

Collaborative Bilingual Administrator Training Grant (CBAT)
University of Houston-Clear Lake
Nation Professional Development Program

Executive Summary-May 2005

The Collaborative Bilingual Administrator Training Grant (CBAT) has made substantial progress toward meeting the objectives found in the original grant proposal submitted in June 2002. In May 2005, 31 members of Cohort I completed a master's degree with principal certification or the principal certification program. The 3 remaining members of Cohort I whose progress was delayed/interrupted by the births of children or serious medical problems will complete the program by the end of year four. The selection of 36 additional CBAT participants in August 2004 brings the total number of CBAT participants to 70. Cohort II will finish the program in May 2007.

Goal 1- Increase the number of certified bilingual administrators

- 70 educators, bilingual and fully certified to teach in Texas, have been identified for CBAT Cohort I and CBAT Cohort II and will complete the program by May 2007.
- In addition to participants from the 7 collaborating school districts, 7 other area districts have participants in the CBAT program.

Goal 2 – Provide professional development that addresses the issues surrounding the needs of ELLs for all candidates in the UHCL administrator preparation program.

- Modules continue to be developed for use with CBAT participants, for inclusion on the CBAT Website, and for use in related courses in the principal preparation program. (Examples: *Family/Parent Involvement, Conflict Resolution, The Strategic Concept and Federal Programs*).
- UHCL faculty developed and validated The School Administrators' Efficacy Scale (SAES) to monitor all principal candidates' perceptions of their readiness to assume administrative roles. The SAES was administered to CBAT completers. SAES is the only instrument of its type currently available.

Goal 3 – Provide mentoring and support for CBAT participants, UHCL administrator candidates, and novice administrators to reduce attrition.

- In summer 2004, 26 mentors were paid stipends for their work with CBAT participants during the 2003-2004 school year and continued their support of CBAT participants throughout the Professional Internship of 2004-2005.
- After their retirements in June 2004, two principals recognized regionally as "Principals of the Year" were engaged to do on-site visits with CBAT mentors and mentees to support the mentoring process.
- As part of the Professional Internship and following a presentation about interview preparation, CBAT participants participated in 2 mock interviews conducted by area administrators.

- Tutorial services for writing, the enhancement of technology skills and research design were provided to Cohort I participants during 2004-2005.

Goal 4: Provide professional development for current administrators who are leading schools with high populations of ELLs in seven school districts.

- Dr. Frances Stetson, a nationally recognized consultant, presented a workshop, *NCLB: Achieving Adequate Yearly Progress for All* on March 3, 2005 to 36 area administrators with evaluations indicating participants perceived it as a valuable resource for expanding their knowledge about the topic.
- Workshop evaluation was developed to enhance assessment of workshop impact and facilitate follow-up activities.

Goal 5: Increase communication and collaboration with the community, including local school districts.

- CBAT Advisory Council Meetings were held on September 29, 2004 and on April 7, 2005 with a majority of members in attendance at each meeting.
- Examples of ideas implemented as a result of recommendations from the CBAT Advisory Council include the extension of the Professional Internship for Cohort I to include the entire 2004-2005 academic school year and the awards ceremony for presenting UHCL institutional Bilingual Administrator Certificates to Cohort I at completion of the program.

Goal 6: Disseminate information on meeting the needs of ELLs to current administrators in school districts throughout the State of Texas and the United States.

- The CBAT Website, linked to all collaborating districts, can be accessed at <http://cbat.cl.uh.edu/> and continues to be expanded as new modules are developed or additional information pertaining to the education of language minority students is added.
- Presentations related to the implementation of the CBAT program were made at NABE (National Association of Bilingual Educators), (NAAALS) National Association of African-American and Latino Studies and the Allied Academies International Conference.

A Focus Group Study was conducted by The Vargas Kellam Group, Inc. on September 28-29, 2004 and the annual external review of CBAT Program was continued by Evaluation and Training Consultants, Inc. (ETC) for grant year two, September 29, 2003 to September 29, 2004.

- ***“CBAT has done masterfully well in offering excellent course work, providing advisement, and offering tutorial and academic support for its first student cohort.”*** Dr. Quintin Vargas, external evaluator
- ***“Great strides have been made in achieving the planned activities. It is noted that some of the objectives have already been fully met, while some are progressing and continue to be addressed.”*** Evaluation and Training Consultants, Inc.

Cohort I, April 2005

Descriptive Statistics of SAES Subscales (Likert Scale from 1-7)				
Subscale	M	SD	Min	<i>Max</i>
Development of School Vision	6.15	0.85	4.00	7.00
School Climate Development	6.23	0.85	4.00	7.00
Instructional Leadership & Staff Development	6.30	0.67	4.58	7.00
Communication in a Diverse Environment	6.47	0.66	4.40	7.00
Use of Community Resources	6.19	0.90	4.00	7.00
Resources & Facility Management	6.37	0.67	4.20	7.00
Community Collaboration	6.11	0.80	4.00	7.00
Data-based Decision-making Aligned with Legal & Ethical Principles	6.27	0.64	4.75	7.00

M = Mean, SD = Standard Deviation, Min = Minimum, Max = Maximum

UHCL faculty developed the School Administrators' Efficacy Scale (SAES) to monitor principal candidates' perceptions of their readiness to assume administrative roles. SAES is a reliable and valid measure of school administrators' beliefs regarding their skills and abilities to accomplish particular tasks in the position of school administrator (e.g.; assistant principal). McCollum, Kajs, and Minter (2005) reported content, face, and construct (factorial) validity of the SAES. In addition, reliabilities for the instrument's subscales ranged from good ($\alpha = .81$) to excellent ($\alpha = .95$). The SAES was administered to the CBAT Cohort I in April 2005, upon completion of the CBAT program. Descriptive statistics for the CBAT completers' efficacy for school administration are reported below. The results are reported for each subscale of the SAES. Based on SAES subscales, results indicated that all participants in CBAT Cohort I expressed confidence in assuming the duties of the principal.