

Culminating Learning Project

1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
1. <input checked="" type="checkbox"/> I identified the number of staff on the workgroup.	Sixteen employees will comprise the workgroup, including 8 teachers, 4 lead instructors, 1 support staff, 2 assistant co-coordinators and 1 co-coordinator.
2. <input checked="" type="checkbox"/> I described the positions of the staff on the workgroup	

2. Identify the program component to target for program improvement

List the program components that need attention that you identified from self-assessments, research review, and data analysis. Indicate the ONE program component that the workgroup selected to target in your pilot project.

Checklist	Response
1. <input checked="" type="checkbox"/> I listed the needs identified by the self-assessments.	Needs identified in self-assessment: The self-assessment indicated a desire for more staff training, specifically among the ESOL staff, specifically for BEST+ training for some new staff members. Needs identified in research review: <i>“Adult ESOL programs have always grappled with how to measure and report a range of desired outcomes and satisfy the demands of each stakeholder: learners, teachers, program administrators, funding agencies and organizations, policymakers, and the general public. Learners want to know how well they are progressing in learning English. Teachers want feedback on the effectiveness of their instruction. Program administrators want to know how well they are meeting program goals and how they can improve their services. Those funding the programs as well as the general public want to know whether funds spent are yielding results. Policymakers want to know what specific practices are successful so they can establish guidelines for allocating future funds. A single approach to assessment may not provide enough useful information to satisfy each of these demands Reports on testing and assessment from the early 1990s (Business</i>
2. <input checked="" type="checkbox"/> I listed the needs identified by the research review.	
3. <input checked="" type="checkbox"/> I listed the needs identified by the data analysis.	
4. <input checked="" type="checkbox"/> I listed ONE of those needs for us to use in the pilot.	

	<p><i>Council for Effective Literacy, 1990; Sticht, 1990) show that very few of these concerns about assessment have been resolved.”(NCSALL - http://www.ncsall.net/index.html?id=521.html)</i></p> <p>Research review has not been helpful in addressing the specific assessment challenges of our local program. However, one of the tasks of our workgroup will be to continue to research the topic of improving assessment methodology.</p> <p>Needs identified through data analysis: Data analysis of the desk reviews over the past several years indicates a need to improve learner gains among ESOL students.</p> <p>Prioritized need or program component: Achieving the MPLs for learner gains in the educational functioning levels of ESL.</p>
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Briefly describe the process used to select the targeted component, as well as the process used to identify the parts of the targeted program component that you want to keep and the parts that need new strategies.

Checklist	Response
<p>1. <input checked="" type="checkbox"/> I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot.</p> <p>I described how we examined the current program component to identify:</p>	<p>As a group and individually, each member of the team reviewed our Desk Review. Each member of the group submitted several areas they thought needed to be addressed. ESOL MSG outcomes were the unanimous choice.</p>
<p>2. <input checked="" type="checkbox"/> what we are doing now that we want to keep, and</p>	
<p>3. <input checked="" type="checkbox"/> what parts of the program component that need new strategies.</p>	<p>Coordinators and lead instructors reviewed several types of ESOL assessments to determine which assessments are most appropriate for the different students. It was determined that the tests we are using are appropriate and we will continue to use those assessments.</p> <p>The methodology of administering the assessments will be addressed to consider student case management, cultural differences, environmental factors and curriculum.</p>

3. Set a vision and goals

Vision: Our testing protocol will be working well when we achieve 5 out of 6 ESOL EFL gains

Checklist	Response
1. <input checked="" type="checkbox"/> I described how I engaged the staff in completing the vision statement.	The staff met as a group to create and form a consensus in determining the desired outcome.
2. <input type="checkbox"/> I included the final vision statement.	Our assessment protocol will be working well when we can achieve a minimum of MSGs in 4 out of 6 ESL EFLs.

Goals: When we are finished, we will have achieved the following...

Checklist	Response
1. <input type="checkbox"/> I described how I engaged the staff in anticipating achievements	When we are finished we will have developed a testing protocol that will enable the students to more accurately demonstrate their English language acquisition. I engaged the staff by having them (the experts) consider mitigating factors in testing and develop best practices as measured by MPL attainment. Mitigating factors include: <ul style="list-style-type: none"> • Curriculum • Health • Case management • Cultural sensitivity
2. <input type="checkbox"/> I included that list	

Evaluation criteria: What evidence will you collect to determine if you meet your goals? Identify each of the end user groups and the evidence each end user group identified as evidence they would need to convince them to use the new strategy.

End User	Evidence to Collect
St. John's staff	Data from CIPs; Persistence MSGs Assessment completion rates
Sulphur Grove staff	Data from CIPs; Persistence MSGs Assessment completion rates
Abiding Christ staff	Data from CIPs; Persistence MSGs Assessment completion rates
Checklist	Response

<p>1. <input checked="" type="checkbox"/> I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies.</p>	<p>12 of the 16 staff members involved in the work group will be end users of the strategies. End users include the teaching staff and lead instructors.</p>
<p>2. <input checked="" type="checkbox"/> I solicited from each group the evidence they would need to convince them the new strategy worked, and I included each piece of evidence identified.</p>	<p>The evidence will be any change, or lack of change, in the MPL outcomes as a result of the changes in protocol. Data from CIPs; Persistence MSGs Assessment completion rates</p>

4. Gather and select promising practices

Briefly describe where you looked for models or strategies that would address your targeted component.

Checklist	Response
<p>1. <input checked="" type="checkbox"/> I identified all of the sources we explored to find models and strategies that address our program improvement component.</p>	<p><i>Investigations into the Economic Class in America</i> by Phillip E. DeVol and Karla M. Krodel, <i>Understanding and Engaging Under-Resourced College Students</i> by Bethany H. Tucker, Karla M. Krodel and Karen A. Becker. Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), <i>Encyclopedia of human behavior</i> (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], <i>Encyclopedia of mental health</i>. San Diego: Academic Press, 1998).</p>

Briefly describe the strategy, procedure, or practice that the workgroup selected to pilot. Include a description of any adaptations that were made to make the strategy “fit” your program.

Checklist	Response
<p>2. <input checked="" type="checkbox"/> I included a description of the new strategies selected to pilot test. 3. <input checked="" type="checkbox"/> I included a description of the</p>	<p>1. We provided scheduled and ongoing interaction with a social worker in the classroom who opens discussions addressing the students’ perceptions of their competence, issues related to positive and negative forces in their lives and realistic goal setting. Enabling the students to discover and consider the validity of their</p>

<p>adaptations we made to the new strategy and the rationale for those adaptations.</p>	<p>sense of self efficacy will empower them to address issues that derail their efforts in the classroom and in their lives. This cognitive approach, supported by professional guidance will increase their understanding of how their educational experiences have affected them and what they have already achieved.</p> <p>2. Using the learn-teach-learn model, we will adjust the curriculum to include more frequent and intentional opportunities for the students to teach each other, both as small groups and individually. B) Teaching opportunities will enable the students to experience success and engage them cognitively, emotionally and socially, thus addressing the 4 sources of self efficacy.</p> <p>3. Professional development opportunities related to self-efficacy will be provided to the instructor and assistant coordinator. They will work together to adapt the curriculum, orientation process, and environment to consider the role of self efficacy in the classroom. Resources from OLEA as well as other research in the field, including the article quoted in this paper (Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998).) will be used to inform decisions related to the program design. B) In order to intentionally address self-efficacy in the classroom, teachers and administrators must have a thorough grasp of the significance of the issue and an understanding of how to incorporate the 4 sources of self efficacy into the curriculum. Mastery experiences, vicarious experiences provided by proficient social models, social persuasion offered by peers and teachers and an emotionally comfortable environment are all factors that must be understood before they can be woven into the curriculum.</p> <p>There have been no adaptations to the plan.</p>
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5. Develop a pilot testing plan

Describe the process that was used to select the pilot sites - what characteristics did you consider in the selection process?

Checklist	Response
<p>I included a description of:</p> <ol style="list-style-type: none"> 1. <u>X</u> who was involved in selecting the pilots 2. <u>x</u> the criteria and rationale we used for selecting the pilots. 	<p>The Coordinator, Assistant Coordinator, ABLELink coordinator and instructor were involved in selecting the site for the pilot.</p> <p>We determined that the pilot should be held at a new site with a group of new students so that everyone was beginning at the same time, and with one teacher so the curriculum design would be implemented with less variation.</p>

What type of training was necessary for the pilot sites? Describe how this was provided

Checklist	Response
<p>I included a description of:</p> <ol style="list-style-type: none"> 3. <u>x</u> the training that was necessary to get the pilot sites up to speed 4. <u>x</u> who delivered the training 	<p>The training required that the Coordinator, Assistant Coordinator and teacher all become familiar with the literature, understand the concept of self efficacy and see the value in addressing the issue.</p> <p>Based on material which was made available through OLEA and the PDN library, the implementation team was self-taught. We each read the research, evaluated our current curriculum and delivery, and noted areas where the idea of self efficacy could be intentionally addressed in the curriculum. We then discussed our ideas and formed a consensus for curriculum updates.</p>

Complete the chart outlining your interim benchmarks, activities, timeline, and responsible parties for planning, implementing, and evaluating your pilot project.

Interim Benchmarks	Activities	Completion Date	Lead Person Responsible for the Activity
Planning	All staff meeting with required PD reviewing the 4 supports and strategies for reducing stop outs	Nov. 15, 2017	L. Bumiller
	Coordinators, ABLELink coordinator and identify a site for the pilot	Dec. 13, 2017	L. Bumiller
	Review research and plan curriculum changes	Feb. 1, 2018	L. Bumiller.
	Consult with MVCTC Student Advisor (social worker), review best practices and identify co-teaching strategies.	Mar. 1, 2018	L. Bumiller
Implementing	Provided scheduled and ongoing interaction with a social worker in the classroom addressing the students' perceptions of their competence, issues related to positive and negative forces in their lives and realistic goal setting.	Apr 2, 2018	Teachers
	adjusted the curriculum to include more frequent and intentional opportunities for the students to teach each other, both as small groups and individually.	Apr. 2, 2018	Teachers
	Provided ongoing PD opportunities related to self-efficacy for the teacher, coordinators and social worker	Apr. 2, 2018 and ongoing	Coordinators All Staff
Evaluating	Measurable Skill Gain and persistence statistics will be measured against the total program average.	May 31, 2018	Coordinators Teachers

	Student surveys will provide additional feedback	May 31, 2018	Coordinators Teachers
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What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
There was no cost to implement the pilot	0

6. Select and prepare the pilot sites

Briefly describe the process you used to prepare the pilot sites to implement the new strategy or procedure.

Checklist	Response
<p>I included a description of:</p> <ol style="list-style-type: none"> <input checked="" type="checkbox"/> initial meetings I had with pilot sites to explain their roles and responsibilities <input checked="" type="checkbox"/> consultants or other staff used as a resource to support the pilot staff <input checked="" type="checkbox"/> any incentives you provided to pilot staff to encourage and/or reward their participation <input checked="" type="checkbox"/> how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact. 	<p>A teacher with an aptitude and attitude for student centered learning volunteered for the pilot. She was starting a new site with a new group of students which made the perfect control group. The coordinators met with her to outline her role in the pilot and explain the evaluation criteria</p> <p>The MVCTC Student Advisor (social worker) was consulted and involved in developing the curriculum design and creating the co-teaching format.</p> <p>No incentives were provided to the instructors. They were intrinsically motivated to participate as evidenced by volunteering.</p>

	The evaluation criteria are simple, higher rates of MSG achievement and increased persistence compared to the program average.
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7. Conduct the pilot, measure the impact, and develop/fine tune PD and resources

Briefly describe the results of your pilot project based on your evaluation criteria for each end user group.

Checklist	Response
<ol style="list-style-type: none"> 1. <input checked="" type="checkbox"/> I included an overall narrative of the results of the pilot. 2. <input checked="" type="checkbox"/> I included results based on the end users' evaluation criteria. 	<p>Because the class just started in April, we do not have quantifiable evidence of the results. After May 31 we will begin to evaluate the effectiveness of the pilot against the total program population. Short term anecdotal evidence suggests that attendance, engagement and persistence have improved. Several students commented that they “felt in charge of their learning”, “felt the topics were relevant”, “liked that the teacher listened to what I had to say” and “feel respected”.</p> <p>When interviewed, the teachers and students appreciate the authenticity of the classroom as adult education and both groups report increased satisfaction over previous classroom experiences.</p> <p>Results from ABLELink Table 4, from 6/14/18, show a significant positive difference in the percentage of students who achieved a measurable skill gain (MSG) in the pilot. 80.8 percent of the students in the pilot class achieved a MSG vs 62.9 percent for all the students outside the pilot. When taken as a whole, including the pilot class, the program currently has a 63.3 MSG score. It is interesting to note that while the pilot class represents only .015 percent of the total program, their MSG attainment elevates the program total by 4%.</p> <p>There was not a significant difference in hours per student, 48.08 average hours per student in the pilot vs 52.28 in the other classes. So, while it was a small sample, it could be interpreted that</p>

	students in the pilot class achieved much more in the same amount of time as students who were not involved in self-efficacy activities.
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What changes, if any, would you make before you implement the new strategy program-wide?

Checklist	Response
3. <input checked="" type="checkbox"/> I included a description of specific changes I needed to make before implementing program-wide.	The pilot was conducted with a very small population because of the potential personnel cost to implement. The MVCTC Student Advisor offered to participate in the pilot but will not be the teacher who will implement the new curriculum program wide. We will hire a social worker/teacher who will travel to different classes to implement the new curriculum. During the summer the pilot will expand to several more classes with full implementation expected by January 2019. In the interim, program wide professional development will focus on the topic of self efficacy and trauma informed instruction. The teacher with the social work expertise will work with teachers to develop resources for program wide implementation.

Final Reflection

Briefly describe what you learned from this program improvement project that will help you in future work.

Checklist	Response
1. <input checked="" type="checkbox"/> I included an overview of what I learned from this project.	I learned several things from the pilot and my participation in OLEA. I was made aware of several new sources for finding research and have been consulting the resources for ideas in programming. I learned a framework for considering retention factors, the 4 Supports, which act like a 4 legged stool to support student persistence and achievement. I also realized that by having the entire staff involved in the process of creating this pilot, I gave “permission” to teachers who are hesitant to apply holistic approaches to supporting student success, thus freeing them to be more creative in the classroom.