

www.ncbe.gwu.edu

REPORT ON TITLE VII, SUBPART 1 PROGRAM ENHANCEMENT GRANT ACTIVITIES

Andrea Casey, Ed.D. and Timothy J. Tobin

Prepared for: U.S. Department of Education Office of Bilingual Education and Minority Languages Affairs

APRIL 2000

Center for the Study of Language & Education
Institute for Education Policy Studies
Graduate School of Education and Human Development
The George Washington University

TABLE OF CONTENTS

Introduction

Research Process

Review of Professional Development Literature

Theory

Adult Learning Principles
Defining Professional Development
Professionals' Knowledge
Application of Information across Practice Situations
Professionals as Learners

Practice

Key Characteristics of Effective Professional Development Programs
Professional Development Program Design
Teacher Professional Development
Links to Outcomes
Evaluating Professional Development Programs
Capacity Building
Literature Review Conclusion

Report Analysis

Program Characteristics
Student and Professional Outcomes
Parent Involvement

Survey Findings

Activities
Maintenance of Activities
Funding Activities

[Institutionalization of Bilingual Education Programs](#)
[Improvements in Bilingual Education Programs](#)

[Conclusions](#)

[Proposed Activities vs. Actual Activities Conducted](#)
[Characteristics of Effective Professional Development Programs](#)

[Recommendations](#)

[Simplicity of Reporting](#)
[Learning Network for Grant Participants](#)
[Outcomes](#)

[References](#)

[Appendix A](#)

[Appendix B](#)

The authors wish to thank Sharon J. Confessore, Ph.D., David R. Schwandt, Ph.D., and Jan Christine of the George Washington University for their invaluable insights and contributions on this project.

The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) and is operated under Contract No. T295005001 by the George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education. This paper was prepared under Task Order EDOBEM-98-0081677, Model 14. The opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the George Washington University or the U.S. Department of Education and no official endorsement should be inferred. The mention of trade names, commercial products or organizations does not imply endorsement by the U.S. government. Readers are free to duplicate and use these materials in keeping with accepted publication standards. NCBE requests that proper credit be given in the event of reproduction.

Table of Contents | [Introduction](#) | [Review of Professional Development Literature](#) | [Report Analysis](#) | [Survey Findings](#) | [Conclusions](#) | [Recommendations](#) | [References](#) | [Appendix A](#) | [Appendix B](#)