

USDLC

STAR Project

Supporting Teachers with Anytime/Anyplace Resources

Second Quarter Report

Year 5

August 1st – November 1st, 2004

Submitted by:

- **Western Illinois University, College of Education and Human Services**
- **New Mexico School for the Deaf**
- **North Carolina Department of Public Instruction**
- **Education Service Center, Region 20**

Evaluation:

- **TA Consulting**

Award Number R203F000003

United Star Distance Learning Consortium Inc. (USDLC)

Western Illinois University

**Western Illinois University, College of Education and Human Services
Second Quarter Report**

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Overview:

Western Illinois University has spent the second quarter (year 5) of this project coordinating efforts with USDLC partners, supporting the STAR-Online web sites and developing posting new content for the 2004-2005 subscription year; assisting partners in developing and uploading new VTLC content; assisting with satellite programming; and collaborating with evaluators on data collection and pilot site activities. In addition, the project staff have developed promotional materials and will disseminate these through mailings, conferences, presentations, and meetings for upcoming school year.

Objectives:

1. *To support participants on STAR-Online's TechKnowledge VTLC modules.*
2. *To develop additional resources and modules for STAR-Online's TechKnowledge VTLC.*
3. *To provide field support to subscribers of STAR-Online's TechKnowledge VTLC.*
4. *To provide programming and support for P-12 educators via video (USDLC).*
5. *To provide support to partnering institutions (USDLC, NM School for the Deaf, Texas-Region 20, NC Dept. of Public Instruction).*
6. *To conduct an aggressive awareness campaign to recruit new participants for STAR-Online and StarNet professional development opportunities.*

Activities Aligned with Objectives:

Objective One: To support users on STAR-Online's TechKnowledge VTLC modules.

- Supported 53 TechKnowledge modules and updated user portfolios. Through the VTLC a total of 842 hours of instruction are available to each participant.
- Support was provided to STAR-Online users in a variety of ways: a facilitated listserv, direct e-mail, chat rooms, phone, fax, and regional trainings. In addition, through the VTLC, as users progress through the online modules, electronic portfolios are available for each user. Although once the user submits a required activity it appears in the electronic portfolio automatically, it is not until staff have reviewed and commented that the activities are accepted or declined. Online resource specialists are available to the users and provide support, recommendations, and encouragement to each user on an individual level as they progress through each module from lessons and activities to integration into the classroom to personal reflection and sharing on “what worked” and “what did not work.”
- As of July 1, 2004 a total of 2,615 users had registered from 401 school districts for STAR-Online's TechKnowledge VTLC. Note: Star-Online site was shut down from July 1, 2004 to August 1, 2004 for revisions and updates. Since August 1, 2004 143 licenses have been purchased for 7,250 potential users. Additionally, 9 consortiums have purchases licenses through ROE collaboratives for an additional 1,850 potential users. Total schools impacted to date is 849.
- Facilitated a 2 hour online graduate course (ITT 573). This course was available to subscribed users. Seven students are registered for Fall semester. Due to client request we are offering the course out of the Instructional Technology and Telecommunications department and the course will be repeatable for up to 8 credit hours.
- As an Illinois State Board of Education (ISBE) “Approved Provider” for teachers seeking re-certification, STAR-Online must file all new professional development opportunities with ISBE, ask all Illinois teachers to fill out an ISBE approved evaluation form which has been integrated into the online system, and provide signed Evidence of Completion forms for teachers upon request. All information has been kept up to date and evidence of completion forms are sent out regularly to participating teachers. During 2003/2004 school year, we issued 99 Continuing Professional Development Units (CPDUs) for Star-Online professional development (TechKnowledge VTLC).

Objective Two: To develop additional resources and modules for STAR-Online's TechKnowledge VTLC.

- All modules are aligned with the ISTE Technology Standards for Teachers. Due to our extensive list of modules and frequent changes in technology, there is less need to create new modules but focus on revising existing modules. Plans are underway to undertake this task. In addition to redesigning the instructional components of the modules, STAR is redesigning the Integration sections so that there is greater emphasis on learning standards, classroom management, teacher and student roles, and assessment.

- Revisions and updates are ongoing in 2004. The following are a list of revisions completed or in progress:
 - Update Integration section of all modules
 - Revise bulletin board interface
 - Add new administrative features
 - Change design of site interface
 - Revise 18 existing modules
 - Develop 8 new modules
 - Revise activity sections of all modules
 - Revise instructional objectives for all modules
 - Revise overview sections of all modules
 - Update PDF's for all modules
 - Develop new animated site tour

Objective Three: To provide field support to subscribers of STAR-Online's TechKnowledge VTLC.

- Over the past several years WIU has secured additional funding from SBC Foundation which allows WIU to offer scholarships to cover the costs for subscriptions to use STAR-Online for up to 50 Illinois educators per school. In 2003/2004 school year WIU awarded 308 scholarships to Illinois schools. Requirements for scholarships includes completion of scholarship form, workshop attendance, and developing an action plan for the school. In July of 2004, WIU submitted another proposal to SBC in an effort to continue to offer scholarships to schools, notification on the award is not expected until November of 2004.
- Have held 7 # regional trainings for 62 teachers to date. Have 3 scheduled through January, 2005. The purpose of these trainings is to prepare educators who will serve as STAR-Online mentors in their schools. These trainings were developed to orient users to the system and provide mentoring skills so that participants could better support the system locally. Additionally, during the 2004 summer, an online orientation/mentoring workshop was designed and launched for those schools which are not able to attend face-to-face training on how to use the system within their schools and support it.

Objective Four: To provide programming and support for P-12 educators via video (USDLC).

- The STAR Project is also providing educational programming via satellite. North Carolina Department of Public Instruction coordinates content, promotion, and scheduling. Region 20 assists in content planning and production. WIU assists in content planning, development, and production. WIU also supports the website and archives existing video into a database. The broadcast content addressed the areas of technology, administration, math, science, reading, social studies, fine arts, and ESL. All USDLC partners provided input on the programming and utilized satellite to disseminate and promote their own products. For a full calendar of the broadcasts go to www.usdlc.org. To date WIU issued 46 CPDU's to teachers in Illinois.

- Strands were developed and disseminated via satellite to address No Child Left Behind. Each strand is a five part series, 2 hours in length for each show for a total of 25 shows. The five strands under development, include:
 - Data based decision Making for Administrators (Western Illinois University)
 - Para Professionals (ESC Region 20)
 - Math Literacy (ESC Region 20)
 - Reading Literacy (ESC Region 20)
 - At Risk Students (ESC Region 20)
- In addition, to complement the 1 hour of content listed above, each show will provide 1/2 hour of promising practices from the field and 1/2 hour of demonstrations of resources related to show topic. Through a new partnership, The University of Northern Iowa and Arizona State University will be editing video collected during their PT3 grant to provide the 25, 1/2 hour videos of model classrooms (Promising Practices). North Carolina Department of Public Instruction will produce 25, 1/2 hour videos which showcase the education resources available to educators.
- USDLC is working again with partners to develop an additional 25, 2 hour programs for the upcoming year these will air in Spring 2005 .
- WIU maintained and updated the USDLC website which houses all satellite professional development offerings, student courses, registration information, and support materials (www.usdlc.org).
- As an alternative to disseminating video based training via Satellite USDLC is also pursuing two other initiatives through Safari and Apple. Apple - USDLC is providing samples of its Achieving Academic Excellence Professional Development Series on the Apple Interchange website which is linked back to USDLC's website for further information. This provides additional visibility of USDLC professional development programming. SAFARI - Safari has digitized 110 hours of USDLC Professional Development to incorporate into its media distribution systems nationwide. The national sales office is including USDLC programming overviews in all promotional packets and in presentations. A press release announcing USDLC's inclusion in a SAFARI system purchased by a school district in New Jersey will be released in early November.

Objective Five: To provide support to partnering institutions (NM School for the Deaf (NMSD) NC Dept. of Public Instruction (NCDPI).

NMSD

- Maintained and updated 4 grad courses on VTLC.
- Provided free support on STAR-Online's WIU-TechKnowledge modules (waived subscription fee) for all partner pilot sites.
- Assisted in the development of the VTLC for graduate students in deaf education (www.star-online.org/de).

- Updated and revised ASL/Bilingual Education project information located on the site.
- Revised level 3 of the course curriculum.
- Assisted NMSD in development of a glossary in which all terms and definitions are available online in American Sign Language (ASL) using Quick Time video, 191 videos are available.
- Updated bulletin board interface.

NCDPI

- Continued to provide ongoing site revisions to the library media specialist VTLC.
- The NCDPI Library Media site has all three levels of the modules posted (15 modules in all). Support is being provided to the NCDPI online mentors.

BLT

- STAR online continued its partnership with Illinois educators through a collaborative endeavor with "Blazing Learning Trails"(BLT). BLT encompasses 16 public school districts and 2 private schools, and is administered by the Franklin/Williamson Regional Office of Education in southern Illinois. BLT is funded through a U.S. Department of Education Challenge grant. STAR-Online's TechKnowledge VTLC has always been a professional development resource used by BLT teachers and administrators. The relationship was taken to a new level in Fall 2003. STAR-Online staff worked with ten teachers from BLT on designing online instruction. Through the partnership, STAR-Online assisted BLT in achieving and sustaining its goals. One of the higher level goals is for BLT teachers is to develop online training. Due to STAR-Online's need for the teachers perspective when revising and developing modules, this partnership was "win-win". STAR-Online staff train and mentor select teachers and administrators (approximately 10) within this region; in return they design new instructional modules for STAR. The focus for the upcoming year is for this cohort of STAR teachers to peer review and evaluate select modules as well present with staff on benefits and uses of the Star-online offerings throughout the state. Additionally a new cohort of principals, superintendents and technology coordinators will be convened to assist in the design of a new strand in the VTLC which focuses on effective use of technology and telecommunications for school administrators.

Objective Six: To implement an aggressive awareness campaign to recruit new users for STAR-Online and StarNet professional development opportunities.

- Promotional materials for STAR-Online, such as cards, letterhead, pens, pencils, stress stars, mouse pads, keychains, water holders, displays, and a brochure for year 5 highlighting new modules, will be sent out in mailings to existing subscribers, disseminated at conferences, workshops and meetings. All print based promotional materials are posted on the web and available for download. Additionally a new catalog of modules was designed highlighting the learner outcomes of each module.

- WIU's Illinois marketing and distribution plan of STAR-Online was redirected this summer/fall to target Illinois Regional Offices of Education (ROE) and Learning Technology Centers (LTC). The first step was to establish an ROE model with the Western Illinois Regional Offices of Education Cooperative (WIROEC), which is a seven county cooperative in the Quad Cities area serving 42 school districts. The cooperative has chosen STAR-Online as their introductory online professional development option. The next step was to mail informational packets (65 to date) to rest of the ROEs and LTCs in Illinois with the WIROEC model information included. We have conducted follow-up contacts by phone to all of the Regional Superintendents to verify the receipt of the information, answer questions and inquire about similar cooperative situations in other regions. To date, 42 contacts have been made, resulting in five more interested ROE cooperatives which total an additional 1,044 schools. These cooperatives, from Northern and mid state regions, serve 19 counties (Chicago and Rockford being the largest districts. After additional follow-ups it is anticipated that 30 ROE's will cooperate 66 % of the state.
- STAR-Online offerings will also be presented at prominent educational conferences in Illinois, including but not limited to; Illinois Education and Technology Conference, IL Technology Conference for Educators, and a national Lutheran conference in Indiana. We anticipate distributing information to a minimum of 8000 conference participants at these events.

In addition to Illinois marketing initiatives, WIU is working with USDLC to disseminate STAR project offerings nationally. See national dissemination activities on next page.

**Dissemination Activities
July – October 2004**

Date	Activity		Dissemination
July	Exhibitor at U.S. Department of Education Tech Summit Referenced in conference materials	Booth	400
	Listserv announcement reminding sites about online registration, options for student courses and professional development	Listserv	500
	Professional development postcard mailing sent to all state contacts, leads, partner states	Postcard	1,000
	Follow-up with leads through emails, calls, and in some cases mailing of marketing flyers as requested	Calls/Email/ Mailing	200
August	Professional development postcard mailing to curriculum directors in AR, IL, KS, MO, NC, NM, TX, WY, NCLB Failing Schools	Postcard	3,000
	Listserv announcements reminding sites about renewals	Listserv	800
September	Follow-up emails/faxes to leads, renewals	Email/Fax	200
	Mailing to WY districts and schools re: Professional Standards Board approval of Achieving Academic Excellence Series for credit	Mailing	200
October	Calls/emails to AR, WY, DE, San Diego, South Dakota regarding program needs / survey	Calls/Emails	20
	Follow-up with pending renewals and leads	Calls/Emails	100
Total Dissemination			6,420

Next Steps:

- Work with partners (NMSD, NCDPI, and NMDE): on posting and supporting all VTLCs, continue to promote all staff development opportunities, maintain all website,s and continue to archive remaining video to air via satellite.
- Provide continued online support to users.
- Continue to develop new education satellite programming for USDLC.
- Continue to promote STAR-Online Orientation online training and provide face-to-face training.
- Continue to promote professional development offerings through STAR-Online and USDLC.
- Continue to work with evaluator (see evaluator activities at the end of this report) on data collection/research projects.

Organizational Changes:

- None to report at this time.

Expenditures/Cost SHARE Report:

- On file at Western Illinois University, College of Education and Human Services , Horrabin Hall 76, Macomb, IL 61455

New Mexico School for the Deaf

New Mexico School for the Deaf Second Quarter Report

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Overview:

CAEBER continues to support the schools and universities participating in STAR Online and in-service training. Twelve schools for the deaf are providing in-service training, along with four universities using the STAR Online curriculum.

Both the in-service and pre-service curricula continue to undergo revisions. Dr. Jean Andrews of Lamar University has been collaborating with Dr. Laurene Gallimore of Gallaudet University to revise Levels 1 and 2 of the STAR Online curriculum. During the dates of October 1 and 2, CAEBER staff held a workgroup to revise Level 4 of the in-service curriculum.

Work on the 2005 CAEBER Conference on ASL/English Bilingualism in Deaf Education (scheduled for March) also continues.

Objectives:

Goal 1: To create an online curriculum for pre-service educators that reflects the theory and application of the ASL/English bilingual language instruction framework and provides strategies and tools for new teachers to successfully impart the framework.

Objective 1: To improve the content of the existing ASL/English bilingual language instruction curriculum for pre-service educators and revise it based on feedback from professors and students.

Objective 2: To improve the technical design, accessibility and usability of the online ASL/English bilingual language instruction curriculum.

Objective 3: To maintain and gradually increase the university pilot sites that offers the ASL/English bilingual language online courses to their pre-service educators.

Goal 2: To continue providing current theory and practice constructs in ASL/English bilingual education to university educators and Star Schools mentors that builds capacity to enhance instruction for deaf and hard of hearing students.

Objective 1: To continue to conduct appropriately designed professional development sessions for participating university educators and Star Schools mentors.

Goal 3: To develop and disseminate effective staff development (for in-service and preservice educators, and staff) that informs teachers and school wide communities on the benefits of ASL/English bilingual education and builds capacity for improving teaching and learning.

Objective 1: Continue to develop, evaluate, revise, disseminate, and monitor ASL/English bilingual staff development (in-service and preservice) training materials and curriculum to site schools.

Objective 2: Continue to increase the number of schools who participate in the staff development.

Objective 3: Continue to generate evaluation procedures that determine the effectiveness of the course modules and overall project.

Activities Aligned with Each Objective

Goal One: To create an online curriculum for pre-service educators that reflects the theory and application of the ASL/English bilingual language instruction framework and provide strategies and tools for new teachers to successfully impart the framework.

Objective One: To improve the content of the existing ASL/English bilingual language instruction curriculum for pre-service educators and revise it based on feedback from professors and students.

Task: Continue to collect feedback from professors and students who use the online curriculum.

- *Feedback from some of the instructors teaching online courses, Fall 2004:*

McDaniel College

EDU 566: Second Language Acquisition (utilizing materials from Online Level 1)

Instructor: Eddy Laird

9 students

Since the course is nearly completed, I like to think that each and every student has indicated that the information provided online is practical and helpful in their efforts to better understand their roles and future bilingual instructors. The course content is exceeding our needs and expectations in a good way. However, some of the activities and questions posed in the guided reflection section may not be appropriate for those who have not had classroom training or experience. Please consider the suggested change as minor since the overall outlay is superb.

Lamar University:

CMDS 5316 (Online Level 1), CMDS 5350 (Online Level 3) and CMDS 6301 (Online Level 3 for Doctoral Students)

Instructor: Dr. Jean Andrews

21 students for Level 1, 9 students for Level 3, and 4 doctoral students for Level 3.

Both Level 1 and Level 3 are progressing well. We have 21 students in Level 1 so discussions can be limited with so many students. The Level 1 students need more activities as they are new at acquiring concepts related to bilingualism (e.g., social English, academic English). All students enjoy the readings.

Gallaudet University

Bilingual Education and Deaf Students (Online Level 1)

Instructor: Dr. Laurene Gallimore & Lisa Pershan and Gabrielle Jones (as mentors for in-service teachers taking the course as part of the university-school collaboration)

15 students

The course is on track and progressing just fine. The course content is great but the students have complained that there is too much reading assigned. I told them that the benefits of the reading show up later, so I recommend that the readings be kept and not reduced.

Gallaudet University

Bilingual Education and Deaf Students (Online Level 3)

Instructor: Maribel Garate & Francisca Rangel (as mentor)

6 students

The course is going very well. The group is very given to class participation. They have been very willing to bring their own materials such as surveys, evaluation sheets and other assessment tools to class to discuss as a group.

The content is just what this group needs but the organization of the topics under each seminar has come across as disconnected in some areas. There seems to be a lack of logical procession within the learning objectives in a seminar and across themes from seminar to seminar. The cohesiveness and sequencing of topics should be reconsidered. For example, all instances of discussion about alternative assessment should be brought together or addressed all at once rather than it coming up piece milled throughout the seminars. The case is the same when discussing issues in assessment.

Task: Continue to conduct workgroup meetings with core professors for reviewing and revising the curriculum.

- Dr. Laurene Gallimore and Dr. Jean Andrews did some revisions for Online Levels 3 and 4.

Task: Continue to submit all revisions to WIU for posting, as needed.

- A generic syllabus for Online Level 3 was created and submitted. A few more revisions to Lessons in Online Level 3 were submitted.

Objective Two: To improve the technical design, accessibility and usability of the online ASL/English bilingual language instruction curriculum.

Task: Continue to work with WIU technical staff to develop and improve online instructional design, and continue to explore cutting edge technology to enhance instruction.

- All universities reported a positive working relationship with WIU.

Task: Continue to collect feedback from professors and students on the online instructional design.

- Mr. Eddy Laird of McDaniel College states that he has transferred most, if not all, of the online content to the College's Blackboard software since the candidates in the program are already familiar with the use of Blackboard. He has not had any complaints related to the technical use of the course.
- Dr. Laurene Gallimore of Gallaudet University mentioned that she would dearly love for STAR Online to use the Blackboard program/software. This software is already in place at Gallaudet University and is being used by GLI among others. Dr. Gallimore mentions the ease of use and user-friendly applications are invaluable and would like to see STAR Online have the same user-friendly features.

- The chat rooms, according to Dr. Jean Andrews of Lamar University, are not working yet. That is still being explored. Dr. Andrews also mentioned that the students like having all the materials online.
- Maribel Garate of Gallaudet University mentions that initially, the most updated content had not been posted when the class began, but the latest information has now been posted (with the exception of the PowerPoint slides). There have been a couple of incidents when 2 students experienced difficulties posting their work in the given boxes—they are able to post their work as attachments that are able to be opened but the ‘text box’ will not accept any information. We are still not sure why this is happening. Another problem with the online technology is related to incompatibility between systems, platforms, and servers, etc. For example, in the beginning, Gallaudet’s firewall refused to allow connection to the online site. On the positive side, the use of technology helps keeps organization simple for both the instructor and students. Students have made positive comments about having access to all their course information in one place where they can access it at any time of the day/night.

Objective Three: To maintain and gradually increase the university pilot sites that offer the ASL/English bilingual language online courses to their preservice educators.

Task: Continue to identify additional classes and additional universities that will pilot the online courses.

- See **Tables through 2 (below)**.

Table 1: ASL/English Bilingual Instruction (Pre-service)—Course Utilization and Total Number of Instructional Hours during Year 5 (Fall 2004);

Table 2: ASL/English Bilingual Instruction (In-service) —In-service Utilization and Total Number of Seminar Hours During Year 5 (Fall 2004);

- **Table 1**
ASL/English Bilingual Instruction Online (Pre-service)—Course Utilization and Total Number of Instructional Hours during Year 5 (Fall 2004)

Courses at Universities	Level of Course	# of Participants	# of Seminar Hours	# of weeks	Total # of Seminar Hours
Fall 2004					
Gallaudet University	Online Level 1 (EDU 695/795)	14	3	15	45

Gallaudet University	Online Level 3 (EDU 695/795)	5	3	14	42
Lamar University	Online Level 1 (CMDS 5316)	21	2.5	15	37.5
Lamar University	Online Level 3 (CMDS 5350)	9	2.5	15	37.5
Lamar University	Online Level 3 (CMDS 6301)	4	2.5	15	37.5
McDaniel College	Online Level 3 (DED 541)	10	3	12	36
University of Hawaii	NR				
California State University Northridge	NR				
Western Oregon University	NR				
Total		63			235.5

- **Table 2**

ASL/English Bilingual In-service – In-service Utilization and Total Number of Seminar Hours during Year 5 (Fall 2004):

Seminars at Schools for the Deaf	Level of Seminar	# of Participants	# of Seminar Hours	# of weeks	Total # of Seminar Hours
Fall 2004					
Kendall (KDES)	Level 1	6	2	12	24
Wisconsin (WSD)	Level 1	9	2	12	24
Alabama (ASD)	Level 3	12	2	12	24
Connecticut (AmSD)	Level 3	11	2	12	24
Illinois (ISD)	Level 3	7	2	12	24
Texas (JMA)	Level 3	9	2	12	24
Kansas (KSD)	Level 3	7	2	12	24
KDES	Level 3	7	2	12	24
Kentucky (KySD)	Level 3	9	2	12	24
Minnesota (MDS)	Level 3	14	2	12	24
Minnesota (MSAD)	Level 3	4	2	12	24
South Dakota (SDSD)	Level 3	19	2	12	24
Wisconsin (WSD)	Level 3	7	2	12	24
California (CSDR)	Level 3	11	2	12	24
Total		132			336

Goal Two: To continue providing current theory and practice constructs in ASL/English bilingual education to university educators and Star Schools mentors that builds capacity to enhance instruction for deaf and hard of hearing students.

Objective One: To continue to conduct appropriately designed professional development sessions for participating university educators and Star Schools mentors.

- *Mentor Meeting Fall 2004*
A mentor meeting is scheduled for the weekend of November 5th. Preparations are underway and topics to be covered include: the new Seminar 3.8, revisions made to Level 4 in October, and elaborating on the Signacy Framework.
- **Gallaudet Leadership Institute Summer 2005**

The Gallaudet Leadership Institute (GLI) will take place in July 2005. As described in our last quarter report, the primary goal of the “*Enhancing Deaf Education: Language Planning and Leadership*” program is to support and increase the efforts of educational leaders and school administrators to implement language planning, involving both ASL and English, in the education of deaf and hard-of-hearing students. This one-week program, will provide training for up to 40 individuals, three participants each from 12 schools or programs serving deaf and hard-of-hearing children.

- ***CAEBER is exploring developing a partnership agreement with GLI in where both parties strongly recommend that school administrators of schools wanting to have Star Schools training agree to attend GLI before allowing a school to send mentors for summer training. (For elaboration on the GLI program, see Attachment B: Syllabus for the Five-Day Professional Development Session.)***

Task: Continue to conduct the two-week “Summer Intensive ASL/English Bilingual Mentor Training” workshops (Levels 1, 2, 3, and 4) and mentor meetings with participating schools for the deaf and universities.

- *Mentor Meeting Fall 2004*
A mentor meeting is scheduled for the weekend of November 5th. Preparations are underway and topics to be covered include: the new Seminar 3.8, revisions made to Level 4 in October, and elaborating on the Signacy Framework.

Expected attendees:

1. Metro Deaf School
2. Wisconsin School for the Deaf
3. Minnesota State Academy for the Deaf
4. Jean Massieu Academy
5. Alabama School for the Deaf
6. South Dakota School for the Deaf
7. Kansas School for the Deaf
8. Kendall Demonstration Elementary School
9. California School for the Deaf, Riverside

Facilitators for the weekend meeting will be:
Adele Ann Eberwein, from New Mexico School for the Deaf
Carrie Nichols, from New Mexico School for the Deaf
Maribel Garate, from Gallaudet University

Task: Continue to promote interaction between university deaf education programs and residential schools for the deaf via various venues (e.g., distance learning, online information sharing, meetings).

- The Gallaudet Leadership Institute (*mentioned earlier in Goal 2, Objective 1*) is an excellent example of a vital collaboration between university programs and residential school programs attempting to reform and improve the education of deaf/hard-of-hearing students. GLI recently received word that there is funding for the 2005 GLI summer program, and a date for a workgroup meeting is currently being negotiated. The meeting will focus on revisions made to the program, based on feedback from participants and others involved last summer.
- Kendall Demonstration Elementary School continues their close working relationship with Gallaudet University by having their teachers enroll in Gallaudet's STAR online course and their mentor acting as a team teacher with Gallaudet's instructor.
- Kansas School for the Deaf states that they have collaborated with Lamar University and University of Tulsa by assisting them with their research projects. Adonia Smith is working on her doctorate and is using KSD as one of her test sites to pilot her developed receptive ASL test. As for University of Tulsa, Dr. Sharon Baker is collecting data to demonstrate how bilingualism boosts D/HH students' English development.
- Lamar University is working with Texas School for the Deaf and Alabama School for the Deaf.
- Jean Massieu Academy is doing some 'unofficial' collaborating with Lamar University. What is meant by unofficial collaborating—Adonia Smith of Lamar University is piloting her ASL testing with some JMA students for her doctorate work. Also, some teachers who have gone through Lamar's deaf education program have been recruited by JMA.
- Illinois School for the Deaf reports that the director (Laura Blackburn) of their local teacher training program at MacMurray College has been inspired to get in touch with Steve Nover to explore the possibility of some kind of collaboration. One of ISD's Star graduates, Kathy Mansell, is team teaching with Laura Blackburn, and bilingual methods and principles are being covered in the course.

Collaboration between residential schools

- Kentucky School for the Deaf is doing a collaborative email pal project with a 5th grade class at CSD Riverside, starting in October and lasting until the end of the school year. Both are considering trying videoconferencing as well.
- Metro Deaf School mentors shared their ASL assessment protocol with South Dakota School for the Deaf mentors when they visited MDS for a day.
- Illinois School for the Deaf used email to network with other school mentors to receive tips and clarification on some topics.

Collaboration between universities

- Lamar University has worked closely with Gallaudet University. Their Star Online classes used videoconferencing technology in order to hold discussions between both university classes. The students enjoyed meeting each other and having the opportunity to converse about topics with people other than their classmates.

Goal Three: To develop and disseminate effective staff development (for in-service and pre-service educators, and staff) that informs teachers and school wide communities on benefits of ASL/English bilingual education and builds capacity for improving teaching and learning.

Objective One: Continue to develop, evaluate, revise, disseminate, and monitor ASL/English bilingual staff development (in-service and preservice) training materials and curriculum to site schools.

Task: Continue to collect feedback from mentors, teachers, and other participants on the staff development curriculum for the purpose of improving the curriculum.

- Participating schools send weekly seminar reports to CAEBER. CAEBER continuously examines reports for feedback on readings, GRs, seminar activities, etc.

Task: Continue to revise curriculum based on feedback from mentors, teachers, and other participants.

- We reviewed & evaluated feedback from the summer training and made revisions to Level 4 (in-service curriculum) based on the feedback. Revisions mainly occurred during a workgroup meeting that took place during the weekend of October 1st. Revisions largely focused on moving the content around to ensure a better flow of information and topics.
- Wisconsin School for the Deaf mentioned that the bilingual methodology tape provided by CAEBER was very helpful in clarifying any confusion that participants had about bilingual methodology.
- Kansas School for the Deaf emphasized the need for “enhancement” in-service workshops for those who have completed the training to keep everyone abreast of new developments. There is also great need for data on the successes of bilingualism. KSD also mentions the need for formal ASL courses for K-12 students to make possible the development of CALP in ASL.

Task: Continue to disseminate the staff development materials.

- The revised materials for Seminars 3.8 and 3.9 will be distributed to schools during the November 5th mentor meeting weekend.
- CD Roms with examples and demonstrations of ASL Interpretation Strategies, created by teachers during 2004 Summer Intensive Training, were copied and distributed to schools.
- Revised Level 3 CD ROMs were distributed to the participating schools for the deaf.

Task: Continue to monitor the staff development process at the pilot sites.

- NMSD continues to monitor the staff development process at all sites. We maintain contact with mentors via email and/or videoconferencing.

Objective Two: Continue to increase the number of schools who participate in the staff development.

- **Schools currently participating in Level 1 Training**

- *Kendall Demonstration Elementary School*
- *Wisconsin School for the Deaf*

- **Schools currently participating in Level 3 Training**

1. Metro School for the Deaf (St. Paul, Minnesota)
2. American School for the Deaf (West Hartford, Connecticut)
3. Minnesota State Academy (Faribault, Minnesota)
4. South Dakota School for the Deaf (Sioux Falls, South Dakota)
5. Wisconsin School for the Deaf (Delavan, Wisconsin)
6. Jean Massieu Academy (Arlington, Texas)
7. Kendall Demonstration Elementary School (Washington, D.C.)
8. California School for the Deaf, Riverside
9. Alabama School for the Deaf

Task: Continue to advertise, promote, and offer the staff development to additional schools.

The following presentations were made about the project during the second quarter of this year:

Date: Fall 2004

Event: Presentation

Location: South Dakota School for the Deaf

Topic: Overview of ASL/English Bilingual Education

Presenters: Jodie Engstler and Timothy Chevalier

Audience: SDSA Advisory Board, SDSA Foundation Board, Parents & Community

Date: September 1, 2004 & October 6, 2004

Event: One-hour presentation

Location: Illinois School for the Deaf

Topic: Fairview training with emphasis on ASL/English bilingual methodology

Presenters: Kathryn Subreck

Audience: Sept 1: 13 elementary teachers, the elementary principal, and director of media & curriculum. Oct 6: group of parents and elementary students.

Date: September 29, 2004
Event: 1.5 hour class
Location: MacMurray College, IL
Topic: 7 principles for student success (Freeman & Freeman) and the 12 ASL interpretation strategies (Livingston)
Presenters: Nancy Kelly-Jones
Audience: 4 seniors at MacMurray College

Date: August 23, 2004
Event: Presentation
Location: Kansas School for the Deaf
Topic: Bilingual Education
Presenters: Dr. Petra Horn
Audience: KSD Advisory Board

Date: September 2, 2004
Event: Presentation & newsletter article
Location: Metro Deaf School, MN
Topic: Overview of Level 3
Presenters: Dyan Sherwood and Barbara Hussey
Audience: MDS Parents & Community

Date: Fall 2004
Event: Information sharing via articles
Location: Clerc Center, Washington D.C.
Topic: Application of Star School theories and philosophies
Participants: KDES teachers
Audience: KDES & Clerc Center staff

Date: July 2005
Event: Workshop presentation
Location: Texas Statewide Conference for the Deaf
Topic: Bilingual education overview (topics covered in Level 1)
Presenters: 2 Lamar University graduate students
Audience: 50 teachers from around the state of Texas

Objective Three: Continue to generate evaluation procedures that determine the effectiveness of the course modules and overall project.

- *Internal Evaluation Activities*

Lessons Learned:

- CAEBER needs to continue taking a proactive stance in helping schools or organizations prepare for conferences with topics related to bilingualism in the field of deaf education. CAEBER has an array of resources and is able to provide leadership when needed and we want to make sure those resources are utilized.

Next Steps

- Mentor meeting weekend will be held on November 5th and 6th.
- Level 4 revisions will be sent out to participating schools by December 17th.
- Preparation for the 2005 CAEBER Conference at Gallaudet University (scheduled for March 10-12, 2005) will continue (*See attachment A for tentative agenda*).
- Start advertising the summer training dates for June 2005 to interested parties.

Organization Changes

The position of Document Development Coordinator continues to be on hold due to the end of funding on April 15, 2005.

Expenditures/Cost SHARE Report:

- On file at Western Illinois University, College of Education and Human Services , Horrabin Hall 76, Macomb, IL 61455

**North Carolina Department
of Public Instruction**

**North Carolina Department of Public Instruction
Second Quarter Report**

Contact Information:

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Overview:

Year 4 professional development activities are complete. The shift from satellite delivered student instruction to online courses is complete. Year 5 activities are well underway. Production of the Year 5 *Experience Odyssey* series episodes is under way for the 2004 - 2005 broadcast schedule. The video-on-demand project has shifted from student/professional development to all professional development. The manuals for the Best Practices in School Library Media Programs are complete and are ready for Beta testing.

Objectives:

1. *Develop a "train the trainer" package for potential mentors of the "Best Practices for School Library Media Coordinators" VTLC.*
2. *Coordinate USDLC Professional Development*
3. *Expand access to USDLC Video-On-Demand (datacasting) project by moving the system to a stable day-to-day operational environment and offering partnerships to consortium members.*
4. *Produce 25 – 30 minute videos for An Experience Odyssey on USDLC's Professional Development schedule.*
5. *Open "Advanced Technology Competencies" and "Assessment" to national audience.*
6. *Produce for satellite transmission 2 – 90 minute "Books, Books, Books" videos and 2 – 90 minute ESL/LEP broadcasts (the ESL/LEP broadcasts will be funded by North Carolina).*
7. *Continue mentoring and staff development support for the fifth year of the Best Practices VTLC*
8. *Produce 5 – 2 hour videos for the Best Practices VTLC.*

Activities aligned with each objective:

Objective One: Develop a "train the trainer" package for potential mentors of the "Best Practices for School Library Media Coordinators" VTLC.

- a. Meet with content developers and current mentors for "Best Practices for School Library Media Programs" to identify training elements.
 - i. Complete
- b. Contract for development of training package.
 - i. The "train the trainer" manual was delivered in draft format for final input and editing by DPI staff. When this process is complete, the manuals and supporting materials will be beta tested prior to full implementation.
- c. Beta test training package.
 - i. Beta testing will begin when the training materials move from draft to final versions.
 - ii. Staff reviewed the draft "train the trainer" manual and provided editing suggestions to Joye Latta.
- d. Produce and package training package for web and CD delivery.
 - i. Will commence when final versions are ready.
- e. Coordinate with WIU for opening of "Best Practices" to national audience.
 - i. Will commence when final versions are ready

Objective Two: Coordinate USDLC Professional Development

- a. Coordination of video segments from Arizona State University and NC DPI to Western Illinois University for the Achieving Academic Excellence series as well as two "Books, Books, Books" programs, "two ESL/LEP programs, and five "Best Practices in School Library Media Programs" is underway for the 2004-2005 school year.
- b. Since Professional Development programming began broadcast on September 14, 2004, forty-nine Certificates of Completion have been mailed to participants.
- c. A draft professional development schedule for the *Experience Odyssey* series was developed in July 2004.
- d. The 2004-2005 professional development schedule for USDLC Network has been completed.
 - i. For the 2004-2005 professional development year, USDLC and NC DPI staff work closely to develop programming for September-November 2004 and January-May 2005.
 - ii. A production/broadcast schedule for the *Experience Odyssey* series was accepted by USDLC in July. Due to scheduling difficulties encountered with schools, filming in several locations had to be rescheduled which has impacted anticipated delivery dates. However, all NC DPI productions will be completed in time for broadcast.
 - iii. DPI staff in collaboration with USDLC marketing worked on promotional materials.
 - iv. DPI staff developed USDLC brochures for use in North Carolina. The brochures were printed and will be distributed in early fall.
- e. Coordinate contracts and logistical paperwork for 2004-2005 professional development presenters on USDLC network.

- i. In progress
- f. Coordinate transfer of USDLC presenters' visual and support materials to appropriate production facility and Western Illinois University for installation on Web site.
 - i. In progress
- g. Identify appropriate production facility for presenters, based on their location and scheduling needs, and coordinate logistics for productions with the identified facilities.
 - i. In progress
- h. Provide production support, as requested for professional development productions originating in North Carolina.
 - i. In progress
- i. Provide certificates to all 2004-2005 USDLC participants who complete evaluation process.
 - i. In progress

Objective Three: Expand access to USDLC Video-On-Demand (datacasting) project by moving the system to a stable day-to-day operational environment and offering partnerships to consortium members.

- a. In cooperation with North Carolina Information Technology Services (ITS), offer video streaming services and technical support for Video-On-Demand.
 - i. Both services are provided.
 - ii. The project was renamed Video-on-Demand (VOD) due to the roll out of the North Carolina public television system's new "Datacasting" service. The name change occurred to prevent confusion among users.
 - iii. The VOD project required more bandwidth and storage that was previously imagined. The result was that the VOD service was moved to the North Carolina Information Technology Services (NC ITS) where bandwidth and storage capacity are more robust. Additional benefits are increased security (all data is now behind their fire walls) and technical assistance is available 24/7.
 - iv. The caching and streaming of student courses over the last school year consumed more storage space that anticipated – exceeding our allotted storage space on a routine basis. Since there will be no satellite-delivered student courses archived during the 2004-2005 school year this should not be a continuing problem. All storage will be earmarked for professional development this year.
 - v. Creating the best interface for searching and retrieving stored video is in process.
- b. Promote the Video-On-Demand services available to the schools in North Carolina in cooperation with the pilot project schools.
 - i. The focus of promotion must change since the Video-On-Demand content will no longer include student courses. This will require communication of the changes to educators throughout the state. Ideally, eventually all schools in North Carolina will be able to access Professional Development materials developed in North Carolina via Video-on-Demand.
- c. Offer partnerships with agencies interested in using the open-source software developed by the project.
 - i. In process

Objective Four: Produce 25 – 30 minute videos for An Experience Odyssey on USDLC’s Professional Development schedule. Develop content for individual segments based upon proposals received for 5 professional development strands in 2004-2005 year.

- a. Develop content for Experience Odyssey for 2004-2005.
- b. Content is being developed for twenty-five new episodes to be aired January – May 2005:
Topics/resources identified for most of the episodes:
 - i. DATA-DRIVEN DECISION MAKING FOR ADMINISTRATORS:
 1. Atlas Curriculum Mapping at Scroggs Elementary School"--to be filmed on November 16, 2004
 2. "Study Island"--filmed on October 14, 2004; to be edited
 - ii. ACHIEVING STUDENT SUCCESS IN READING LITERACY:
 1. "Literacy Collaborative"--filmed on September 27, 2004; to be edited
 2. "Class Websites as Instructional Tools"--November date pending for filming
 - iii. ACHIEVING STUDENT SUCCESS IN MATH LITERACY:
 1. "WebAssign at Broughton High School"--filmed October 1, 2004; to be edited
 2. "Mutiple Response System at Lincoln High School--to be filmed on October 25 or 26, 2004
 - iv. ACHIEVING SUCCESS WITH AT-RISK STUDENTS:
 1. "Douglas Elementary School"--to be filmed October 27, 2004
 2. "EvenStart"--to be filmed in January, 2005--date pending
 - v. THE PARAPROFESSIONAL'S GUIDE TO ACHIEVING EXCELLENCE:
 1. "Technology PD at Wallace Elementary"--filmed July 17, 2004; to be edited
 2. "NCATA (NC Assistant Teacher Association) at Koury Center"--to be filmed November 5, 2004
 3. "Pace Learning" airing February 9, 2005 scheduled for filming November 19, 2004.
 4. "Media Paraprofessionals" filming at Hornets Nest School in Charlotte/Mecklenburg in November.
- c. Identify schools using appropriate tools and resources for demonstration.
 - i. Staff is making contacts and scheduling film dates for first set of episodes being aired January 2005.
- d. Produce segments and provide tapes to WIU for uplink to satellite.
 - i. Paraprofessional episode airing January 12, 2005 has been filmed.
(Or, maybe you will put the list of filmed—but not yet edited—segments in this space.)

Objective Five: Open “Advanced Technology Competencies” and “Assessment” to national audience.

- a. Coordinate with LEARN NC to revise registration process and/or coordinate with WIU to install in its VTLC.

- i. Discussions with LearnNC to determine if they can change the registration process to serve a national audience were not successful. They are not interested in hosting course on nationwide basis. WIU hosting will be explored.
- b. Develop marketing materials.
 - i. Shared information with USDLC staff to begin developing materials.
- c. Survey materials to determine correlation with current ISTE standards.

Objective Six: Produce for satellite transmission 2 – 90 minute “Books, Books, Books” videos and 2 – 90 minute ESL/LEP broadcasts (the ESL/LEP broadcasts will be funded by North Carolina).

- a. Coordinate with NC-based presenters to develop scripts and production documents.
 - i. “Books, Books, Books, K-5” with Frances Bradburn is scheduled for taping at the APT studio on November 4, 2004. The broadcast date for this program is scheduled for November 11, 2004. “Books, Books, Books, 6-12” is scheduled for taping at the APT studio on February 10, 2005. The broadcast date for the second Books program with Frances Bradburn is March 15th.
 - ii. Planning for the two ESL/LEP programs with Fran Hoch is in progress. Broadcast dates for the two ESL/LEP programs are November 10, 2004 and February 15, 2005.
- b. Produce broadcast quality tapes for delivery to WIU for scheduled transmission.
 - i. In process
- c. Coordinated the delivery of broadcast quality tapes from the Agency for Public Telecommunications (APT) to Western Illinois University (WIU) for scheduled transmission.
 - i. In process

Objective Seven: Continue mentoring and staff development support for the fifth year of the Best Practices VTLC.

- a. Support media specialists in targeted research sample.
 - i. Periodic meetings of the staff development coordinators will continue in order to provide support and gather feedback from the partner pilot sites.
- b. Continue to assist evaluator in collecting data on the existing model.
 - i. DPI staff is continual contact with Dr. Tom Clarke.
 - ii. Coordinate Fall site visits between the pilot participants and the external evaluator.
 - iii. Draft results from the Spring 2004 Online Survey of the Best Practices program was submitted by Dr. Clarke on July 27, 2004. See the complete report, *STAR Project Annual Formative Evaluation Report: Project Year 4 (April 15, 2003 – April 14, 2004)* from Dr. Clarke (217) 552-7710 or taconsulting@yahoo.com for the final year four report.
- c. Support registered participants outside of research sample with appropriate mentoring; market the modules at the appropriate professional meetings, e.g. NCSLMA, NCetc, & NCAect.

- i. A contract with Joye Latta is being renewed for her to continue mentoring students enrolled in Best Practices either as part of the research cohort or from outside.

Objective Eight: Produce 5 – 2 hour videos for the Best Practices VTLC.

- a. Develop content for 5 – 2 hour broadcasts to support the Best Practices VTLC for the 2004-2005 school year
- b. Identify schools with outstanding media programs to feature in the broadcasts.
- c. Produce segments and provide tapes to WIU for uplink to satellite.
 - i. Content being developed for five video episodes to be aired January – May 2005:
 - ii. Five themes identified:
 - a. evaluation of the role of the media coordinator
 - b. teaching and learning
 - c. collaboration
 - d. creating the media center environment
 - e. ethics and intellectual freedom
 - iii. Program One--Filmed September 7, 2004; to be edited.
 - a. Features a training session for local LEA administrators in the use of the Media Coordinator Performance Appraisal Instrument – Revised.
 - iv. Program Two--Filmed October 12 & 13, 2004; to be edited.
 - a. Features a media coordinator in the Charlotte-Mecklenburg school system who developed a collaborative process with her staff based on a research-write model.
 - v. Program Three--to be filmed October 22, 2004.
 - a. Features a media coordinator in the Lexington City school system who collaborates with teachers on a year-long unit to promote reading.
 - vi. Partner with the North Carolina School Library Media Association to feature a media center “make over” as part of the environment episode.

Impact:

- To date, the USDLC program evaluations elicited comments such as the following:

For Achieving Student Success in Reading Literacy, Part 1

“The best features of this activity were real classroom examples of how information gathered through assessment is used to plan for instruction and re-teaching of skills.

Windy Hoult, Chrisman Elementary, Chrisman, IL

“This is awesome. A great way for teachers to be able to choose the areas that they want to improve in or increase their knowledge in regards to professional development.”

Kevin Leonard, Northside ISD, San Antonio, TX

For Achieving Success in Reading Literacy, Part 2

“Keep this program going! I love the way I can pick those areas that are of interest to me, improve my knowledge as it applies to my specific classroom and helps me to improve my classroom to further the needs of my students.”

Kevin Leonard, Northside ISD, San Antonio, TX

For Achieving Student Success in Math Literacy, Part 2

“It gave me ideas to implement math more into my science classes. (I teach all science.)

Charlee Wyatt, Chrisman School, Chrisman, IL

For Achieving Success with At-Risk Students, Part 4

“This video needs to be shown in faculty meetings. Very informative and useful to teachers.”

Dawn Carroll, Northside ISD, San Antonio, TX

For Achieving Success with At-Risk Students, Part 5

“I really enjoyed this video, and it applied to my teaching field more than most staff development.”

Dawn Carroll, Northside ISD, San Antonio, TX

For Achieving Excellence Through Data-Driven Decision Making for Administrators, Part 1

“I really liked how they focused on leadership, and how it was everyone’s responsibility to be held accountable, not just one person. The idea of educators setting goals and then working together to achieve those goals is one that needs to be stressed more.”

Chad Benedict, Chrisman School, Chrisman, IL

For Achieving Excellence Through Data-Driven Decision Making for Administrators, Part 2

“The focused walk was very interesting. I really like the idea of students, teachers, and administrators being aware of the school improvement plan and trying to set goals to follow and live up to that plan.”

Chad Benedict, Chrisman School, Chrisman, IL

Organizational Changes:

The North Carolina Department of Public Instruction reduced the professional staff in the Distance Learning Section by 50% during 2004. The resulting changes placed greater workloads on remaining staff without reduction in required services offered by the section. Organizationally, the Distance Learning Section was merged with the existing Instructional Resources Evaluation Services section to form a new section named Resources Development and Evaluation in the Instructional Technology Division. This resulted in the section being placed under a new section chief who had to be introduced to the projects and environment of Distance Learning.

In addition, the North Carolina State Superintendent of Public Instruction resigned and left office July 31, 2004. The State Superintendent is an elected position and will not be filled until after the general election in November 2004. Patricia Willoughby was named interim Superintendent by Governor Mike Easley on September 1, 2004.

Expenditures/Cost SHARE Report:

On file at Western Illinois University, College of Education and Human Services , Horrabin Hall 76, Macomb, IL 61455

Education Service Center, Region 20

Education Service Center, Region 20 Second Quarter Report

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Overview:

Education Service Center, Region 20 (ESC-20) STAR Project activities for this quarter focused on delivery of USDLC online courses and the production of professional development programming.

Objectives:

1. *Disseminate challenging Internet-based school curricula in core subjects that improve student performance, adhere to state and national online delivery standards and increase equitable access to educational opportunities.*
2. *Continue action research related to development and delivery of online student coursework.*
3. *Provide instructional support for students enrolled in the above-mentioned courses for up to 50 students in each course.*
4. *Produce USDLC Staff Development programming.*

Activities aligned with each objective:

Objective One: Disseminate challenging Internet-based school curricula in core subjects that improve student performance, adhere to state and national online delivery standards and increase equitable access to educational opportunities.

- Courses offered by ESC-20 this year are: French 3, Latin 3, and Spanish 3.
- Enrollment figures for the online classes are: Spanish 3 (7 students), French 3 (11 students), and Latin 3 (13 students)
- Additional development of Latin 3 was initiated during the summer and fall to transfer assessments to an online format.

Objective Two: Continue action research related to development and delivery of online student coursework.

- Design staff continues to work with instructional staff to incorporate new instructional and design strategies to enhance student experience and performance.

- Design staff continues to work with Ucompass to make recommendations and revise course management tools to enhance interactivity and assessment features as appropriate to strengthen course delivery.
- Instructional designers continue to research additional software tools to increase content interactivity, specifically the oral needs of foreign language students. Using the voice email system Wimba was determined to be too expensive per student.
- To meet budgetary and program needs, a new staffing model was initiated in the fall. Instructors are now independent contractors and not employees of ESC-20.
- Information about USDLC student courses and staff development programming was included in the ESC-20 distance learning newsletter and disseminated via listserv to all technology coordinators and principals in ESC-20. Information was also updated on the distance learning webpage including a link to download the current flyer.

Objective Three: Provide instructional support for students enrolled in the above mentioned courses.

- Instructors continued to be engaged in assessment, tutoring, and one-on-one support with individual students primarily through email communications.
- Instructors provided ongoing support for facilitators via email. They also provided support for grade issues.
- Instructional staff continued to monitor online engagement of students enrolled in the courses and provide feedback on online, written and oral assessments.
- Design and administrative staff continued to provide technical help desk assistance to students enrolled in the courses and their facilitators.

Objective Four: Support USDLC Staff Development programming.

- During this quarter, ESC-20 has successfully completed the following USDLC professional development programs for the 2004-2005 school year:
 - Achieving Student Success in Reading Literacy, Part 1
 - Achieving Success with At-Risk Students, Part 1
 - Achieving Student Success in Math Literacy, Part 1
 - The Paraprofessional's Guide to Achieving Excellence, Part 1
- ESC-20 staff also coordinated and distributed Continuous Professional Education credit certificates to 23 teachers who took part in USDLC professional development programming.
- During this quarter, ESC-20 initiated video production for the next series of USDLC staff development programming.

Next Steps:

- Continue to improve French III, Latin III and Spanish III to create opportunities for student-student and teacher-student interaction.
- Add more interactive elements to Latin III, including more online evaluations.
- Continue video production and support of USDLC Professional Development programming for 2004-2005.

Organizational Changes:

There were no organizational changes during this project period.

Expenditures/Cost SHARE Report:

- On file at Western Illinois University, College of Education and Human Services , Horrabin Hall 76, Macomb, IL 61455

Evaluation

**Texas Center for Educational Technology/TA Consulting
Second Quarter Report**

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Overview:

During the second quarter of project year 5, TA Consulting and the Texas Center for Educational Technology continued external evaluation activities for the STAR Project. The main focus was on measuring project effectiveness and impact, although initiatives to develop online courses retained a formative focus. Year 4-5 evaluation research studies were underway, and planning had begun for the summative evaluation. Four evaluation objectives describe how the year 5 evaluation is being conducted:

Objectives:

1. *Measure project effectiveness and impact through rigorous research and evaluation strategies*
2. *Provide formative evaluation results meaningful to stakeholders and support performance-based reporting*
3. *Conduct evaluation research activities in cooperation with project partners*
4. *Prepare for the summative evaluation of the five-year project*

Activities Aligned with Objectives:

Objective 1: Move to a focus on measuring project effectiveness and impact through rigorous research and evaluation strategies

During the second quarter of Year 5, additional analyses were underway for Phase 1 of the TechKnowledge VTLC research study, to confirm whether systematic reviews of online teacher submissions yield ratings of technology integration preparedness similar to more direct observation methods. An agreement was reached by the STAR Project with the Blazing Learning Trails project, funded through U. S. Department of Education's Technology Innovation Challenge Grant Program, for collaborative activities that included the use of BLT teachers as raters in Phase 2 of the study. This is a leveraging of resources across federally funded projects. In Phase 2 of the study, online teacher submissions over several years of the project will be studied for changes related to levels of project participation.

The STAR Project is primarily concerned with increasing access to professional development opportunities through technology (Project Goal 1). Project Goal 2 of the STAR Project is to expand

access to high-quality student instruction via technology, using online courses. Through the USDLC portal, the project provides access to an extensive menu of high school courses from several instructional partners. Participation of USDLC students is partly funded through STAR. An experimental “random assignment” research design was developed in spring 2004 to study the comparative performance of high school students enrolled in online and on-site Biology I courses in fall 2004. This design had to be abandoned when a series of pilot schools declined to participate. An alternative evaluation activity was pursued for fall 2004 with an Oceanography course offered by instructional partner Michigan Virtual University. While this evaluation activity does not involve an experimental or quasi-experimental research study, it will involve measures of student outcomes and evidence useful in studying progress on Project Goal 2.

As noted in previous reports, K-12 learners participating in Star Schools Program projects are now reported to Congress only if they are enrolled in Reading, Math or Science courses, and are tested to determine whether they showed improved learning. The U. S. Department of Education provided clarification to evaluators on August 12, 2004 that any K-12 learners participating in a Star Schools project who completed a matched pre-post exam could be counted for Congressional (GPRA) reporting purposes. This was true even if the number of enrolled students was insufficient to make a comparative achievement study feasible. A review of fall 2004 pre-enrollments in August 2004 showed that the course in a Reading, Mathematics or Science topic with the most enrollments was Oceanography, with around 21 USDLC students enrolled in fall 2004. No other relevant course had more than 8 students. Most USDLC enrollments were in other topics, especially foreign languages.

The primary evaluator researched testing options, finding that no standardized tests in Oceanography were available. The use of Form A and B of the relevant Stanford 10 subtest was explored but it was determined that permission for use of this subtest in a research study could not be obtained within the available timeframe. Subsequently, written permission was obtained from the Virginia Department of Education to use two of its released Earth Science end of course (EOC) tests as the matched pre and post tests. The Oceanography coverage of this EOC test is similar to that in the Stanford 10. The performance of Virginia students statewide was highly similar on the 2000 and 2002 EOC exams.

The pre-test (2002 EOC exam) was administered to a total of 21 students at Hobbton High School (NC) and Cambridge HS (IL) during the first week of September 2004. Arrangements were underway to conduct a focus group with students at each school, and to administer the post-test at the end of this one-semester (1/2 Carnegie Unit) course. When the Oceanography class is offered again in spring 2005, it will be determined whether there are sufficient enrollments by USDLC students to warrant pre-post testing again.

Objective 2: Provide formative evaluation approaches meaningful to stakeholders and support performance-based reporting

Planning was underway for Phase 2 of the TechKnowledge VTLC study. Online professional development modules completed in Years 1-4 (2000-2004) were being reviewed to determine how many participants had been long-term participants. The number of participants completing multiple modules in multiple years was limited. Use of a comparison group of less active users was complicated by the fact that users had to complete a module to be rated. The results of this analysis suggested that the best approach is to identify all participants who had completed at least 1 module in at least 3 of 4 of these

subscription years, and then to select participants for study from this group. Their online submissions for their first and last modules completed during the 4-year period would be developed into online cases. Researchers will look at whether the gains in technology preparedness over time (as observed by paired raters reviewing their online module submissions) are correlated to their level of activity, in terms of modules completed and total hours of staff development, and to other factors.

November 2004 site visits were planned to the five North Carolina pilot districts participating in the Best Practices in School Library Media Programs initiative. North Carolina Department of Public Instruction (DPI) assisted with visit arrangements. The Primary Evaluator worked with Dr. Steve Nover of CAEBER, Dr. Sharon Baker of the University of Tulsa, Internal Evaluator for CAEBER, and Dr. Beverly Rodgers of TCET, on a revision of the evaluation research plan for the ASL/English Bilingual Education initiative developed by Dr. Baker. The plan previously focused only on pre-service activities, and is being revised to include in-service.

The Primary Evaluator and Dr. John Dawson of TCET worked on a draft evaluation research plan for USDLC (formerly StarNet) Professional Development. This staff development program offered via interactive satellite videoconferences now has an NCLB focus. Education Service Center-Region 20 was contacted and arrangements were underway to hold focus groups in the San Antonio region with participants in the USDLC Professional Development series *Achieving Student Success in Reading Literacy*.

The Primary Evaluator, along with Dr. Woody Dees, a member of Western Illinois University's internal evaluator team, and Dr. John Dawson of TCET, planned activities under a draft evaluation research plan for Project Goal 2, direct student instruction. Initial evaluation activities focus on online courses offered by one of the instructional partners, Michigan Virtual University. A survey of USDLC sites and students was being planned for spring 2005.

Work continued with The STAR Project Coordinator, Kim Wisslead, Assistant Director of CAIT at Western Illinois University, and other Project Director staff to ensure that needed performance reporting information is provided to Star Schools, including accurate reporting of settings and learners. The Primary Evaluator developed a spreadsheet detailing a timeline of actions needed to obtain information needed for future GPRA reporting. The goal is to ensure full, accurate and timely counts of all participants and sites in each next reporting cycle. The Project Coordinator received periodic updates on performance reporting and the coordination of evaluation activities across the STAR Project by phone and email during the quarter.

The annual evaluation report for Year 4 (2003-2004) was submitted on September 1, 2004. The report followed the required Star Schools format, and non-required elements were incorporated using a similar format for ease of reference by Star Schools reviewers. The Primary Evaluator presented Year 4 evaluation results and provided a "heads up" on upcoming evaluation activities and data needs at the USDLC Annual Meeting, October 5-6, 2004 in Chicago. Dr. John Dawson of TCET provided valuable assistance in preparation of materials for the presentation PowerPoint. The USDLC board also undertook a visioning activity during the board meeting, and asked the evaluator to assist with next steps in determining the sustainability of USDLC initiatives, including those funded under the STAR Project.

Objective 3: Conduct evaluation research activities in cooperation with project partners

As noted previously, evaluation activities for the Best Practices in School Library Media Programs were to resume in the third quarter. During the second quarter, USDLC Professional Development evaluation research was being planned and the evaluation research plan for the ASL/English Bilingual Education initiative was being expanded to include in-service activities.

For the TechKnowledge VTLC study, the same Western Illinois University staff were recruited to act as video and online raters in Year 4. The two online raters were given a refresher training session at WIU on July 6 by Ledith Whitehall, an internal evaluator at Western Illinois University, who also conducted a refresher training for the two video raters on July 20. The video rater training included a conference call with the Primary Evaluator. Raters completed their work by October 1, and ratings were sent to the Primary Evaluator. The analysis of the expanded dataset for the TechKnowledge VTLC Phase 1 study was still underway as the second quarter ended. Phase 2 will begin with the training of Blazing Learning Trails raters on December 2. A preliminary Phase 1 data analysis will be completed prior to this date, to ensure that Phase 1 results provide a green light for Phase 2.

The Primary Evaluator visited TCET offices at University of North Texas on September 6 and 7 for working meetings with Dr. Beverly Rodgers, Evaluation Administrator, Dr. John Dawson TCET Research Associate, and Cathy Hayes, Data Secretary. He also met with Dr. Keith Restine, TCET Director and Dr. James Poirot, Executive Director. A scope of work and timeline of shared activities was discussed and revised, and planning was conducted for upcoming formative and summative evaluation activities. A follow-up conference call was held on October 11. The Primary Evaluator continued phone and email communications throughout the quarter with TCET.

The conference calls between the Star Schools Program's Evaluation Coordinator and project evaluators resumed on August 12 under the leadership of the new coordinator, Dr. Norma Fleischman. Cheryl Garnette sat in on the calls. Call notes continued to be developed and distributed by the evaluators to the Project Director and Coordinator. Dr. Dawson and Dr. Rodgers developed notes for the August 12, September 8, and October 20 calls. The November call was rescheduled by Dr. Fleischman for December 1.

4. Prepare for the summative evaluation of the five-year project

Preparations for the summative evaluation of Year 1 through Year 5 of the STAR Project began during the first quarter. A draft plan was developed by the Primary Evaluator for review by TCET and WIU. Activities such as longitudinal analyses and the development of a Summative Evaluation Website will be conducted during Year 5. This will allow summative evaluation activities to be completed expeditiously during the project closeout, so that evaluators can focus on project sustainability and the dissemination of findings.

Next Steps:

- Continue work on TechKnowledge VTLC study, BLT training on Dec. 2
- Complete Oceanography pre-posts, site visit to participating HS on November 8
- Conduct site visit November 3-10 by Primary Evaluator to five North Carolina Best Practice pilot districts

Organizational Changes:

- None

Expenditures/Cost SHARE Report:

- On file at Western Illinois University, College of Education and Human Services , Horrabin Hall 76, Macomb, IL 61455