

Title III Parent/Teacher Literacy Project
Director: Lilia I. Bartolomé, Ph.D.
In-Service Report
February 20, 2010

Since its inception in September 2007, the Title III Parent/Teacher Literacy Project, has provided regular and consistent in-servicing to participants. In this interim report I provide an overview of the in-services provided to participants beginning in fall 2007 through spring 2010. I conclude with a brief discussion of the project in-service plans for summer 2010 and for the academic year 2010-2011 (year four of the five-year project). However, before I discuss the in-service training, it is necessary to review the three project goals, and, in particular, Goal 3 because it is the project goal that is directly related to in-service training.

There are three general project goals. Goals 1 and 3 reflect teacher education outcomes and goal 2 reflect parent education outcomes.

Goal 1: Improve the academic success of LEP students in Boston and Brockton Public Schools by increasing the capability of ESL teacher to work more effectively with parent as a means to meet LEP students' needs.

Goal 2: Increase the participation of LEP parents by establishing ESL classes and parent training so they can become more effective in helping their children learn.

Goal 3: Improve the English language acquisition of LEP students as demonstrated by verbal scores in the required State mandated MCAS test by training ESL teachers and parents on the importance of parent involvement in their children's education.

Please note that this interim report focuses on teacher in-service efforts as they relate to **Goal 3**.

Goal Related to In-Service Training

Goal 3: To improve the ESL language and literacy acquisition of LEP students as demonstrated in the required State mandated MCAS test by training ESL teachers and parents on the importance of parent involvement in their children.

Status: Met

Teacher In-service Training

Academic Year 2007-2008

A great deal of time in January and February 2008 was dedicated to in-servicing participants in areas such as constructing effective lesson plans, familiarizing them with

MA DOE Adult Curriculum Frameworks, and learning about both formal and informal (authentic) assessments. The following six (6) in-services were held:

- December 20, 2007 and January 10, 2008—In-service conducted by Mr. Richard Rakobane, Adult ESL Education Consultant: How to write an effective lesson plan.
- January 25, 2008 REEP (Writing assessment protocol): During this in-service, Professor Alessandro Massaro, faculty at Bunker Hill Community College, in serviced the project director and the two ESL teachers in the administration and evaluation of the REEP writing assessment. The REEP Writing Assessment is a performance-based writing test and is used to measure educational gains in writing for ESL students.
- February 8 and March 7, 2008 Integrating DOE MA Curriculum Frameworks Into Lesson Planning—Richard Rakobane, Presenter
During this workshop, the presenter introduced the MA DOE Adult ESOL Curriculum Framework and explained the concept of curriculum framework. As well, Mr. Rakobane distinguished between: Standards, Strands, and Benchmarks and explained how to construct comprehensive ESL lesson plans that reflect the Curriculum Framework Standards. The trainer returned on March 7, 2008 to follow up and evaluate the teachers' attempts to develop lesson plans.
- February 29, 2008 BEST Plus All-day Training (Standardized oral language assessment). The BEST Plus is a standardized oral language assessment measure required in all adult ESL centers funded by the MA DOE. Although this parent literacy project is federally funded and not state funded, the participants were trained to use this oral language assessment as one assessment tool for determining the effectiveness of instruction.

Academic Year 2008-2009 (Sept. 2008-July 2009)

During the second year of the project, various national, state, and local experts were brought in to inservice participants in areas such as the MA DOE English Language Arts Framework, the English Language Proficiency Benchmarks and Outcomes document. In addition, participants were presented with opportunities to develop and implement language and literacy rich language arts activities, writing rubrics and other formal and informal (authentic) assessments for English language learners. The following six (6) in-services were held:

1. February 9, 2009 Katherine Earley,)Office of English Language Acquisition, MA Department of Education—MA DOE Curriculum Frameworks
2. March 9, 2009 Dr. Berta Berriz, Literacy Coach, BPS and Faculty, Lesley University—Biliteracy Development Theory and Practice
3. March 30, 2009 Dr. Magaly Lavadenz, Director of Bilingual and Biliteracy Program, Loyola Marymount University—Accurately Assessing ELLs
4. April 13, 2009 Teresa Schwarz, ESL Teacher, Stoughton Public Schools, Teaching and Assessing Bilingual Students' Writing

5. April 27, 2009 Dr. Barbara Flores, Professor in Language, Literacy, and Culture, California State University, San Bernardino—Developing Language and Literacy Rich Learning Environments for ELLs
6. May 4, 2009 Richard Rakobane, Adult ESL Educator, Developing and Using Writing Rubrics with Adult Learners

Academic Year 2009-2010 (Sept 2009-July 2010)

During the third year of the project, I continued to bring in national, state, and local parent education, adult education, and literacy experts. The goal is to provide a total of 21 in-service training workshops in the general areas of parent education, literacy instructional strategies, and literacy assessment..

Fall 2009 Semester. Over the fall semester, four (4) in-services were held which focused on writing effective lesson plans and creating culturally congruent writing assessment rubrics.

1. September 18, 2009 Richard Rakobane, Adult ESL Educator, DOE MA Adult ESOL Framework
2. October 2, 2009 Richard Rakobane, Adult ESL Educator, Writing comprehensive parent education lesson plans
3. November 6, 2009 Richard Rakobane, Adult ESL Educator, Creating writing rubrics for evaluating parents/students English language development (Implementing the rubrics in the classroom)
4. December 18, 2009 Richard Rakobane, Adult ESL Educator, Follow-up session. Participants shared the results of implementing the writing rubrics and worked on refining the rubrics

Spring 2010 Semester. For the spring 2010 semester, I have planned 14 in-service training in the areas of parent education, community involvement in the schools, community literacy program development, adult writing assessment practices, and differentiated instruction for adults.

1. January 29, 2010 Richard Rakobane, Adult ESL Educator, Writing Rubric development and use with Adult Learners
2. February 22, 2010 Alice Levine, Boston Public Schools Family Education Coordinator and Educator for High Impact Strategies for Engaging Families in Children's Learning. (Helping parents assist their children with literacy homework..)
3. February 26, 2010 Introductory in-service by Ms. Judith M. Y. Alexandre, Multilingual Action Council on the general topic of parent education and

specifically on introducing parents to BPS and Brockton report card formats and state-mandated standardized tests (MCAS, MEPA, and MELA-O)

4. March 1, 2010 Maria Gonzalez, Parent Educator Consultant (Will share literacy activities that she utilizes with parents to make them aware of school's literacy expectations of children.)
5. March 8, 2010 Dr. Curt Dudley-Marling, Professor of Education, Boston College (Will discuss his research on culturally and linguistically diverse parents and communities and their interactions with the schools. Has also written extensively on the "deficit model" in education.)
6. March 22, 2010 Dr. Lunine Pierre-Jerome, Boston Public Schools, Parent and Community Organizer and Researcher (expert on low literacy adolescent Haitian immigrant students) (Will discuss her work as community organizer and researcher.)
7. March 26, 2010 In-service training by Ms. Maria Gonzalez, Parent Education Consultant, around helping parents better assist their children with language and literacy development opportunities during naturally occurring activities in the home.
8. March 29, 2010 Dr. Barbara Flores, Professor of Language and Literacy, California State University in San Bernardino (Biliteracy and Whole Language expert) (Will discuss her literacy work with working-class Latino parents in the Southwest.)
9. April 5, 2010 Dr. Joao Rosa, Professor of Education, UMass/Dartmouth (Will share his research and community organization efforts in Brockton, MA with Cape Verdean adolescents.)
10. April 15, 2010 Dr. Alberto Ochoa, Professor in Policy Studies, Language, and Cross-Cultural Education at San Diego State University and Co-founder of PIQUE (Parent Institute for Quality Education) (Will share his 30 years of experience organizing parents and community in California.)
11. April 26, 2010 Ned McCabe, Founder and Chair of Portsmouth Reads (Will share his experiences as founder of this parent/community literacy project.)
12. April 30, 2010 In-service training by Ms. Wendy Quinones, Adult Education Consultant, (Helping adult educators more effectively differentiate their instruction in classrooms where students are at various English language and literacy levels.)

13. May 29, 2010 In-service training by Boston Public Schools and Brockton Public Schools District Parent Liaisons around the role and responsibilities of Parent Liaisons
14. May 3, 2010 Judith Alexandre, Director of the Multilingual Action Council at Wheelock College and BPON (Boston Parent Organizing Network)(Will share her techniques for organizing parents)

Begin Planning for May 2011 First Parent Education Conference

Finally, throughout the spring and summer 2010 semesters, we will begin planning and preparing for the project's first parent conference tentatively scheduled for May 2011. (The second and last parent conference will take place during the last year of Title III funding in May 2012.) As of February 2010, project staff is currently developing a blueprint for the conference. The goal is to develop and carry out a one-day parent conference held at UMass/Boston in May 2011.

Summer 2010

Summer Parent Education Institutes

Plans are currently underway to develop a three-day summer institute that runs from June 16-18, 2010, carried out by Judith M. Y. Alexandre (Multilingual Action Council and Boston Parent Organization Network) to present participants with the opportunity to develop knowledge and skills to effectively work with parents in meeting the needs of their children in school.

A second three-day summer institute, June 23-25, will be developed to review and implement parent education curricula-- Parenting for Academic Success by Janet M. Fulton, Laura Golden, Betty Ansin Smallwood, and K. Lynn Savage and Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy by Gail Weinstein (Editor).

Plans for Academic Year 2010-2011

As in the past three years, I expect to continue providing numerous and varied in-service training opportunities to project participants during the coming year. Workshop leaders will be brought in to continue to address various facets of parent education that include, helping parents assist their children with literacy activities and other homework, assisting parents in better understanding state language arts frameworks, standardized tests required of their children as well as report card grading practices. In addition, the workshops will focus on strategies for developing parents' English literacy skills and oral language proficiency via the use of culturally responsive instructional methodologies and assessment practices. The emphasis on authentic assessment will continue and participants will study and use various assessment protocols listed in the text, Authentic Assessment for English Language Learners by Michael O'Malley and Lorraine Valdez

Pierce. Finally, special effort will be made to familiarize participants with already existing district parent education agencies, personnel, and activities.

May 2011 One-day Parent Education Conference

In May 2001, the first one-day Parent Education Conference will be held at UMass/Boston.