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| **Title:** | Bilingual Program | | | | **Date**: | Feb 7, 2024 | |
| **Group Members:** | Charise Pimentel  Juanita Silva  Kiyomi Colegrove  Mitch Ingram  Luz Murillo  Patrick Smith  Luz Maldonado Rodriguez  Jose Martinez | | **Cycle#**: | ? | | **Driver:** | ? |
| **What change idea is being tested or explored?** | | Workshops for BTLPT, presenting PPR items in Bilingual Ed courses, inviting OEP to visit classrooms to discuss exam process, requiring Spanish in written assignments, | | | | |  |
| **What is the overall GOAL of the project?\*** | | Increase PPR and BTLPT Spanish, Bilingual Education Supplemental exam scores for Bilingual Education Majors | | | | |  |

\*Identify your overall goal: To make something work better? Learn now a new innovation works? Learn how to text in a new context? Learn how to spread or implement?

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| **1) PLAN** | | |  | **3) STUDY** |
| **Questions:** Questions you have about what will happen. What do you want to learn? | **Predictions:** Make a prediction for each question. Not optional. | **Data:** Data you’ll collect to test predictions |  | **What were the results?** Comment on your predictions in the rows below. Were the correct? Record any data summaries as well. |
| Implement 5-10 min of instruction in BILG 4362 (Dr, Silva’s Class, Block 2) & BILG 3321 (Dr. Ingram’s class, Block 1) to discuss PPR items by domains in 2024. | Increase percentage test scores of PPR exam to meet standards. | Before and after exam PPR scores. Before (Prior 3-5 years, forthcoming) and after PPR (2024) data in changes occurring across passing rate and those that took it. | ➔ |  |
| Dr. Colgrove and Dr. Ingram invited OEP to their classes to discuss with Bilingual Ed students the testing process. Students generated questions beforehand and sent them to OEP to maximize meeting. | Increase knowledge on when to take the exams, where to find funding, and timeline of when to take these exams. | More candidates taking exams sooner, and more appropriately. | ➔ | Increased understanding and insecurities have been alleviated. Confidence has been built. |
| Dr. Ingram conducted a 3 hour workshop for the BTLPT exam, after each semester in 2024. |  | Before and after BTLPT scores 2024 to 2025 | ➔ | 2025 to date |
| Dr. Pimentel and Dr. Smith taught content related to the Bilingual Education Supplemental Exam |  | Before and after BTLPT scores 2024 to 2025 | ➔ | 2025 to date |
| Bilingual Ed Instructors are delivering instruction in Spanish and implementing assignments that require teacher candidates to write and present in Spanish | Increase percentage scores for the Bilingual Ed Supplemental and BTLPT Spanish exams | Before and after BTLPT scores 2024 to 2025 |  | Academic Spanish is being more developed in their writing. |
| Outside help from an instructor, Ms. Maldonado, teaches accents for the BTLPT. She does four 1.25 hour lessons on accent marks (diacritics) and orthographic rules. | Increase percentage scores for the BTLPT Spanish exams | Before and after BTLPT scores 2024 to 2025 |  | Students are becoming more aware and are correctly using accent marks and standardized spelling. |
| **Details**: Describe the who/what/when/where of the test. Include your data collection plan. | | |  | **What did you learn?** |
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| **2) DO**: Briefly describe what happened during the test, surprises, difficulty getting data, obstacles, successes, etc. |  | **4) ACT** Describe modifications and/or decisions for the next cycle; what will you do next? |
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