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GEORGIA PRIMARY EDUCATION PROJECT

**MONTHLY REPORT
NOVEMBER 1 – NOVEMBER 30, 2012**

**Contract No. AID-114-C-09-00003
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MONTHLY REPORT

November 1 – November 30, 2012

At the end of November, G-PriEd staff had its first meeting with the Deputy Minister in General Education, which followed the meeting of USAID Mission Director with the Minister of Education and Science (MES). The discussion was fruitful and the project learned that the Ministry will no longer conduct direct oversight of schools' routine work and operations. As a result, in response to G-PriEd's request to approve the pilot school sampling strategy and initiate random sampling of schools, the MES advised G-PriEd to conduct an information campaign targeting schools which encourages them to apply to participate in project interventions, and select interested schools in accordance with the numbers included in the sampling strategy.

During the reporting period, project staff continued to manage task force meetings to finalize items in reading and math for diagnostic assessment; children's book writers to review stories for leveled readers; and training module writers to finalize content for training delivery. In addition, G-PriEd hired an international and a local consultant to renew the parent engagement work, met with the Ministry to finalize the parent engagement field work, including working group meetings and focus groups with teachers, principals, and parents.

The preparation work for the validation study was completed including stage planning, hiring, and scheduling activities, such as training of data collectors, test form finalization, and school selection. The MES approved the sampling of 30 schools selected for the validation study, which enabled G-PriEd to initiate the study. In support of diagnostic assessment administration, G-PriEd started to develop data analysis software and to procure 30 netbooks for transfer to the USAID contractor that will conduct the G-PriEd impact assessment.

This month, G-PriEd staff continued to work on several models of administration of training delivery and completed preparation of the expression of interest for local training service providers, which will be announced in early December. In addition, the contracted video production company completed scripts for five films (two in math and three in reading) and started to prepare for production. Since it was decided to finalize the films on diagnostic assessment (three in math and one in reading) after the validation study, the schedule of activities was revised accordingly.

At the end of November, G-PriEd organized a retreat for staff to develop the workplan for Year 2 based on the revised pillars. It was agreed with USAID to initiate the contract and budget realignment upon finalization of the budget based on student numbers and locations of the pilot schools. Below, we provide further detail of this month's activities, which follow the new revised outline of the Gantt chart.

Outcome 1. Reading and Math Instruction Improved

Output 1.1. Improve Teacher Effectiveness in Teaching Reading and Math, as Well as in Using the Formative-Assessment-Based Teaching Approach in Reading and Math

A. Develop, propose, and support the implementation of school-based mechanisms for promoting professional development for math and reading teachers

1. Develop a concept for improving teachers' instruction of reading and math through (1) training and (2) school-based professional development, and integrate it with the MES' concept of state-provided professional certification and continuous professional development. This concept will cover the procedures for nominating teacher circle facilitators. In November, G-

PriEd staff worked to align the content of the teacher learning circles with the math and reading training so that these ideas are reinforced during the training period.

3. Hold conferences with principals and boards of trustees (BoTs) in the pilot schools to introduce the plan to improve teachers' instruction of reading and math. As per the MES decision to encourage — rather than direct — engagement of schools in G-PriEd's school-based interventions, G-PriEd put together an information campaign plan and developed informational and application packages (see Annex A) to be distributed to all public schools by the MES directly and through Education Resource Centers (ERCs). In addition to the informational campaign conducted by the MES, G-PriEd staff will make phone calls as outreach to all public schools and staff will be available to answer any questions concerning the application. To support this process, G-PriEd has hired two short-term communication assistants who will contact public schools to provide additional information. These assistants will also collect and enter application information in a database as needed. G-PriEd will receive application forms from public schools for the period December 17 through December 21, 2012. Due to the limited number of slots for participating schools, applications will be accepted as they are received (first come, first serve). Schools will be selected by the end of December 2012 based on the submission of the application and a signed memorandum of understanding with G-PriEd (outlining the responsibilities of each party). Following that, G-PriEd will hold principal conferences in January to orient selected schools. The final dates will be determined in consultation with the Ministry and USAID.

B. Identify national trainers of reading and math, design TOT program for them, and provide guidance on training teachers and teacher facilitators

1. Hire national trainers in reading and math in close collaboration with the Teacher Professional Development Center (TPDC). Since G-PriEd plans to outsource training administration through fixed-price contracts with one or more local organizations, national trainers will be hired by the subcontractor(s). As national trainers must possess subject skills in reading and math and come from the region of selected schools G-PriEd, in consultation with USAID, decided to continue recruitment in order to ensure adequate representation by regional trainers. During November, G-PriEd re-announced the positions through ERCs, and interviewed 16 individuals and selected several. This brings G-PriEd's roster of national trainer candidates to a total of 72. Recruitment will continue through January.

The selected subcontractor(s) will be asked to nominate candidates to attend G-PriEd's training of trainers (TOT) along with the identified candidates. All candidates will have to pass the exit exams in order to qualify for a national trainer slot. In support of this plan, G-PriEd staff will develop a national trainers' evaluation scheme and tools for assessing skills, knowledge, and competencies of candidates during the TOT. After the TOT, all trainers will be evaluated and ranked based on their strengths/weaknesses. The evaluation will enable G-PriEd and its subcontractor(s) to eliminate unqualified trainers and pair less experienced trainers with advanced ones in a mentoring partnership to increase skills. Subcontractor(s) will observe the TOT, review the exam results, and make final hiring decisions.

3. Develop TOT manuals for national trainers in reading to use in their trainings for teachers. During the reporting period, reading module writers held a one-day mock training to test training materials and gauge reaction of teachers. The mock training generally went well, but illustrated two training needs. First of all, trainees found the mock lessons most useful to help them understand how to deploy new classroom skills and tended to remember the information presented in this format most clearly. Second, trainees did not have enough time to talk through and adequately understand the new five-element conception of reading included in the training (phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension). As a result,

the project is planning to add additional training days to provide more time for grappling with and understanding this five-element concept of reading.

4. Develop TOT manuals for national trainers in math to use in their trainings for teachers.

In November, the Math Module Writers Group completed nearly all draft math and methodological materials for Grade 1-4 teacher training module and draft math and methodological materials for Grade 5-6 teacher training module. In addition, the group developed the Trainer’s Guide (instructions and instruments) for most of the modules’ materials. Currently, the modules lack pre- and post-tests for participants and the session on math teaching/learning supportive environment. These materials are in development.

On November 17, the team delivered a one-day mock training for teachers from private schools. Math Improvement Director Giorgi Nozadze and team members Lali Berishvili and Zurab Vakhania delivered the mock training. The immediate finding of the activity was that there is too much content for the currently planned training days. As a result, G-PriEd staff plan to increase the total number of math trainings by two days.

5. Develop training of trainers’ manual for national trainers of teacher circle facilitators.

Ketevan Chachkhiani developed the outline of the two-day training module for teacher circle facilitators (see Annex 2). The content of the outline corresponds with the main Teacher Circle activities and roles and responsibilities of teacher circle facilitators, as described in the concept paper. In December 2012 – January 2013, the G-PriEd team will develop the full version of the module with the assistance of the international consultant to be recruited in December 2012.

6. Video and multimedia assistance for trainings. In November, G-PriEd’s subcontractor video production company, together with the math and reading consultants, developed and finalized scripts for three films in reading and two films in math. Rehearsal and shooting will take place in December (see topics below):

Reading Videos	Math Videos
<ol style="list-style-type: none"> 1. Differentiated instruction in reading 2. United reading and united writing 3. Application of additional reading materials (leveled readers) in reading instruction. 	<ol style="list-style-type: none"> 1. Active constructivist math teaching (grade 1-3) 2. Active constructivist math teaching (grade 4-6)

Since the work on the diagnostic assessment tool is taking more effort and time than originally planned, and because the validation study will be completed in the first half of February, it was decided to shift script finalization and shooting to March 2013 for the following films (which all relate to the diagnostic assessment, which will be introduced in classrooms in October 2013):

Reading Videos	Math Videos
<ol style="list-style-type: none"> 4. Diagnostic assessment of reading 	<ol style="list-style-type: none"> 3. Diagnostic assessment of math 4. Differentiated math teaching based on diagnostic assessment results (grade 1-3); 5. Differentiated math teaching based on diagnostic assessment results (grade 4-6).

6. Hire national trainers in reading and math in the close collaboration with the Teacher Professional Development Center. During this reporting period, G-PriEd staff screened applicants’ CVs received via ERCs to fill vacant national trainer spots in several regions (Guria, Samegrelo-Zemo Svaneti, Adjara, and Racha-Lechkumi). G-PriEd staff re-announced the

vacancy using specific ERCs with the aim of securing at least two local trainers per region as requested by USAID. G-PriEd staff plan to conduct final interviews in mid-December to select the last national trainers. The number of required national trainers might change should the size of sample pilot schools change (affecting the number and distribution of the cohorts).

C. Support national trainers to train teachers and teacher facilitators in the pilot schools in methods they can use to improve reading and math outcomes

1. *Develop list of pilot schools, in consultation with MES, its EMIS department, and USAID (so it fits the need of the external impact evaluation); seek to ensure that schools from regions and rural areas are represented proportionally.* At the end of November, G-PriEd staff discussed the sampling strategy approach with the Deputy Minister and the Head of International Public Relations, and taking into account the Ministry’s decision to engage (and not direct) schools, agreed on the following: 1) a sampling strategy that ensures equal representation of schools from different regions, of different school sizes, and of different languages of instruction has been approved by the MES; 2) G-PriEd will develop an informational page and an application form in Georgian and Russian languages; 3) the MES will upload the information package on the MES website and will send the link to all school principals via SMS; 4) the MES will email the informational package to ERCs and directly to schools via intra-net and will share the most updated contact list with G-PriEd; 5) the Minister will make a public announcement on TV about this joint initiative; 6) following SMS and e-mail distribution, G-PriEd will make phone calls to school principals and will encourage them to read the information and submit the application form; 7) G-PriEd will make the screening and the initial selection of schools as per the sampling strategy. In case of excess or deficit of schools, the MES will be engaged to make the final selection.

In addition, once a school submits an application form and fits the sampling strategy requirements, G-PriEd will send it an MOU that provides a detailed description of the role and responsibilities of both parties: G-PriEd and the school. Upon signing, the school will be considered as selected to participate in G-PriEd’s pilot.

The table below provides the summary of the sampling strategy:

#	Region	Language of Instruction	School Size by students in grades 1-6			Total # of schools per region
			1-299	300-599	≥ 600	
1	Adjara	Georgian	9	2	1	12
2	Guria	Georgian	4	1	1	6
3	Tbilisi	Georgian	1	2	6	9
4	Imereti	Georgian	15	2	1	18
5	Kakheti	Georgian	6	2	1	9
		Ethnic-Minority	1	1	1	3
6	Mtskheta-Mtianeti	Georgian	3	1	1	5
7	Racha-Letchkhumi and Kvemo Svaneti	Georgian	8	1	0	9
8	Samegrelo and Zemo Svaneti	Georgian	10	1	1	12
9	Samtskhe-Javakheti	Georgian	4	1	1	6
		Ethnic-Minority	5	1	1	7

#	Region	Language of Instruction	School Size by students in grades 1-6			Total # of schools per region
			1-299	300-599	≥ 600	
10	Kvemo Kartli	Georgian	2	1	1	4
		Ethnic-Minority	7	1	1	9
11	Shida Kartli	Georgian	6	2	1	9
12	Abkhazeti	Georgian	3	0	0	3
Total			84	19	18	121

G-PriEd hopes to complete the above tasks by the end of December.

2. *Develop list of control schools, in consultation with MES and its EMIS department; the total number of control schools should be commensurate with the number of pilot intervention schools.* Participation in G-PriEd’s Impact Study as a control school will disqualify a school from engagement with G-PriEd, both in the pilot and in the expansion phases. Since engagement in such an activity cannot be volunteer-based, G-PriEd can assist USAID’s contractor in facilitating the selection process by requesting the MES to use EMIS to select the list of the control schools. This list will be used by G-PriEd in the selection of the schools for the expansion phase. Selection of the control schools will take place after selection of the pilot schools, i.e. in January or early February 2013.

4. *Design detailed schedule for training for grades 1-6 teachers and teacher facilitators in the pilot schools, and assign national trainers to geographically proximate cohorts of teachers.* Following consultations with USAID, G-PriEd staff finalized an expression of interest (EOI) document that invites interested companies to submit a simplified proposal to administer G-PriEd’s pilot training. In its proposal, each interested organization will include illustrative costs and the number of lots (out of four) it wishes to apply for. Each of the four lots covers approximately a quarter of Georgia. The reasoning for this division is to encourage participation of regional organizations and NGOs. The EOI process will be closed on December 17 and the pre-selected companies will be invited to recruit and nominate candidates for the national trainers’ positions in reading and math. The pre-selected organizations will observe the TOT session and upon final selection of trainers by G-PriEd and potential subcontractor(s), the pre-selected organizations will be asked to submit their cost proposals for training administration. Upon review of the cost proposals and negotiation, G-PriEd will issue fixed-price contract(s) for the training administration. At that time, the subcontractor(s) and G-PriEd will make the schedule of trainings and assign national trainers to geographically proximate cohorts of teachers.

Output 1.2. Increase the Availability and Use of Age and Language-Appropriate Reading Materials and Supplies for Learning Math

A. Develop paper-based and electronic age- and language-appropriate reading and math materials (i.e., for grades 1-6 and in Georgian language)

2. *Develop readability criteria and benchmarks for levels of reading in the Georgian language, including for Georgian as a second language; identify an appropriate number of levels of reading for primary grades.* In the month of November, G-PriEd staff met with linguists to hear their recommendations regarding the elements that should make up a readability formula in Georgian. Linguists recommended criteria such as word length and sentence length as well as a range of Georgian grammatical structures that should be employed gradually as readers get older and more experienced. G-PriEd staff also met with a range of teachers to hear their

recommendations. Teachers recommended word length and sentence length and also discussed the complexity of the story (for example, how easy it is to understand the main point of the story). In December, the working group will meet to begin to compile this range of key characteristics into draft criteria that will be used to establish the project's planned 18 reading levels.

3. Develop supplementary leveled reading materials. G-PriEd staff compiled criteria and procedures to be used to select topics/stories for the leveled readers that the project will produce. These procedures and criteria have been reviewed by the project's COR. G-PriEd staff also compiled a list of all stories created by the project to date as well as how they relate to the topics agreed upon with the COR. In December, the selection process will begin and the project will identify stories (or topics) that will fall into one of three categories of books the project will produce:

- Books that will be illustrated in color, printed, and delivered to pilot schools;
- Books that will be illustrated in color and prepared as e-books on students netbooks (bukis); and
- Books that will be illustrated in black and white and available to be printed from the internet for teachers or parents.

B. Distribute age- and language-appropriate reading and math materials, paper-based and electronic

3. Provide low-cost technologies (specifically, CD players) to minority-language and other target schools. The CD and DVD players, together with the projectors and screens, arrived at the end of September. Since these items will go to G-PriEd pilot schools, request for their disposition will be prepared and submitted to USAID once the pilot schools are finalized.

4. Provide grade-appropriate visual aids and manipulatives for math learning to the pilot and the other target schools of the project. Together with the CD and DVD players, G-PriEd received five types of math manipulatives at the end of September. These will be distributed to the pilot schools in parallel with the trainings of teachers in math, which is expected to take place in February or March 2013. Illustrative activities with math manipulatives was integrated into the teacher training modules, and these tools were presented to teachers at the math mock training through demonstrated lesson activities. The manipulatives will also be used in videos about a constructivist approach to teaching math.

In addition, G-PriEd is collecting bids for production of other visual aids in reading and math, such as laminated paper posters and fabric posters with detachable details. In this activity, G-PriEd will coordinate with Save the Children, which has produced some visuals in math, which can be replicated or adapted for G-PriEd needs.

Outcome 2. Reading and Math Delivery Systems Improved

Output 2.1 Promote professional standards and support professional development for teachers and administrators

B. Expand the project-developed school-based professional development model, adjusting it as needed for rural and ethnic minority schools, and support appropriate policy changes to improve teacher professional development

4 Build capacity of school principals to support reading and math instruction; in line with the teacher training in the pilot and other target schools, conduct training for schools principals in

instructional leadership and parent engagement. G-PriEd plans to hold three-day trainings for the principals of 121 pilot schools in February-March 2013. For this purpose, G-PriEd staff developed an outline of the training module that includes the areas of instructional leadership, support for G-PriEd teacher professional development program and parent engagement (See Annex 3). The full version of the module will be developed in January with technical assistance from the two local course designer/trainers. In November, G-PriEd announced and solicited applications. Selection and hiring will be completed in December 2012.

Output 2.2 Strengthen the System for Testing Reading and Math Outcomes Through Classroom Diagnostic Assessments

A. Develop diagnostic assessment methodology in reading and math

1. (a) Develop the diagnostic assessment methodology (reading). During the reporting period, the reading task force continued reviewing and revising materials for the two comprehension sub-tests of the diagnostic assessment (one for narrative texts and one for informational texts). Once that work was completed, the task force assembled and peer reviewed two test forms per grade. They put together separate administrative tools for students and for the data collectors, who are administering the diagnostic assessment during the validation process. In addition, task force members developed the administration guidelines for data collectors to use.

1. (b) Develop the diagnostic assessment methodology (math). During November, the task force members created 490 items for the item bank. Two of them revised more than 110 items from cycle 1 and 2. Illustrators also developed improved images to accompany the items. In December, the task force plans to complete two diagnostic assessment forms for each grade 1-6 and create additional items for a total of 1,380. Some of them will participate in training of data collectors and observe the validation study. Following the validation study results, the task force will improve and finalize the test forms. Finally, task force members created administrative guidelines that the data collectors will use during the validation study (described below).

4. Test the diagnostic assessment methodology in approximately 20 schools. In November, G-PriEd team concluded the preparation work for the validation study, including:

- hired seven data collectors;
- finalized the implementation plan that includes three stages
 - stage 1, first week of December: 2-3 schools out of 30 to test the administrative procedures and make adjustments as needed;
 - stage 2, second-third week of December: 6-8 schools to continue testing and second-fourth week of January: data entry, analysis and adjustment of test items and test forms;
 - stage 3, first-second week of February: administration of improved test form in 20 schools and second-fourth week of February: data entry, and finalization of test items and test forms;
- completed the training module in test administration;
- planned a one-day training session for the data collectors, scheduled for December 2, 2012.

5. Develop or adapt an electronic system for data entry and analysis of assessment results.

In November, G-PriEd prepared a technical description and requirements for the software to facilitate data collection and analysis. The software will use a free resource at eEgra.com as the basis and will be decoded and adapted to ensure its applicability with the G-PriEd diagnostic assessment tool. The software final draft will be ready by the third week of January. At USAID's

request, G-PriEd is going to procure 30 netbooks to be used for the field data collection by USAID contractor (G-PriEd Impact Study). Before transfer of software and hardware, the software will be field-tested by G-PriEd data collection during the third stage of the validation study.

Outcome 3. Community and Public Engagement, Accountability, and Transparency Enhanced

Output 3.1. Promote Expanded Student Participation in Reading/Math Activities and Parent Engagement in Children’s Reading/Math Outcomes Through School-Based Committees and Implementation Plans

A: Promote expanded student participation in reading/math activities and parent engagement in children’s reading/math outcomes through school-based committees and implementation plans

1. *Work with MES to develop a model of parent engagement.* G-PriEd met with the Deputy Minister Aluda Goglichidze and the head of the Department of International Relations and Programs Nato Javakhishvili to agree on the parent engagement model development direction and the schedule. G-PriEd agreed with the Ministry on the following:

- The parent engagement model will be focused on children’s learning process;
- In its first stage, the parent engagement program will be implemented in G-PriEd pilot schools and at the end of the pilot year, the model will be evaluated;
- The program should be specific (with the detailed tools and instructions) and be tailored, to the extent possible, all types of families/communities;
- G-PriEd’s communications planning specialist will assist the MES to design the PR campaign promoting parent engagement model to the wider society
- School principals from G-PriEd’s pilot sample schools will be trained in parent engagement model;
- Focus groups will be conducted with principals, parents, and teachers to find out the current situation in Georgian schools and collect information on how they envision parent engagement with schools. Focus groups should cover almost all regions of Georgia and all types of schools (small, medium, big, urban/rural, different language of instruction, etc.);
- The parent engagement model will be revised in collaboration with the MES working group based on the outcome of the focus group results.

Based on the above, the parent engagement schedule is as follows:

#	Activity	November	December				January	February	March	April	May	June	July	August	September	October	November	December	January
		W4	W1	W2	W3	W4													
1	Conduct focus groups																		
2	Consultant's field visit in Georgia																		
3	Together with the MES parent engagement working group, conduct 2 sessions to																		

#	Activity	November	December				January	February	March	April	May	June	July	August	September	October	November	December	January
		W4	W1	W2	W3	W4													
	develop model																		
4	Design the PR strategy																		
5	Finalize parent engagement model																		
6	Develop training module for the school principals regarding parent engagement model																		
7	Train school principals on agreed model																		
8	Implement revised model in G-PriEd pilot schools																		
9	Evaluate implemented model																		

G-PriEd hired a local consultant, Maka Tedoradze, as short term support for conducting focus groups in different regions of Georgia. Thus far, the focus groups were conducted in the following regions: Shida Kartli (Karaleti), Imereti (Samtredia), Samegrelo (Zugdidi), Adchara (Shuakhevi), and Samtskhe-Javakheti (Borjomi). In above-mentioned regions, the focus groups were conducted with the teachers and parents and individual interviews were held with the school principals. More focus groups are planned during the visit of Parent Engagement Consultant, Joni Sample, to Georgia (December 3-16, 2012). A summary of the focus group results (from all regions) will be included in the next monthly report.

Annex 1: Informational Package for Schools

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Annex 2:

Training Module for Teacher Learning Circle Facilitators

Outline of the Module

1. Overview of the Teacher Learning Circles and the Role of Facilitators

- 1.1. Introduction to Teacher Learning Circles (Goals, characteristics for success, activities)
- 1.2. The roles and responsibilities of facilitators
- 1.3. The role and responsibilities of teachers: Who is and who is not the facilitator

2. Facilitation Skills

- 2.1. Overview of effective facilitator skills and competencies
- 2.2. Facilitating techniques
 - Verbal techniques
 - Non-verbal techniques
 - Recording techniques
 - Reading the group
- 2.3. Facilitating meetings
 - Meeting phases
 - Defining ground rules
 - Creating agendas
 - Managing the meeting environment
- 2.4. Dealing with conflicts: preventions and interventions

3. PLC activities: How to Run them Effectively

- 3.1. How to facilitate data meetings
- 3.2. How to facilitate model lesson sessions and lesson study groups
- 3.3. How to facilitate inquiry groups
- 3.4. How to support classroom visits among teachers

Annex 3

Training for School Principals

Outline of the Training Module

Part 1. Effective Schools and Principals

1.1. Characteristics of Effective Schools and the role of School Principals in Creating Effective Schools

- A Clear and shared focus
- High standards and expectations for all students
- Effective school leadership
- High levels of collaboration and communication
- Curriculum, instruction and assessments aligned with standards
- Frequent monitoring of learning and teaching
- Focused professional development
- A supportive learning environment
- High levels of family and community involvement

1.2. The Role of School Principals in Creating Effective Schools

- Decide what is important
- Establish processes and implement what is important
- Monitor and support the implementation plans
- Reflect and adjust

Part 2. Teaching Reading and Math at Schools in Primary Schools

- Importance of Teaching Reading and Math
- Critical elements of an effective reading (math) program in primary schools
- Critical tasks for principals in supporting reading and math programs in the primary schools
 - Providing leadership for effective classroom instruction
 - Providing leadership for evidence-based Decision-making
 - Providing leadership for school-level planning and implementation of effective interventions

Part 3. School-based Professional Development for Teachers – G-PriEd Model

- Why school-based professional development? - Evidence from research in the field
- Goals and description of professional development activities (either under coaching or Teacher Learning Circles, as will be decided): roles and responsibilities of facilitators (or coaches) and teachers;
- The role of school Principals: Planning, Supporting, Monitoring and Evaluation of professional development program.

Part 4. Parent / Community Engagement

- Why family and community involvement is important?

- Purpose and definition of family and community involvement
- Implementation recommendations
 - Family involvement practices for schools
 - Community involvement practices for schools

Part 5. Introduction to Diagnostic Assessment and Differentiated Instruction

- Best reasons to differentiate instruction
- Policies and leadership practices that are most apt to promote or block differentiation
- Ways to implement the change process in stages and support teachers through staff development
- Strategies for communicating the benefits of differentiation to parents and the community

Part 6. Remediation Programs – Response to Intervention (RTI)

- Definition of RTI and its main principles
- Major components of RTI
 - Leadership
 - Curriculum and Instruction (Multi-tiered model of intervention)
 - School climate
 - Problem-solving process
 - Assessment
 - Family and community engagement
- Key roles and expectations in RTI
 - School principals
 - Teachers
 - Parents and guardians
 - Problem-solving team members
 - RTI coordinator / designated consultant / coach
 - School psychologist