Programmatic and Course-level Practices for Informed Improvement

Teachers of Language Learning Learning Community (TL³C)

NACCTEP Conference, Spring 2015
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The Teachers of Language Learners Learning Community (TL³C) is a federally funded 5-year professional development grant that was awarded to the Education Studies Department at Mesa Community College. Grant goals aim to (1.) increase the pool of effective teachers of language learners, and (2.) improve instruction and support TLLs in various programs at local Title I schools. US DoE grant projects require annual reporting of grant goals.
Mesa Community College: Strategic Priorities

- **Strategic Enrollment Management**: Supporting student success from recruitment to completion.
- **Effective Teaching and Learning**: Crafting environments and experiences that foster the development of knowledge and abilities.
- **Signature Career Pathways**: Providing evolving, in-demand programs designed for student success.

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**Education Studies Department**
Teachers of Language Learners Learning Community (TL³C)
Target Groups and Content Focus

- Pre-Service TLLs
- In-Service TLLs
- Higher Education Faculty
- Paraprofessionals
- STEMSS, ELP and Common Core
R21: A Roadmap for the 21st Century Educator

General Standards
1. Community of Learners
2. Planning for Instruction
3. Building Connections
4. Making Content Meaningful
5. Interaction
6. Lesson Delivery
7. Review and Assessment
8. Reflective Educator

Route 21 Tools
- Rubric
- Peer-to-peer review process
- Crossroads
- iiCourse-level survey
What is course-level ii?

**What is Informed Improvement (ii)?**

- Informed improvement empowers a culture of evidence based decision-making dedicated to advancing student success.
- At its core is a simple idea: critical inquiry is at the heart of college instruction, and should be at the heart of a college’s operation as well.
- The process is cyclical with effective scalability and ultimately helps students to learn and succeed. *(Source)*

**What is Course-level ii?**

- Reflective educators pursue self-awareness for reflection-in and -on action that creates opportunities for professional growth and development.
- The course survey and iiCourse Survey Review tool provide a process for metacognitive reflection for course design and instructional delivery.
- The data will guide instructors to set professional goals to enhance student success. *(Source)*
How can I use student feedback to improve instruction?

Use the eLearning course survey or create my own course survey.

Administer the course survey to my students.

Set professional development goals and refine my course.

Use the iiCourse Survey Review tool to analyze data and report trends.

iiCourse Survey Process
Using the eLearning Course Survey

Note: This survey is applicable to any course format (traditional, online and hybrid).

1. Use this [link](#) to **access** and **copy** the eLearning Course Survey template.
2. Rename the copy of your survey and share the link to the live form with your students.
   - You may provide students with the Google form link or embed the questions into Canvas.
   - **Tutorial:** [How to embed a Google form into Canvas](#)

**Note:** As long as you make a copy of the template (and use the copy in your courses) none of your data will be accessible to others.
Using the iiCourse Survey Review

1. Use this link to access and copy the iiCourse Survey Review template.
2. Rename the copy of your survey and use it to analyze and report trends from your course survey.
3. Set professional development goals based on the data.
4. Optional:
   • Review the CTL calendar for upcoming PD opportunities.
   • Identify external PD opportunities.
   • Collaborate with peers to share resources/lessons.
   • Revise your professional portfolio.
   • Other…
Goal 1: To increase the pool of highly prepared teachers of language learners (TLLs) by establishing cohort groups of pre-service teachers

PRE-SERVICE TLLs
“A CHARACTER WHO WANTS SOMETHING, AND OVERCOMES CONFLICT TO GET IT IS THE BASIC STRUCTURE OF A GOOD STORY.”

- DONALD MILLER, A MILLION MILES IN A THOUSAND YEARS
Completion Agenda

Mission: Double the number of students who, by the year 2020, earn a certificate, associate’s degree or transfer to a 4-year college/university.
The current state of education is our burden together (secondary + community college).

**Student Success Guidelines**

1. Students need to quickly connect to one person at the school/college.

2. Key intake programs are integrated and mandatory.

3. Students must be participating in a program of study.

4. Students build momentum with successful completion of credits.

5. Students need to be monitored and guided to stay on track.

6. Students should engage in courses and experiences to broaden and deepen their learning and to pursue happiness.
Program of Study

- Associate of Arts in Elementary Education
- *Teaching Language Acquisition through STEM* academic certificate
- Curriculum mapping and course sequence

Enrollment to Completion

- ESD Advisor
- Learning community including weekly meetings

Service-Learning

- **150 hours** per year linked to scholarships
- Dr. Seuss Day

Specialized Training

- STEM workshops
- Tutor certification
- Local and national conferences
- STEM camp internships

Data Collection Tools

Surveys, Assessments, Time Reporting Log, Attendance Sheets, Narratives
Goal 2: To train and support in-service TLLs in effective teaching strategies and best practices for culturally and linguistically diverse learners.

IN-SERVICE TLLs
Professional Development

Next Generation Educator
Academic Certificate

Summer Institute
Site-based PDs
STEMSS Workshops
National Conferences
Local Conferences
Next Generation Educator Academic Certificate
• EDU111: Inquiry Methods in Mathematics and Science
• ETL211AC: Lesson Design and Delivery

Content Knowledge
• Three (3) experiential mathematics and science-based lessons with pre/post content assessments

Pedagogy Knowledge
• Route 21 Rubric OER for ETL211AC
• EDU111 lesson requirement is based on the Route 21 rubric

Data Collection Tools
• Surveys, Assessments, Online Coursework, Lesson Plan, Classroom Observations with the Route 21 rubric
Goal 3: To train and support paraprofessionals in effective teaching strategies and best practices for culturally and linguistically diverse learners.
**Grow your own: professional development**

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU101AA: Tutor Training and Practicum</td>
<td>online</td>
<td>-</td>
<td>online</td>
<td>1</td>
</tr>
<tr>
<td>Optional: 6 hours real time training to earn International Tutor Training Certification</td>
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<td></td>
<td></td>
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<tr>
<td>EDU111: Inquiry Methods in Science and Mathematics</td>
<td>hybrid</td>
<td>-</td>
<td>hybrid</td>
<td>1</td>
</tr>
<tr>
<td>EDU112: Inquiry Methods in Science and Mathematics</td>
<td>hybrid</td>
<td>-</td>
<td>hybrid</td>
<td>1</td>
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<tr>
<td>EDU220: Introduction to English Language Learners</td>
<td>online web enhanced</td>
<td>online</td>
<td>online web enhanced</td>
<td>3</td>
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<tr>
<td>EDU233: Methods for Teaching SEI and ESL</td>
<td>-</td>
<td>-</td>
<td>hybrid</td>
<td>3</td>
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</table>
Grow your own: Professional development

Cohort schedule

<table>
<thead>
<tr>
<th>Semester</th>
<th>Participants</th>
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<tbody>
<tr>
<td>Spring 15</td>
<td>30</td>
</tr>
<tr>
<td>Fall 15</td>
<td>10</td>
</tr>
<tr>
<td>Spring 16</td>
<td>10</td>
</tr>
<tr>
<td>Fall 16</td>
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Funding

Tuition
- $84 per credit (9)

Registration
- $15 per semester (3)

Fees
- $50 (EDU111 + EDU112)

TOTAL AWARD: $851

- Maximum funding for 60 instructional assistants in MPS SPR15-SPR17.
- Scholarship eligibility requirements apply.
**Grow Your Own: Part-time AAEE + Teaching Language Acquisition through STEM**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
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<tbody>
<tr>
<td>SPR15</td>
<td>SP16</td>
<td>SP17</td>
</tr>
<tr>
<td>SUM15</td>
<td>SUM16</td>
<td></td>
</tr>
<tr>
<td>F15</td>
<td>F16</td>
<td></td>
</tr>
</tbody>
</table>

- **EDU101AA**
- **EDU111**
- **EDU112**
- **EDU220**
- **EDU233**
- + Two additional 3-credit courses in AAEE program
- + Two (2) 3-credit courses

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>YEAR 3</th>
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</thead>
<tbody>
<tr>
<td>• Two (2) 3-credit courses</td>
<td>• Two (2) 3-credit courses</td>
</tr>
<tr>
<td>• One (1) 3-credit course</td>
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<table>
<thead>
<tr>
<th>TOTAL CREDITS: 36</th>
<th>TOTAL AWARD: $1373</th>
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<tr>
<td>AWARD: $851</td>
<td>AWARD: $367</td>
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- REQUIREMENTS: GPA 2.5, Three (3) STEMSS Workshops

AWARD: $155

**Scholarship eligibility requirements apply.**

- Maximum funding for 20:60 instructional assistants in MPS SPR15-SPR17.
**Grow Your Own: Part-to Full time AAEE + Teaching Language Acquisition through STEM**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
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</thead>
<tbody>
<tr>
<td>SPR15</td>
<td>SP16</td>
<td>SP17</td>
</tr>
<tr>
<td>SUM15</td>
<td>SUM16</td>
<td></td>
</tr>
<tr>
<td>F15</td>
<td>F16</td>
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</tbody>
</table>

- **EDU101AA**
- **EDU111**
- **EDU112**
- **EDU220**
- **EDU233**
- + Three additional 3-credit courses in AAEE program

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
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</table>

- **YEAR 1**
  - Four (4) 3-credit courses
- **YEAR 2**
  - Two (2) 3-credit course
- **YEAR 3**
  - Four (4) 3-credit courses

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<thead>
<tr>
<th>AWARD:</th>
<th>AWARD:</th>
<th>AWARD:</th>
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</thead>
<tbody>
<tr>
<td>$851</td>
<td>$619</td>
<td>$367</td>
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**REQUIREMENTS:** GPA 2.5, Three (3) STEMSS Workshops

<table>
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<tr>
<th>TOTAL CREDITS:</th>
<th>Transfer Scholarship:</th>
<th>TOTAL AWARD:</th>
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<tr>
<td>60</td>
<td>$1000</td>
<td>$2837</td>
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- Maximum funding for 10:60 instructional assistants in MPS SPR15-SPR17.
- Scholarship eligibility requirements apply.
Goal 4: To train and support higher education faculty (in various disciplines) who instruct pre-service teachers in effective teaching strategies and best practices for culturally and linguistically diverse learners.

HIGHER EDUCATION FACULTY
Internal Partners: CTL and Title III Grant

- Summer Institute ETL211AC
- Crossroads Website
- iiCourse-level Survey
Building Capacity

• Future Educator’s Club (FEC)

• EDU101: Tutor Training and Practicum
  • GED Program
  • Concurrent Enrollment peer-to-peer tutoring

• EDU111-112: Inquiry Methods in Science and Mathematics
  • Course alignment with the NAU-Teach Program

• National and local conferences to disseminate research and knowledge
Goal 5: To build capacity for TLLs by developing curriculum that incorporates STEMSS, ELP and AZ College and Career Readiness Standards.
Content Knowledge

- Summer Institute + Site-based PDs: STEM Lessons
- STEM Club/Camp Training
- STEMSS Workshops
- EDU111-112

Academic Language Development

- TL³C Annual Conferences and Meetings
- STEM Club/Camp Vocabulary Assessment
- Summer Institute: Pilot Lessons + Vocabulary Assessment
- ETL211AC, EDU220 and EDU233