



Professional Growth for Educators with Emphasis on ESL and Reading

[November 2011 Report]

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Introduction

MAHI International is honored and privileged to take part in helping improve the education system in the public schools of Pohnpei. We originally adopted seven elementary schools, seeking to grasp the current status of the schools and develop comprehensive solutions to address the problems present. Our program started in August 2011 and since then we have held a workshop with all the principals of the Pohnpei public schools, conducted evaluations of all the principals and teachers in grades 6, 7, and 8, and conducted student reading assessments of all students in the aforementioned grades. The MAHI International Education Team is comprised of:

- John Schroer, Executive Director
- Miller Benjamin, Senior Educator
- Drew Robinson, Education Specialist

Methodology

Attached are the principal and teacher evaluations that we used at all the schools. These evaluations helped us understand where there is room for improvement and were instrumental in helping us compile our list of recommendations (page 7).

- Principal Evaluation – Appendix A (page 12)
- Teacher Evaluation – Appendix B (page 13)

Student reading assessment description

We used the San Diego Quick Assessment which finds a student's instructional reading level. The evaluation worked as follows: We had 12 cards, with ten words on each card. These cards were arranged from Pre-Primary (Pre-school) all the way through the 10th grade level. Each student started the assessment from two grades below their grade level. The student read every word aloud on the card. If they made three or more mistakes, they were given the card for the grade below. This would continue until the student made less than three mistakes. If a student made less than three mistakes on the first card he/she was given, they would be given the card from the next grade. This would continue until he/she made three or more mistakes. The number of mistakes were recorded on a spreadsheet for each student and entered into a database.

Examples:

Jane Smith, 6th grader

Given 4th grade card, makes 4 mistakes

Given 3rd grade card, makes 2 mistakes

→ Conclusion: instructional reading level 3rd grade

Joe Jones, 8th grader

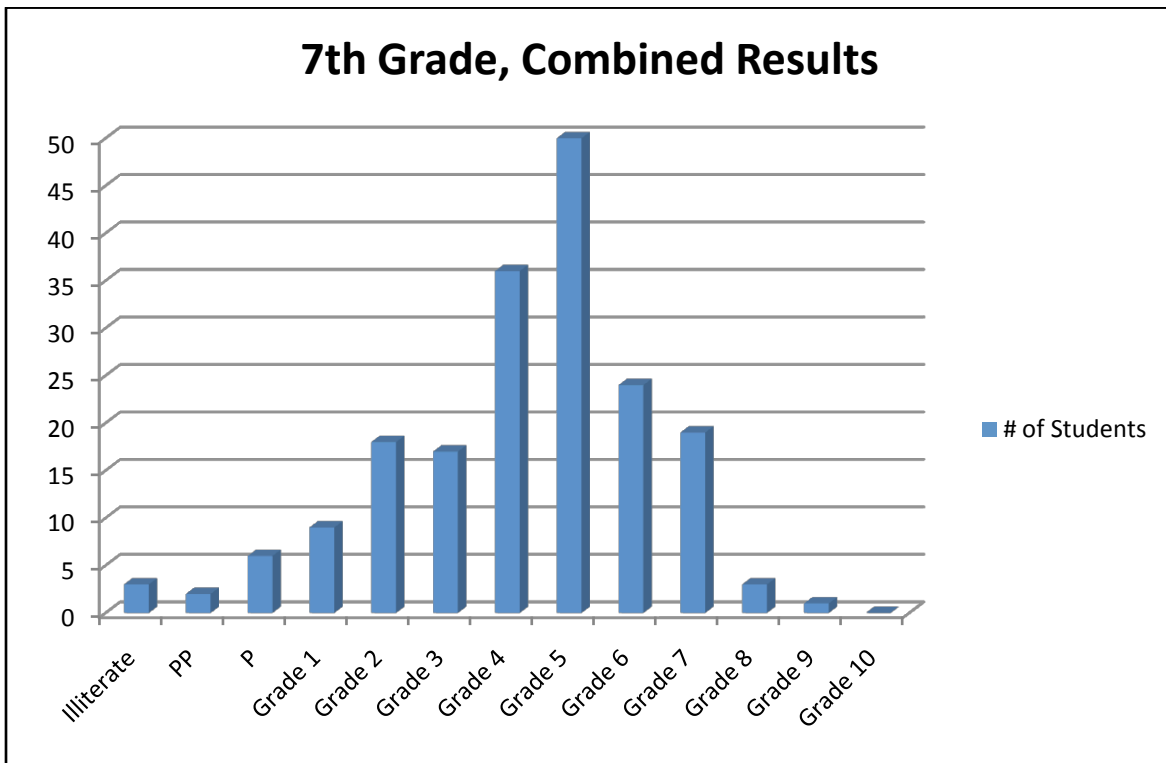
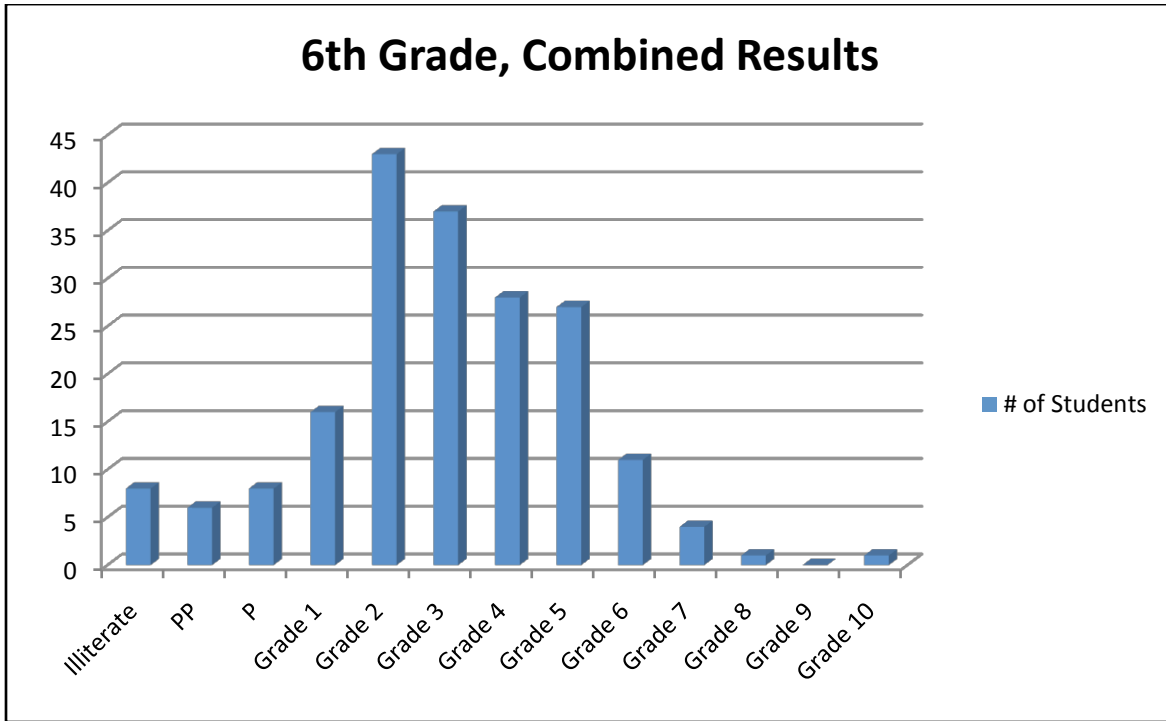
Given 6th grade card, makes 2 mistakes

Given 7th grade card, makes 3 mistakes

→ Conclusion: instructional reading level 6th grade

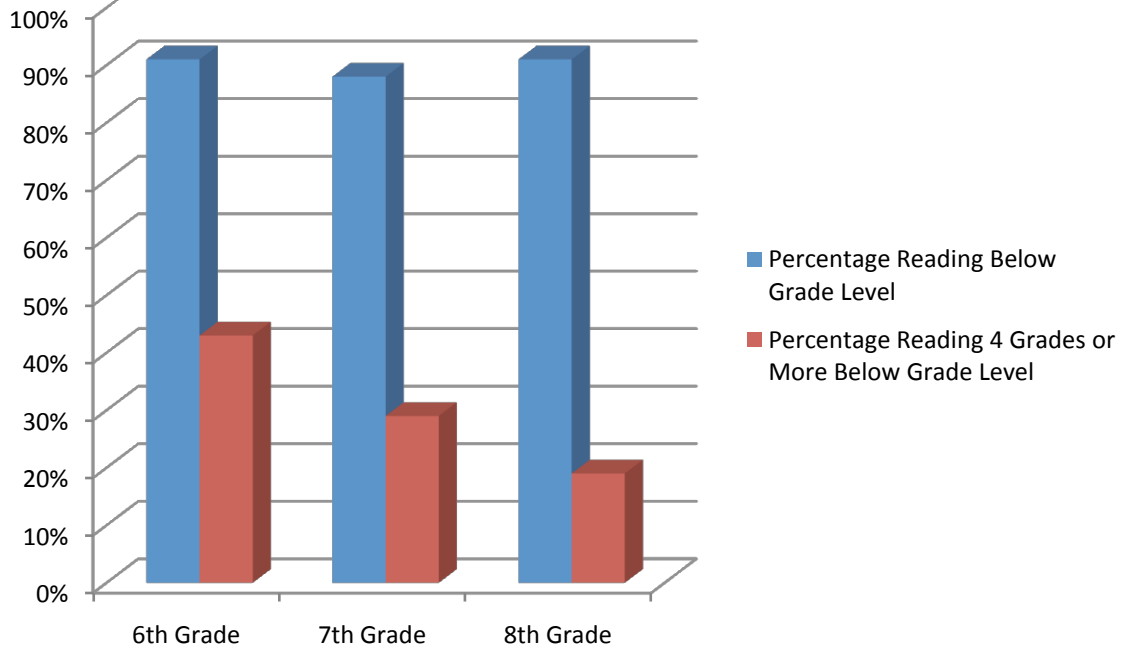
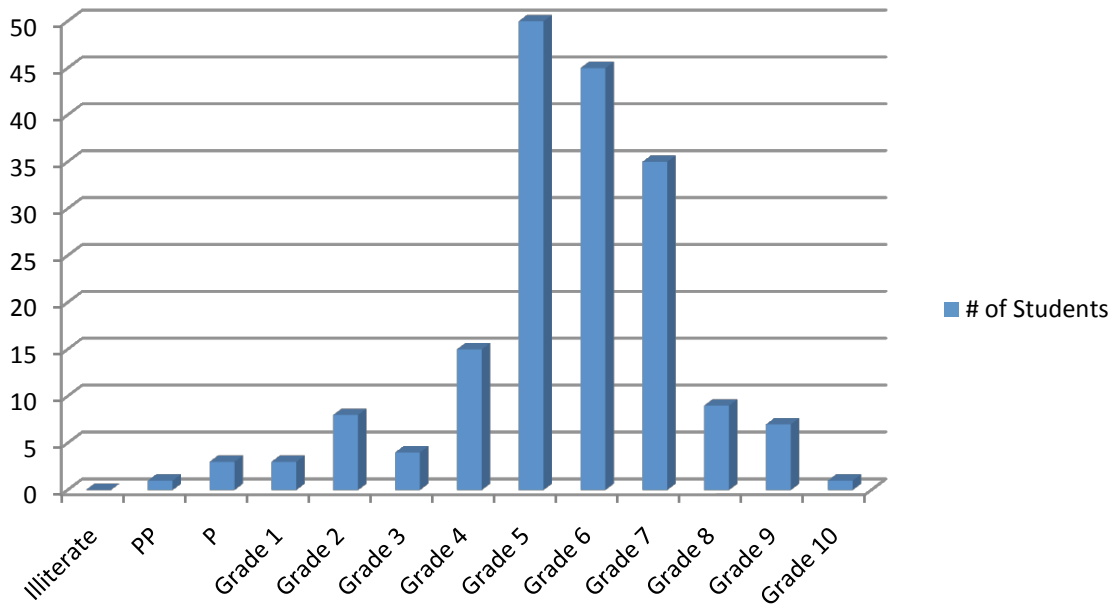
During our evaluations and assessments, we have decided to drop two of the seven schools we originally adopted, these schools being Lewetik and Awak. We found early on in our evaluations that the travel time was a large burden and we were not able to focus the necessary amount of time and energy on each school. These two schools were chosen for specific reasons. Lewetik is very small and we have been told by Department of Education officials that it is being absorbed into Palikir Elementary School next year, thus we will not be able to assess the impact of our program past this school year. We perceived a lack of support from Awak for our project as we consistently encountered scheduling conflicts and a poor level of communication from the leadership.

Results¹



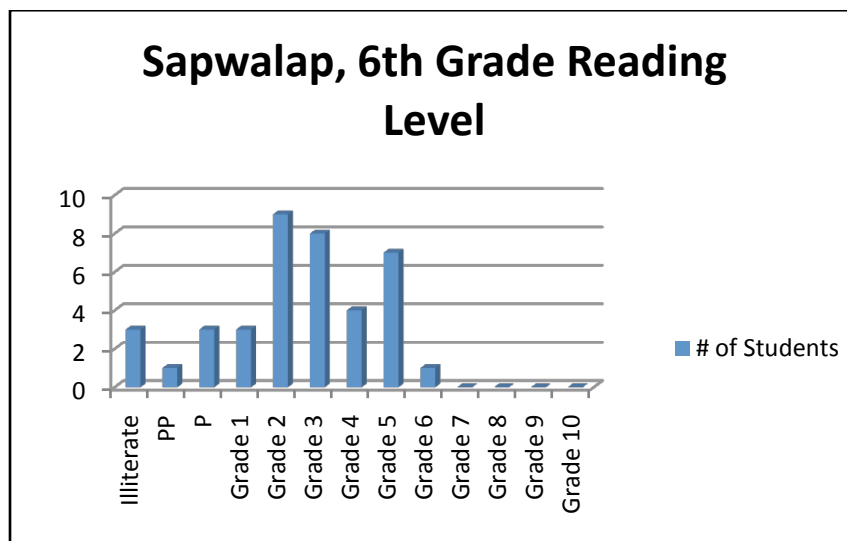
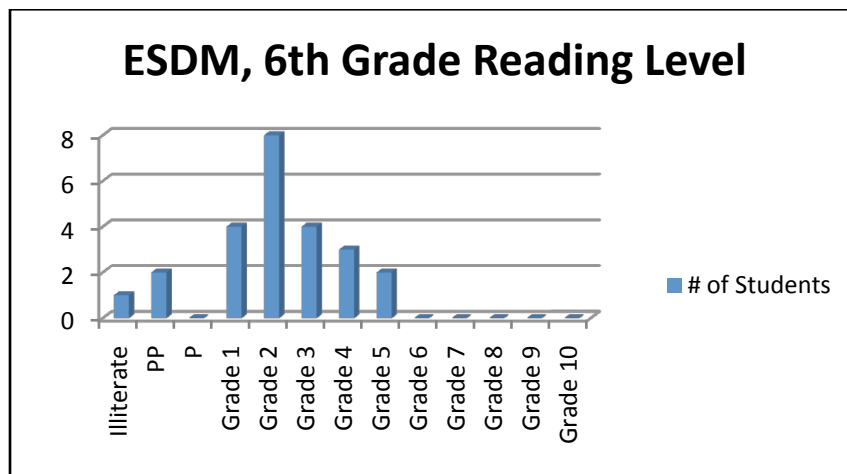
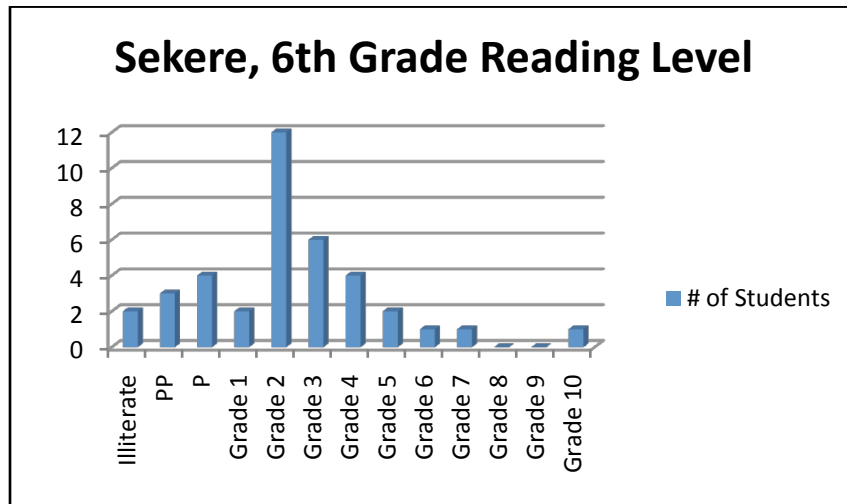
¹ P: Primary (i.e. Kindergarten); PP: Pre-Primary (i.e. Pre-Kindergarten)

8th Grade, Combined Results



Combined Results, All Grades

Notably Poor Performing Grades



- Assessed 560 students in seven schools
- Average student is reading three grades below grade level
- 37 students are reading at Kindergarten level or below

Recommendations

To Principals:

- Formally evaluate teachers unannounced, making sure they are teaching and explaining in English.
- Make daily visits to the classrooms.
- Enforce uniform policy.
- Make sure teachers are following their lesson plans – should be on a daily, weekly and monthly basis.
- Evaluate to see if there is actual learning going on in the classrooms.
- Follow up with teachers to make sure they are taking an active role in remedying the reading level problems with students.
- Communicate with teachers effectively, letting them know ahead of time what is happening so they can plan their lessons accordingly.
- Hold weekly meetings with teachers after school.
- Encourage and support the teachers, emphasizing the importance of their job.
- If your school has a library, hold open hours after school, appointing a staff member or volunteer parent to check out books to students.

To Teachers:

- Speak, teach and explain in English.
- Individually ask students questions to make sure all understand.
- Explain lessons thoroughly –will know when more than a few students have questions during their classwork that further explanation is necessary.
- Show the steps towards getting an answer, not just giving the answer away (especially with math).
- Better to use the chalkboard with certain subjects rather than computer slides (ex. math).
- Have posters on walls for subjects you are teaching
- Give the quicker students something to do when others are finishing their work.
- Forget about the students' grades and answer – are they *learning*?
- Besides just teaching students the material, focus on how you can teach them life skills.
- Stand by students to make sure they are completing their work.
- Apply lessons to how it impacts/effects your students.
- Find ways to relate lessons to student's daily life. Examples: if teaching a history lesson, relate to how it impacted Pohnpei; if teaching math, create problem using lesson that a student could encounter outside of the classroom

To DOE:

- Assess teacher's English skills to assure they are teaching English correctly.
- More teachers and space needed in many schools (ex. Sapwalap, RSP, etc.).
- Sapwalap needs a principal.
- Smaller class sizes needed.
- The absence of the principal for DOE meetings every other Wednesday has a negative effect on the school as many principals are also teachers and teachers no longer have the support of their principal. To remedy this, instead of taking the principals out of their schools for an entire school day have DOE officials travel to the schools to meet with principals once a month.
- Lessen the load of the principals who are also teachers so they can have more time to fulfill their principal duties.
- Workshops and classes for principals and teachers should be scheduled after school hours so they are not absent from their schools and their classes.

Resources:

- More of the following are needed in the vast majority of classrooms:
 - Textbooks
 - Reading books
 - Desks

Program

Our central goal in helping these schools is to improve the student reading level. To fulfill this goal we have a three-prong approach, which brings new strategies and technology to produce results. Throughout this program, we intend to continue evaluating the principals, teachers and students, to be held accountable to the progress of our project.

Our Three-Prong Approach

Creating a collaborative community and school partnership

- Community night at each school, inviting students, parents, teachers, administrators, and traditional leaders of the community. The focus will be on the importance of education for the future of each child, the community, Pohnpei, and the world.
- Working with each school's PTA, introducing new strategies for parents to support and encourage their children's education.

Strengthening leadership at the administrative level

- Encouraging and supporting school principals by having one-on-one appointments with the principal and Mr. Miller Benjamin, MAHI International's Senior Educator. These meetings will occur on a five-week rotating schedule, with Mr. Benjamin meeting with one principal a week.
- Hold another principal workshop in January with the five principals of the schools we have adopted.

Teaching English and introducing new strategies to the teachers

- Hold a two-hour workshop once a week with all the teachers at the school. This will occur on a five-week rotating schedule. Each workshop will focus on a specific topic that is integral to successful teaching (ex. lesson planning, classroom management, etc.)
- We are in the process of acquiring tablet computers installed with English learning software. We will be visiting one school a day (a school for each day of the week) and teaching in grades 6, 7 and 8 for one period. This will consist of a 20-minute lesson from the MAHI International Education team, followed by 30 minutes of the students working on the tablets, completing work related to the lesson for the day. The teachers will also complete this lesson so they can become familiar with the teaching strategies presented in the tablets software.

Proposed Sample Schedule

January 2012

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 Holiday	3 Holiday	4 Visit DOE and RSP introducing tablets and coordinating schedule	5 Visit Pohlangas and Sapwalap introducing tablets and coordinating schedule	6 Visit ESDM and Sekere introducing tablets and coordinating schedule
9 Pohlangas ESL/Reading Program, principal meeting and teacher workshop	10 Sapwalap ESL/Reading Program	11 ESDM ESL/Reading Program	12 Sekere ESL/Reading Program	13 RSP ESL/Reading Program
16 Pohlangas ESL/Reading Program	17 Sapwalap ESL/Reading Program, principal meeting and teacher workshop	18 ESDM ESL/Reading Program	19 Sekere ESL/Reading Program	20 RSP ESL/Reading Program
23 Pohlangas ESL/Reading Program	24 Sapwalap ESL/Reading Program	25 ESDM ESL/Reading Program, principal meeting and teacher workshop ²	26 Sekere ESL/Reading Program	27 RSP ESL/Reading Program
30 Pohlangas ESL/Reading Program	31 Sapwalap ESL/Reading Program	1	2	3

² Confirm to make sure the Principal is not attending Principal meeting at DOE

February 2012

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
30	31	1 ESDM ESL/Reading Program	2 Sekere ESL/Reading Program, principal meeting and teacher workshop	3 RSP ESL/Reading Program
6 Pohnlangas ESL/Reading Program	7 Sapwalap ESL/Reading Program	8 ESDM ESL/Reading Program	9 Sekere ESL/Reading Program	10 RSP ESL/Reading Program, principal meeting and teacher workshop
13 Pohnlangas ESL/Reading Program, principal meeting and teacher workshop	14 Sapwalap ESL/Reading Program	15 ESDM ESL/Reading Program	16 Sekere ESL/Reading Program	17 RSP ESL/Reading Program
20 Pohnlangas ESL/Reading Program	21 Sapwalap ESL/Reading Program, principal meeting and teacher workshop	22 ESDM ESL/Reading Program	23 Sekere ESL/Reading Program	24 RSP ESL/Reading Program
27 Pohnlangas ESL/Reading Program	28 Sapwalap ESL/Reading Program	29 ESDM ESL/Reading Program, principal meeting and teacher workshop ³	1	2

Continue in the same cycle, adjusting for holidays and conflicts, for the rest of the school year.

³ Confirm to make sure the Principal is not attending Principal meeting at DOE



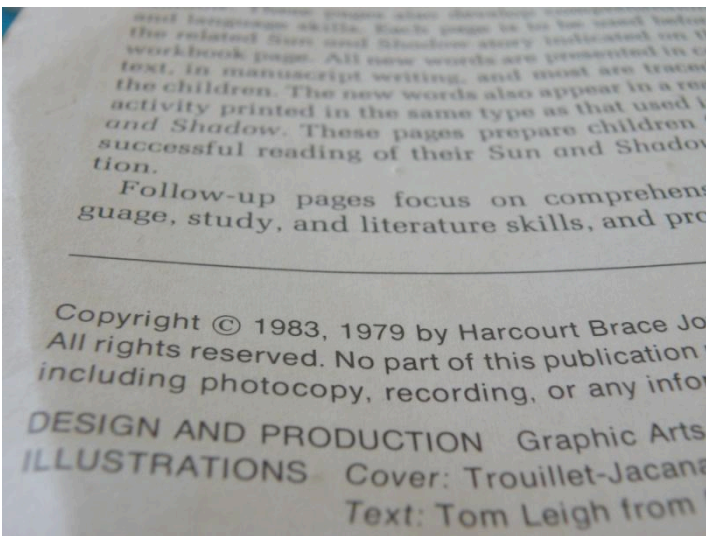
Working with Principals



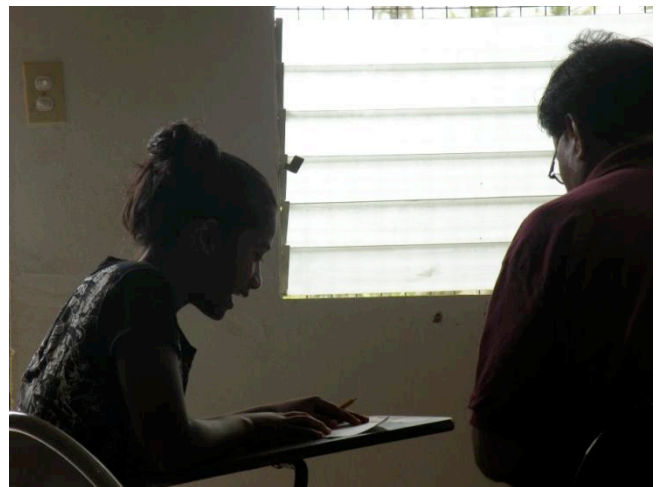
Crowded Classrooms



Conducting Student Reading Level Assessments



Old Books



Appendix A

Principal Assessment



School: _____

Name of Principal: _____

Date: _____

Please respond to each statement about your principal by circling a response on a 1 to 5 scale

Code: 1 – Disagree ----- 5 – Agree

The Principal:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Understands the mission of the school. | 1 | 2 | 3 | 4 | 5 |
| 2. Helps me implement the mission of the school. | 1 | 2 | 3 | 4 | 5 |
| 3. Is actively involved in supervising the curriculum and instruction. | 1 | 2 | 3 | 4 | 5 |
| 4. Provides effective leadership for the school. | 1 | 2 | 3 | 4 | 5 |
| 5. Listens. | 1 | 2 | 3 | 4 | 5 |
| 6. Communicates effectively. | 1 | 2 | 3 | 4 | 5 |
| 7. Projects and plans for the future needs of the school. | 1 | 2 | 3 | 4 | 5 |
| 8. Is fair in the treatment of faculty and students. | 1 | 2 | 3 | 4 | 5 |
| 9. Takes personal responsibility for the success of all aspects of the school. | 1 | 2 | 3 | 4 | 5 |
| 10. Articulates a clear vision for the school. | 1 | 2 | 3 | 4 | 5 |
| 11. Demonstrates physical energy and endurance commensurate to the tasks and responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 12. Deals with conflict effectively. | 1 | 2 | 3 | 4 | 5 |
| 13. Is a good manager of the school's finances. | 1 | 2 | 3 | 4 | 5 |

GENERAL COMMENTS:

Appendix B

TEACHING STAFF OBSERVATION ASSESSMENT



Staff name:

Time:

School & Grade:

Observed by:

Circle the number that most accurately describes the staff member in their job.

Code: 1 – (Does Not Apply), 2 – (Never), 3 – (Sometimes), 4 – (Most times), 5 – (All times)

- | | | | | | |
|---|---|---|---|---|---|
| 1) Majority of time is primarily spent on student learning. | 1 | 2 | 3 | 4 | 5 |
| 2) Assignments, quizzes, and tests are promptly graded, recorded and returned to students. | 1 | 2 | 3 | 4 | 5 |
| 3) Takes daily attendance. | 1 | 2 | 3 | 4 | 5 |
| 4) Encourages students to honor, respect, and support the standards of the school. | 1 | 2 | 3 | 4 | 5 |
| 5) Effective in classroom management. | 1 | 2 | 3 | 4 | 5 |
| 6) Cares for the health and safety of students. | 1 | 2 | 3 | 4 | 5 |
| 7) Classroom is kept clean, tidy and free of excess trash. | 1 | 2 | 3 | 4 | 5 |
| 8) Demonstrates mastery of subject matter. | 1 | 2 | 3 | 4 | 5 |
| 9) Plans on a daily, weekly, and long-range basis. | 1 | 2 | 3 | 4 | 5 |
| 10) Uses principles of learning which develops thinking and decision-making skills. | 1 | 2 | 3 | 4 | 5 |
| 11) Demonstrates physical energy and endurance commensurate to the tasks and responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 12) Comes to work on time. | 1 | 2 | 3 | 4 | 5 |
| 13) Leaves after working hours are over. | 1 | 2 | 3 | 4 | 5 |
| 14) Monitors student progress constantly, fairly, and consistently, and adjusts pace accordingly. | 1 | 2 | 3 | 4 | 5 |
| 15) Stimulates students' interests in their learning activities. | 1 | 2 | 3 | 4 | 5 |
| 16) Uses assignments that are relevant. | 1 | 2 | 3 | 4 | 5 |
| 17) Shows a caring interest in each student. | 1 | 2 | 3 | 4 | 5 |
| 18) Demonstrates a professional and task-oriented approach in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 19) Shows tolerance to students. | 1 | 2 | 3 | 4 | 5 |
| 20) Uses supportive criticism rather than blame, shame, or sarcasm. | 1 | 2 | 3 | 4 | 5 |
| 21) Is a friendly, happy, vibrant person. | 1 | 2 | 3 | 4 | 5 |
| 22) Knows the tasks most urgent to be done. | 1 | 2 | 3 | 4 | 5 |
| 23) Reports to administration what needs to be done. | 1 | 2 | 3 | 4 | 5 |
| 24) Presents himself/herself professionally in dress, hair style, and personal hygiene. | 1 | 2 | 3 | 4 | 5 |
| 25) Does any additional work necessary for the betterment of the school. | 1 | 2 | 3 | 4 | 5 |

GENERAL COMMENTS: