Kansas State University celebrated the recent matriculation of the 5th Cohort of Ecuadorian teachers at the Day of Ecuador ceremonies on Wednesday August 6th, 2014. The Day of Ecuador featured perspectives on students’ accomplishments shared by high-ranking governmental and education dignitaries. Among those who joined in this observance of student achievements in the Go Teacher/TESL program were: Natalie Cely, Ecuadorian Ambassador to the United States; Maria del Pillar Troya Fernandez, Vice Minister of the National Secretary of Higher Education, Science & Technology, SYNESCYT, Dr. April Mason, Academic Provost, Kansas State University (KSU), and Dr. Debbie Mercer, Dean of the College of Education, KSU, and Dr. Socorro Herrera, Executive Director of the Center for Intercultural and Multilingual Advocacy. Three roundtable sessions in the afternoon explored the impacts and implications of globalization in Education and featured: Marcelo Sabates (K-State), Holly Singh (Valparaiso), Freddy Alvarez (National Institute of Higher Education Studies, Ecuador), and Eric Hartman (Leadership Studies, KSU).

The Association for Continuing Higher Education has announced that the Go Teacher program at Kansas State University has received the 2014 Outstanding Services for Underserved Populations award. This award will be presented to representatives from a range of K-State Units (including Global Campus, the College of Education, and the ELP Program) in October of 2014. The ceremony will be conducted during the national, ACHE Conference in Las Vegas. It is anticipated that Dr. Murry will accept the award for CIMA. In addition, the award will be announced at the K-State Global Campus Honors and Awards reception to be held on April 30, 2015. The fifth cohort of Go Teacher participants from Ecuador completed their studies in August of this year at K-State, the lead campus, and at collaborating institutions of the TESL Program, including: the University of Kentucky, Valparaiso, and New Mexico State University.
Project Reach Welcomes New Faculty
Following an exhaustive search in summer of 2014, Dr. Jason Litzenberg formerly of Georgia State and the University of Leipzig, has been hired as the new, Project REACH Director for CIMA and Kansas State University. He is leading a consortium of faculty members from Kansas State University (KSU) in the implementation of CIMAs, Intensive Language Program at Yachay University. This first of its kind program is preparing the top college-bound, Ecuadorian students for studies in English at Yachay, toward careers in key, STEM fields. Dr. Litzenberg has taught Intensive English courses in the United States, Germany, and the United Arab Emirates.

Dr. Litzenberg is joined this Fall by new faculty who are teaching for project REACH at Yachay, including:
- Kelli Wilbert (Chicago, IL)
- Camille Williams (Atlanta, GA)
- Alison Camba (Palm Bay, FL)
- Sarah Yager (Springfield Missouri)
- Al Sequeira (Portland, OR)

Please join us in welcoming these new faculty. They are each excited to be teaching in Ecuador. They are joined by outstanding, K-State faculty who have already demonstrated exceptional outcomes for Ecuadorian students during the first six months of the REACH project. These returning faculty members include:
- Guadalupe Magaña
- Lydia Shatkin
- Rebekah Allen
- Tyson Umberger
- Shelly Camba

Exceptional Mid-Year Outcomes for Project REACH at Yachay

Findings from quantitative analyses of program evaluation data reveal a significant range of positive outcomes from the first six months of Kansas State’s implementation for Project REACH at Yachay, Ecuador. Among notable and statistically significant highlights are the following:

- **Student Outcomes:**
  - On average, students performed better on their Language Assessment Score (LAS) pre-test than they did on their post-test.
    - Remarkably, growth was strongest for the writing section where REACH students gained 62.2% in their English language writing proficiency.
  - Similarly, students gained in their English language listening proficiency by a mean score of 28%.
  - Exceptionally, students’ highest gains were in their overall English Language proficiency
    - In fact, students gained in all four areas of English literacy by an average of 44.1%.

- **Student Feedback on experiences with Project REACH:**
  - Students were especially positive about the quality of English instruction, as compared with that obtained previously.
    - Overall, participant feedback was indicative of overwhelmingly positive (more than 90.5% agreed) evaluations of Project REACH.
  - In addition, 93.2% of students agreed (see Table 1) that the English classes of Project REACH provided new strategies that were useful to these students in their efforts to learn English.
  - Unmistakably, all evaluations of Project REACH instructors were positive at or above the 90.8% level.
    - Students were especially pleased with REACH instructors’ (1) groupings for learning (98.0%), (2) prompts for explanations/rationales (96.7%), and (3) answers to students questions posited during class (96.7%).
Recently, key faculty and staff at CIMA submitted their first categorical proposal for funding to the Universidad National de Education (UNAE). This proposal for the SUMMIT (Sheltered Instruction Unifying Methodology, Multilingualism, & Innovation in Teaching) Program would extend the professional preparation of selected Ecuadorian teachers for sheltered, biography-driven instruction (Herrera 2010, Murry & Herrera, 2011) in rural and urban classrooms. Proposed funds of approximately $275,000 would sponsor the first cohort of students for five months of study, beginning in September of this year. Key authors of the proposal were: Socorro Herrera, Kevin Murry, Melissa Holmes, Cristina Fanning, and Melissa Prescott. Among courses which project participants would complete are: Dynamics of Culture and Language in Pedagogical Contexts, and Assessment for Classroom-Based Decision Making. It is also anticipated that UNAE teachers will also participate in school/community service experiences through CIMA’s longstanding collaboration with the Manhattan area, Boys and Girls Clubs, throughout the city. Curricula for the program have been intentionally aligned to key benchmarks of the Center for Research in Education, Diversity (CREDE), and Excellence (CREDE) Standards and the National Board for Professional Teaching Standards (NBPTS), Five Core Propositions for Effective Teaching.

Masters Students Benefit From Field-Based Internship

Thanks to the insightful and collaborative arrangements of Bernie Altenhofen and Carol Arjona (USD #475), as well as, Carol Adams and Lucas Shivers (USD #383) the first cohort of Ecuadorian Masters (ECM) students will complete their practicum experiences within-school, site placements at sites in the Geary County and Manhattan school districts. This has been a valuable, yet, rapidly-organized and complex undertaking. The indispensable cooperation of these school officials has been greatly appreciated, as have those of: Marisol Apodaca, Pedro Espinosa, and Gilbert Herrera of CIMA. In conjunction with these placement opportunities, ECM students will serve students and collaborate with teachers at both secondary and primary schools in Junction City and in Manhattan, Kansas. For their inestimable contributions to the planning stages of this effort, CIMA wishes to especially thank the following school leaders: Vicki Kline, Lori Martin, Deb Nauerth, Dr. Nancy Kole, Jennifer Black, Kimberley Dressman, Amy Roether, Sierra Jackson, Susan Kamphaus, Deb Gustafson, Jodi Testa, Becky Lay, Greg Lumb, Joe Handlos, Melissa Sharp, and Mary Wright,.

Ecuadorian Teachers Complete Their Studies at K-State

One-hundred educators of the Go Teacher Program at K-State completed their studies in August of 2014. These practicing teachers from a wide-range of provinces, schools, and grade levels in Ecuador have completed an extensive and thoroughgoing program of professional learning designed to enhance their professional capacities, English Proficiency, and knowledge of the English language. Despite the many cross-cultural, cross-linguistic, academic, and pedagogical aspects of their programs of study, these teachers have persevered. Periodic site visits will assess their successes and levels of implementation in the future – felicidades y adalante con muchas ganas.