dodge City, Kansas school system. She is bi-lingual, in English and Spanish, has her ESL endorsement and is trained as a reading specialist with a master's degree in elementary education. As an Instructional Specialist, she works with teachers to model strategies and perfect lesson plans. She is a Reading First Trainer for the state of Kansas.

Evaluation: The following table provides an overview of evaluation questions, data collection methods, data source and the comparison or outcome from the data collection activity.

The plan includes both formative and summative evaluation components. The evaluation would review questions related to expected recruitment and retention targets (see expected outcomes) by monitoring institutional databases.

Evaluation will also examine how programs are implemented and if implementation can be improved. Participants will be interviewed and/or surveyed at the advising sessions to learn about their attitudes and knowledge of teacher education and their suggestions for improving program activities. Community college and four-year faculty and advisors will also be interviewed to learn their views on program implementation and effectiveness.

Evaluation Question	Data/Method	Source	Outcome
Have expected outcomes been met for improvement of teacher preparation both paraprofessional and current teachers	Collection of descriptive data for enrollment and semester credits completed by each individual	Community college, four-year institutional records. Student level data will be collected with demographic descriptors.	Expected outcomes (e.g.5% increase) met or exceeded
What are paraprofessional attitudes about teacher education? What are student attitudes about future career plans in the education field?	Collection of data from career counselor advising sessions	All teachers or paraprofessionals participating	Understanding of attitudes, comparison of attitudes between populations.
Have all program activities been implemented as planned: What obstacles were encountered during implementation?	Discussion with program personnel, interviews, survey and focus group.	Program personnel, students, advisors, faculty.	Understanding of extent and nature of program implementation. Understanding of implementation obstacles.
How can program Implementation efforts be improved?	Collection of interview, survey and focus group data	Students, advisors, faculty	Recommendations for program improvement

Budget narrative: Salaries for faculty members, the instructional specialist and counselors are the key component to this 2008 summer Institute project to provide superior instruction by highly qualified, experienced, caring and professional staff.

Each participant will be supplied with a book, in-class instruction and a \$300 Palm Pilot for educators. This model serves as a mobile computer allowing users to input and access lesson plans, student information systems and grades, take notes, manage time and activities, calculate and access resources.

Travel and lodging expenses will be incurred to bring CSU/Adams State staff from Fort Collins/Alamosa to Fort Morgan and the instructional specialist from Kansas to Fort Morgan for the four week Institute.

A \$2000 lap top computer will be purchased to support participants and instructors in the classroom, and other miscellaneous supplies and materials will be furnished.

To make this outstanding opportunity very accessible, we want to scholarship tuition for one, three-credit class, fees and books for 50 participants.