

Abstract - PR/Award # T365Z110264

1. *Name of the IHE:* Claflin University, Orangeburg, South Carolina

2. *Title of the Program:* The ELL Center: OCB Professional Development Model Project.

3. *Number and Type of Participants to Be Served:*

Type and Number of Participants served each year: 24 pre-service teachers and 24 inservice teachers will be served.

Type and Number of Participants served in five years: 240 participants will be served by the end of the project with 120 pre-service teachers and 120 in-service teachers.

4. *Partners:* The ELL Center will collaborate with Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Calhoun County Public School District, and Bamberg School District 2. These four school districts are all rated by 2010 South Carolina Department Report Cards (SC Department of Education, 2011) as low-performing school districts with high percentages of students performing at the Below or the Risk level. Geographically, they are located in some of the most impoverished areas in South Carolina and need resource support most for professional development in order to meet the State professional standards and the dire needs of the fast-growing ELL students in K-12 classrooms.

5. *Project Description:* The full title of the proposed project is called, *The ELL Center: Orangeburg, Calhoun, and Bamberg Counties (OCB) Professional Development Model Project*. This project is a research and service project designed for professional development and training of both pre-service teachers and in-service teachers to improve instruction that accelerates ELL students' acquisition of language, literacy, and content knowledge. *Three project objectives* are: 1) to increase content knowledge of second-language (L2) acquisition and STEM literacy of the pre-service and in-service teacher participants through training on TESOL, STEM literacy in mathematics and in science, and research methods; 2) to strengthen the teacher education curricula at Claflin University, aligned with South Carolina content standards and the State English language proficiency standards in order to improve classroom instruction so that teacher participants can work effectively with ELL students with measurable evidence by collecting research data on the training experiences and project outcomes; 3) to improve the acquisition of language, literacy, and content knowledge of the Hispanic ELL students in four school districts as measured by pre- and post-assessment data.

Project Activities. Unlike a traditional training program that engages participants in on-campus training only, the ELL Center is a research and service project that combines a threefold process for training activities (i.e., Phase I, Phase II, & Phase III). Phase I: *Theory Training Stage* consists of eight weeks. At this stage, the selected pre-service and in-service participants will attend the on-campus training workshops on second language (L2) theories, STEM literacy in mathematics and science, and research methods to be prepared for Phase II. Phase II: *Performing Stage* consists of 24 weeks with 12 weeks in the fall semester and 12 weeks the spring semester of the project period. At this stage, the participants will practice L2 theories, STEM literacy, collect research data in low-performing schools and support local districts by providing services. The pre-service and in-service teacher participants will be paired to work as teams based on the home schools of in-service teachers, observe each other on instructional practices by taking observation notes, and write weekly reflection journals as documentary data on the field-based training experience. Phase III: *Assessing*

Stage consists of eight weeks. At this stage, assessment data will be used to evaluate the project effectiveness. In a project period, 48 participants will be trained, with 24 pre-service teachers and 24 in-service teachers to improve instruction that accelerates ELs' acquisition of language, literacy, and content knowledge. The ELL Center Certification will be issued to the qualified participants as a result of the three-stage training aligned with South Carolina Professional Development Standards that focus on context, process, and content.

Outcomes. Three GPRA outcomes are: 1) 75 percent of pre-service program completers will be placed in instructional settings serving EL students within one year of program completion (Measure 1.2); 2) 90 percent of pre-service program completers will be providing instructional services to EL students three years after program completion (Measure 1.3); 3) 85 percent of in-service teacher completers will provide better instructional services to EL students (Measure 1.6), all measured by outcomes and follow-up data provided by the participants.

Guided by the goals and objectives, four measurable project outcomes are expected to be achieved through the carefully-designed Plan for Achievement and Management Plan at the three stages of project operation. These outcomes include: 1) 90 percent of the teacher candidate participants at Claflin University will have increased content knowledge in L2 acquisition and STEM literacy measured by pre-training and post-training assessments and pre- and post-assessments of ELL students' acquisition of language, literacy, and content knowledge. 2) 85 percent of the in-service teacher participants will have increased L2 knowledge to improve instruction for ELLs in their low-performing K-12 classrooms measured by participant and student pre-training and post-training assessments; 3) 95 percent of the ELLs served will have improved English proficiency and content knowledge measured by State (where applicable) tests in English and Mathematics and by the LEARNS and other pre- and post-test scores; 4) 100 percent of curricula in the teacher education programs at Claflin University will be aligned with the state-adopted content standards and the State English language proficiency standards with strengthened institutional infrastructure, i.e., policies, investments, partnerships, integration of service and experiential learning serving ELLs and the first-hand data to support the improvement of teacher education curricula, e.g., incorporating ELL components and methods into the instructional strategies courses so that all the teacher candidates will be prepared for teaching the fastest growing ELL school population in South Carolina.

6. *Priorities.* The project addresses three Priorities: 1) *Competitive Preference Priority 2*, i.e., the project will be *enabling more data-based decision-making*, through collecting research data; 2) *Competitive Preference Priority 3*, i.e., the project will be *promoting Science, Technology, Engineering, and Mathematics (STEM) Education* through specially-designed professional training activities; 3) *Invitational Priority 2*, i.e., the project will be *improving preparation of all teachers to better serve English Learners*.

7. *Contact:* Project Director is Dr. Nan Li; phone is (803) 535-5245; e-mail is nli@claflin.edu.

Abstract - PR/Award # T365Z110001

The proposed Secondary Science, Technology, Engineering and Math (STEM) Master of Arts and ESL endorsement application (Secondary STEM Project) is being submitted by the University of Colorado at Boulder, in collaboration with five Local Education Agencies (LEAs), including Weld County School District Re8, Fort Lupton, Adams County School District 27J, Brighton, Adams County School District 50, Westminster, Colorado, Boulder Valley Schools and the St. Vrain Valley School District. These partner districts have agreed to partner with the

University of Colorado in developing and implementing the project. Dr. Barbara Medina, Director of English Language Acquisition, at the Colorado Department of Education has agreed to assist in the infusion of ESL standards into math/science and the ESL elective courses proposed in this project. Over the five project years, the project will provide professional development opportunities to two cohorts of 25 STEM teachers; total of 25 Cohort 1 teachers in years 1-3 and 25 Cohort 2 teachers, years 3-5 (**Competitive Priority 3**). Selected personnel from each of the partner districts will serve on a Selection Committee to select five (5) STEM teachers from their respective district. As a result of their participation in the program, selected STEM teachers will earn a Master of Arts degree and ESL endorsement. The project is unique in that secondary ESL state standards will be infused into all courses within the Master's/endorsement program.

Furthermore, the proposed project is unique in that the present M.A. degree program on the University of Colorado campus presently targets elementary teachers. Project staff will revise existing courses within the existing Master's program in Education, Equity and Cultural Diversity to include ESL teaching methods for secondary STEM teachers.

The project will adhere to **GPRA Measures 1.5 and 1.6**. Data on the number of completers will be reported to the Office of English Language Acquisition (GPRA 1.5). Project staff will also report to the Department of Education, the number of teachers who provide instructional services to English language learners (GPRA 1.5). A total of 50 STEM teachers from five partner districts (25, Cohort 1 and 25 Cohort 2), will earn a Master of Arts degree and ESL endorsement as a result of their participation in this program. More importantly, they will gain skills in providing effective instruction to each district's growing ELL population. In order to accomplish its goal and six project objectives, the proposed project will hire a 10% time Principal Investigator, a 50% time Project Director, a 50% time Site Coordinator and a full time Staff Assistant.

As described in the narrative, the Director will be responsible for embedding secondary ESL standards into all courses in the Master's program. He will work with faculty and with the Dean of the School of Education to ensure classes adhere to standards that govern the present Master's program. The need for the proposed Secondary STEM Master's program is highlighted by the fact that the Limited English Proficient (LEP) population in the partner LEAs has increased two-fold over the past ten years, while the number of endorsed ESL teachers is declining.

Furthermore, over 50 percent of LEP students in the partner school districts are unable to meet state standards in areas of reading, writing, math and science. This is especially true for secondary students. Given the growing numbers of LEP students, the lack of ESL endorsed teachers in the partner districts and the declining test scores, especially in areas of math and science, demonstrates a need exists to develop a program for secondary teachers.

PR/Award # T365Z110001 (Cont'd)

A unique feature of the proposed project is that supervised practicum will be embedded in all courses within the program. Through supervised practicum, the project Director and Site Coordinator will observe, first hand, the degree to which STEM teachers are prepared to effectively teach English and academic math/science content to students of limited English language proficiency. Courses for this program will be offered on site in each district, on an alternating basis so that teachers will not have to travel long distances to the University of Colorado campus. Another unique feature of the proposed project is the mentoring component. This component will be the responsibility of the Site Coordinator, with assistance of the Project

Director. The Site Coordinator will visit trainees' classrooms; modeling research-based ESL and content area instructional strategies that work well in developing ELLs' English language skills while they learn English. In this way, there will be a direct tie between coursework and what trainees do in their classrooms with second language learners. Using the Site Coordinator is ideal in that this individual is an expert in bilingual/ESL education and may be available to answer questions or, as stated, will be able to provide demonstration teaching in the participants' classroom. As stated, the project Director will also assist in supervision of practicum, when needed. The project goal and objectives written into this application are geared at developing a Secondary Master of Arts and ESL endorsement program for STEM teachers on the University of Colorado campus so that, long after funding is no longer available, future STEM and other secondary teachers may also be provided an opportunity to earn a Master's and ESL endorsement.

More importantly, they will learn the skills needed to effectively work with ELLs. As part of the capacity building effort for this program, Dr. Escamilla, the proposed Project Director, will work with other school districts to offer the program as an on-site program. Training will focus on strategies for secondary teachers so they are skilled in meeting the academic and linguistic needs of secondary LEP students. Strategies for funding the program will be developed in collaboration with district administrators and teachers in each district wishing to implement this Secondary STEM Master of Arts and ESL endorsement program.

Abstract - PR/Award # T365Z110014

The proposed Career Ladder Project is being submitted by Aims Community College, in collaboration with three institutions of higher education: the University of Northern Colorado, Greeley, Metropolitan State College, Denver, and the University of Colorado at Boulder. In addition, three Local Education Agencies (LEAs), including Weld County School District Re8, Fort Lupton, Adams County School District 27J, Brighton, and Adams County School District 50, Westminster, Colorado, have agreed to partner with Aims Community College in developing and implementing the proposed Career Ladder Program. Dr. Barbara Medina, Director of English Language Acquisition, at the Colorado Department of Education has agreed to assist in the infusion of ESL standards into math/science and the ESL elective courses proposed in this project.

The goal of the proposed project is to provide two cohorts of 30 paraprofessionals (Cohort 1, spring semester of year one through spring semester of year three; Cohort 2, summer semester of year three through summer semester of year five) an opportunity to earn an Associate of Arts degree with emphasis in English as a Second Language. The project will adhere to **GPRA Measure 1.4**: "The percentage of paraprofessional program completers who meet State and/or local qualifications for paraprofessionals working with EL students." As stated, 60 paraprofessionals from the three partner districts (30, Cohort 1 and 30 Cohort 2), will earn an Associate of Arts degree with emphasis in elementary education and English as a Second Language (ESL). In order to accomplish its goal and seven project objectives, the proposed project will hire a 10% time Principal Investigator, a 50% time Project Director and a full time Staff Assistant.

The proposed Career Ladder Program meets **Competitive Priority 3 – Promoting Science Technology, Engineering and Mathematics (STEM) Education** in the following way. As a requirement of their program of study, paraprofessionals are required to complete two courses in math methods for elementary teachers (Integrated Math 1 and Integrated Math 2) and

two courses in science methods for elementary teachers: (Integrated Science 1 and Integrated Math 2). While the courses will prepare paraprofessionals to teach math and science content to students, these courses are not focused on strategies for teaching math and science content to English Language Learners (ELLs). In an effort to make courses more applicable for **all** students, including ELLs, the proposed Director, Dr. Lorenzo Aragon, will work with math and science instructors to embed ESL standards and practicum experiences into these required courses. In addition, Dr. Aragon will embed ESL standards and practicum experiences into the four elective ESL courses within the proposed Associate of Arts degree program. In addition, the required ESL elective courses within the proposed Associate of Arts degree program will be electives that focus on teaching English Language Learners (ELLs).

The need for the proposed Career Ladder Program is highlighted by the fact that the Limited English Proficient (LEP) population in the partner LEAs has increased two-fold over the past ten years, while the number of endorsed ESL teachers is declining. Furthermore, over 50 percent of LEP students in the partner school districts are unable to meet state standards in areas of reading, writing, math and science. Given the growing numbers of LEP students, the lack of ESL endorsed teachers in the partner districts, and the declining scores for English language learners, a need exists to develop a “Grow Your Own” teacher education program that prepares paraprofessionals for roles as elementary/ESL teachers. A unique feature of the proposed project is that supervised practicum will be embedded in all math/science and ESL

endorsement courses within the program. Through supervised practicum, the project Director will observe, first hand, the degree to which trainees are prepared to effectively teach English and academic math/science content to students of limited English language proficiency. In order that paraprofessionals are fully supported throughout their tenure in this project, a “Student Services” component, specifically developed for non-traditional students, will be developed and implemented by project staff. This program component will provide para-professionals additional tutorial support in all courses.

A unique feature of the proposed project is the “Mentor Teacher” component. This program feature involves a cooperative partnership between the teacher with whom the paraprofessional is assigned and the paraprofessionals himself/herself. Using the paraprofessional’s supervising teacher as the Mentor Teacher is ideal in that the mentor teacher may assist with the supervision of the paraprofessional’s practicum experiences, may serve as a tutor for the paraprofessional, and may help him/her with class assignments. Moreover, Mentor Teachers will encourage paraprofessionals to continue and complete their program of study. As an incentive for mentoring paraprofessionals, teachers will be provided an opportunity to earn six hours of graduate credit through the University of Colorado at Boulder. Mentor Teacher’s tuition will be paid for through project funds and courses will be offered in one of the districts to avoid teachers having to commute to the University of Colorado campus, located approximately 30 to 40 miles from the partner LEAs. Courses for Mentor Teachers will provide them opportunities to learn and apply research-based strategies for teaching the English language as well as strategies for teaching content to students who speak languages other than English. Courses taken by Mentors may be applied to a Master of Arts and/or ESL endorsement program. As a component of this project, a study will be conducted to determine the overall impact of the project on preparing paraprofessionals and their Mentor Teachers to provide high quality instruction to all students (**Competitive Priority 2**).

The project goal and objectives written into this application are geared at developing a Career Ladder Teacher Preparation Program at Aims Community College so that, long after funding is no longer available, future paraprofessionals may also be provided an opportunity to

earn an Associate of Arts degree, with transfer to either Metropolitan State College of Denver or to the University of Northern Colorado.

The proposed Career Ladder Program is unique in that paraprofessionals will **not** have to leave their jobs to earn their Associate of Arts degree with emphasis in ESL. Trainees will enroll in courses on a part-time basis during the fall and spring semesters and on a full time basis during the summer months. The model proposed herein not only allows para-professionals opportunities to continue in their paraprofessional teaching assignment, but more importantly, provides them opportunities to practice learned skills in real classroom settings with students of limited English proficiency.

PROJECT ABSTRACT - PR/Award # T365Z110042

Name of the IHE: Edgewood College, Madison, Wisconsin

Title of the Program: Online Professional Development and Certification Program to Improve Academic Achievement of ELLs in Rural Wisconsin, Integrating STEM Approaches, IHE Curricula, and a Web-Based ESL Resource Agency

Consortia Partners: Four rural Cooperative Education Service Agencies (CESA 2, 4, 5, 11) and their associated Local Education Agencies (LEAs); Madison Metropolitan School District (MMSD), Wisconsin Department of Instruction (WDPI), World Class Instructional Design and Assessment (WIDA)

Grant Priorities Addressed: Competitive Priority 2 – enabling more data-based decision making; Competitive Priority 3 – promoting STEM education; Invitational Priority 1 – improving achievement and high school graduation rates in rural LEAs; Invitation Priority 2 – improving preparation of all teachers to better serve English learners.

GPRA Measures Targeted:

	Year 1	Year 2	Year 3	Year 4	Year 5
GPRA 1.5	N/A	N/A	4	8	13
GPRA 1.6	N/A	80	90	100	100

Project Description: The Project has four goals with outcomes that directly correspond to the aims of the grant priorities.

Goal One: Increase the number of rural Wisconsin K-12 teachers who can provide effective instructional practices consistent with STEM approaches for ELL students.

Edgewood College has established partnerships with four rural CESA districts in Wisconsin. The organization of school districts in Wisconsin is such that the legislature recognizes the need for a service unit between the school district and the state superintendent. The cooperative educational service agencies are designed to serve educational needs in all areas of Wisconsin by serving as a link both between school districts, and between school districts and the state. There are twelve (12) CESA districts in the state, each of which provide leadership, coordination, and education services to school districts.

Nearly half (46 percent) of all ELL students are spread across 302 small or rural school districts in Wisconsin which have populations too small to qualify for categorical aid funding

from the state. Of the approximate 26,000 ELLs in rural Wisconsin, more than half (13,556) reside in the four CESA districts we have chosen to partner with.

Under a current National Professional Development (NPD) grant, Edgewood College has developed and now offers a highly effective professional development series called, 'Connecting Teachers of English Language Learners' (CTELL), that has directly contributed to improved instructional practices of Madison area secondary content teachers and is associated with higher achievement gains for ELLs. Between 2008-2011, ninety-one (91) teachers from MMSD have participated in the program. During the same short period, ELL proficient scores on the state Wisconsin Knowledge and Content Exam in Madison have increased by 11% in Reading and 10% in Math for 10th grade ELL students.

To capitalize on these achievements, the project, under this new grant proposal, aims to expand the impact of CTELL professional development to rural educators. Through partnerships with rural CESA districts, Edgewood will develop an accessible, *online* version of CTELL for both elementary and secondary rural K-12 content teachers that will address the unique contextual and instructional needs for ELLs in rural regions. The new program will be called CTELL-Online.

Furthermore, the project aims to specifically promote STEM education by integrating STEM instructional approaches into CTELL curricular modules. Grant partners define STEM education in the following way. Although the acronym stands for Science, Technology, Engineering, and Math, the grant makes a distinction between the subjects of STEM and the following STEM approaches associated with STEM education. STEM education aims to revolutionize the teaching of subject areas such as, but not limited to, math and science by integrating technology and engineering into regular curriculum. STEM education encourages curriculum that is driven by authentic problem solving, discovery, exploratory learning, innovation, and creativity. By adopting a STEM philosophy, educators are attempting to transform the traditional approach of treating subjects as separate entities into an understanding of the integral nature and role subjects play in students' ability to innovatively solve problems, create solutions, and communicate discoveries. The grant proposal, therefore, makes a distinction between STEM subjects and STEM approaches that involve a particular philosophy of teaching and learning. By combining STEM approaches with best practices in ELL instruction, we aim to improve ELL performance and increase ELL involvement with STEM subjects.

Goal 2: Increase the opportunity for K-12 content area teachers to obtain ESL or bilingual licensure through an online certification program.

As part of our effort to increase the number of certified ESL/bilingual elementary and secondary teachers in rural Wisconsin, the project will enable participants who have completed CTELL-Online to opt to continue coursework online leading to an add-on WDPI ESL or bilingual education license. Edgewood currently offers a high quality face-to-face licensing program and proposes to develop the full certification program online.

Goal 3: Partner with WIDA to develop and pilot materials consistent with STEM approaches for IHEs that support the preparation of all teacher candidates to promote academic achievement for ELLs in Wisconsin.

Grounded in WIDA's guiding principles of language development and aligned with state content and ELP standards, the curricular materials will provide IHE faculty with instructional resources that promote preparation of *all* teachers to provide equitable education for ELLs in STEM subjects and general education classrooms. The materials will be piloted at Edgewood College, and findings will be presented at a statewide conference for IHE teacher education faculty in Year 3. Recommendations from pilot and conference findings will be further

developed in Years 4 & 5, through the Wisconsin Alliance for Cultural and Linguistic Diversity (WISACALD) – see below.

Goal 4: Develop the Wisconsin Alliance for Cultural and Linguistic Diversity, a web-based service agency to provide statewide assistance to PK-Adult teachers and administrators serving culturally and linguistically diverse students.

Wisconsin does not currently have a statewide clearinghouse for resources and professional development opportunities that address the specific needs of Wisconsin ELL students and educators. To fill this gap the project will establish the beginnings of a web-based clearinghouse of research-based resources and professional development services, which will be used by LEA administrators and teachers, WDPI, and IHE faculty to support informed decision-making in regard to ELL practices, policies and student outcomes.

The project incorporates findings from current research and effective practice pertaining to both ELL STEM education and online professional development and learning. The project will create two new positions at Edgewood College, a full-time Project Coordinator and part-time Project Assistant, who will implement project activities with support from the Project Director (in-kind), Edgewood's TESOL Director (in-kind), an External Evaluator, and the Consortia Partners (CESAs and associated LEAs, WIDA, WDPI, MMSD).

Final Project Outcomes, which will be assessed using both quantitative and qualitative measures throughout the project and at the end of Year 5, include the following:

Goal 1 Creation of STEM- focused CTELL-Online to reach rural teachers. 170 rural WI teachers complete CTELL-Online. 200 Madison-area teachers complete CTELL.

Goal 2 Creation of ESL/bilingual online certification program to reach rural teachers. 25 rural WI teachers complete ESL/bilingual online certification.

Goal 3 Creation, piloting, and assessment of 6 IHE courses to prepare all teachers to promote academic achievement for ELLs in Wisconsin, with an emphasis on STEM subjects. Findings, recommendations, and implementation guidance for Wisconsin IHEs.

Goal 4 Establishment of first statewide ESL web-based service agency, WISACALD. Based on the success of Edgewood College's current CTELL professional development and ESL/bilingual certification programs in increasing the number of program completers who serve ELLs in the greater Madison area, plus the improved academic achievement among ELLs within the district since CTELL was initiated, we expect the proposed expansion of CTELL to have a significant impact on the academic achievement of ELLs in participating rural school districts in Wisconsin. Our evaluation measures will be designed to capture this information and to determine specific program components that contribute to student success.

Contact: Project Director, Dr. Jane Belmore, 608-663-2293; jbelmore@edgewood.edu

Project Abstract – PR# T365Z110090

Name of IHE: Georgia State University

Title of the Program: *Quality Instruction for English Learners (QuIEL)*

Consortium Partners:

1. Urban Accelerated Certification and Master's Program from Georgia State University's Early Childhood Education Department (ECE-UACM; IHE Partner)
2. DeKalb County School System (DCSS; Local Education Agency Partner)
3. Refugee Resettlement and Immigrations Services of Atlanta (RRISA; Community Partner)
4. Educational Testing Service (ETS; Corporate Partner)

Project Description: The QuIEL proposal provides school-based professional development targeting instruction for English Learners (EL) in the areas of science, technology, engineering and mathematics (STEM). The project builds on our current partnership with DeKalb County School System and the Urban Accelerated Certification and Master's Program (UACM) through the development of a Professional Learning Consortium capable of providing the highest quality teaching and learning environments for EL beyond the life of the grant. If funded, the grant activities would begin with a collaborative planning period August 2011-December 2011 with start-up professional learning activities beginning in January 2012 and continuing through the life of the grant June 2016. Three objectives that meet the local needs of DeKalb and community educators align with activities and meet NPD priorities as follows: (a) to improve the preparation of all teachers to serve English Learners better; (b) to increase the opportunities for high-quality preparation of and professional development for educators of science, technology, engineering, and mathematics to support English Learners; and (c) to improve instructional practices, policies, and student outcomes using data-based decision-making for English Learners.. Recognizing the need to continue supporting teachers during implementation of professional learning strategies, we build in mechanisms for follow-up activities to sustain learning featuring four PL standards: authentic contexts, active learning, prolonged engagement/time, and collaboration.

INVITATIONAL PRIORITY 2 MET: QuIEL Objective 1 is to improve the preparation of all teachers to serve English Learners better. It targets the preparation and support for teachers across three levels (preservice, paraprofessionals and inservice). Activities to support this goal include development of a *professional learning site*, including certification-oriented courses delivered at the school, extensive immersion experiences for preservice and paraprofessionals, demonstration lessons for teachers, and mentorship and coaching for participants. Six GPRA indicators focus the performance measures for this goal.

COMPETITIVE PREFERENCE PRIORITY 2 MET: QuIEL Objective 3 is to improve instructional practices, policies and student outcomes using data-based decision-making for English Learners. Activities include use of teacher action research, problem-solution projects, school collaboration mini-grants (STEM focused), and EL portfolios. Two performance (3.1, 3.2) measures target the impact of these activities.

COMPETITIVE PREFERENCE PRIORITY 3 MET: QuIEL Objective 2 is to increase the opportunities for high-quality preparation of and professional development for educators of PR/Award # T365Z110090 e0 science, technology, engineering and mathematics to support English Learners. Activities include summer workshops, two summer camps (Science, Literacy/Technology), new math anchoring curriculum, using technology for EL instruction (STELLAR, Language Muse), and an online professional learning community. Two performance measures (2.1, 2.2) are specific to STEM initiatives.

QuIEL NPD GPRA Targets

Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
---------------------	---------------------	---------------------	---------------------	---------------------

Preservice Component

Participants selected in February with program start-up in May of each year beginning 2012. Cohort 4 will complete program during Year 5 (enter May 2015, exit May 2016).

No. of preservice teachers

┆ expected to be served (total = 105) 25, 25, 25, 30, 0

┆ state certified and ESOL endorsed (GPRA 1.1) [Target: 90%] 0, 23, 23, 23, 27

┆ placed in instructional settings serving EL

students within 1 yr of program completion(GPRA 1.2) [Target: 80%] 0, 18, 18, 18, 22

┆ providing instructional services to EL

students 3 yrs after program completion (GPRA 1.3) [Target: 80%] 0, 0, 18, 18, 18

Inservice Component

Includes mentor teachers working with preservice and classroom teachers from partner schools and professional learning site.

No. of paraprofessionals (not preservice teachers)

┆ expected to be served (total = 65) 0, 10, 15, 20, 20

┆ who meet State qualifications for

paraprofessionals working with EL students (GPRA 1.4) [Target: 70%] 0, 0, 9, 14, 18

No. of inservice teachers ┆ expected to be served (total = 175) 25, 35, 35, 40, 40

┆ who complete State endorsement requirements for EL instruction (GPRA 1.5)

[Target: 70%] 0, 0, 17, 24, 24

┆ expected to serve EL students [Target: 90%] 0 23 32 32 36

QuIEL GPRA Measure Targets: Totals

All participants: trained (n=345), certified (n=201), Teachers of record for EL (n=199)

- Preservice Teachers: trained (n=105), certified (96), teaching after 1 year (76), after 3 years (63)

- Paraprofessionals: trained (n=65), certified (40)

- Inservice Teachers: trained (n=175), certified (65), providing services to EL (123)

**Contact: Dr. Diane M. Truscott, P.I., email: dmt@gsu.edu
716-432-5445 (cell), 404-413-8218 (office)**

Project Abstract – T365Z110259

Name of the IHE: Texas Tech University

Title of the Program: *Proyecto* English Learner Science and Mathematics Education (*Proyecto*

EL SMED)

Consortia Partners: Frenship Independent School District; Lubbock Independent School District.

Project Description: *Proyecto EL SMED* will support on-going and intensive professional development activities that are designed to improve classroom instruction for English Learners (ELs) in science and mathematics education (SMED). In-service mainstream and bilingual teachers serving ELs will be required to complete five courses designed to develop their pedagogical content knowledge in science and mathematics in relation to ELs. These courses, based on research-based methods to develop academic literacy, will serve as the basis for obtaining a TTU science and mathematics graduate certificate and could count towards a master’s degree. Thus, the **purpose** is to: (1) **promote** science, technology, engineering, and mathematics education (STEM); (2) **increase opportunities** for in-service teachers to engage in high-quality, sustained professional development in STEM subjects that benefit EL students; and (3) **improve instructional practices** and student outcomes in elementary schools based on high quality data.

To address the needs of consortium districts with whom we are partnering, *Proyecto EL SMED* is designed to achieve the following Goals: **Goal #1: Increase the number of mainstream and bilingual teachers who are well prepared to meet the instructional needs of English learners** in science and mathematics education (SMED); **Goal #2: Improve the science and mathematics PCK** of elementary mainstream and bilingual teachers in the consortium school districts; and **Goal #3: Improve instructional practices, data-based decision making, and student outcomes** in elementary schools based on high quality data. The objectives and milestone outlined in the proposal correspond to *Proyecto EL SMED* key outcomes. Key outcomes include: (1) elementary science and math methods courses that are well aligned to language proficiency standards in order to better serve the language needs of ELs; (2) elementary teachers that are well prepared to meet ELs’ content and language needs; (3) elementary school teachers with strong content knowledge that enables them to create learning environments that allows ELs to take advantage of increased learning opportunities; and (4) improved EL learning outcomes.

Priorities: *Proyecto EL SMED* addresses Competitive Preference Priority 2--Enabling More Data-Based; Competitive Preference Priority 3--Promoting Science, Technology, Engineering, and Mathematics (STEM) Education; and Invitational Priority 2--Improving Preparation of All Teachers to Better Serve English Learners. Decision-Making.

GPRA Measure Targets:

The following are the expected GPRA Targets.

GPRA Measures	Year				
	1	2	3	4	5
The number of in-service teachers expected to be served	15	15	15	22	17
The number of in-service teachers expected to complete the program of study	0	15	0	15	17
The number of in-service teachers expected to					

complete the program of study and be certified
in EL instruction

0 5 0 5 0

The number of in-service teacher completers
who are expected to serve EL students

0 15 0 15 17

Contact: Zenaida Aguirre-Munoz, 806-742-1997 ext. 278 and z.aguirre@ttu.edu.

Project Abstract - PR/Award # T365Z110180

Name of IHE: The Pennsylvania State University on behalf of Penn State Lehigh Valley

Title of Program: Collaborative Teaching for ELLs (CTELL) Program

Consortia of Partners: Penn State Lehigh Valley, Lehigh Valley Writing Project, Colonial Intermediate Unit, Carbon Lehigh Intermediate Unit

Project Description:

Penn State Lehigh Valley has designed the **Collaborative Teaching for ELLs (CTELL)**

Program to address the concern of the lack of preparation among content-area teachers, particularly in math and science, to work with English Language Learners (ELL) and prepare them for academic learning and success.

CTELL is a comprehensive year-long professional development program that includes a highly collaborative teaching component in which content teachers partner with ESL teachers in mentoring relationships to gain a better understanding of ELLs' needs. These partnerships will allow educators to conduct collaborative action research within the classroom setting and to simultaneously evaluate the effectiveness of instructional strategies. After completing a five-course, fifteen-credit series offered in a hybridized format over two semesters, the math and science teachers will obtain their ESL certification and will have developed a variety of strategies for working with ESL teachers to support the academic development of ELLs in these important areas of math and science.

The CTELL program has been designed utilizing recent demographics from the Pennsylvania State Data Center and cites a wide range of recent research literature around the topic of mainstream teacher preparation, particularly of those educators within STEM subject areas. This background information provides critical evidence that the educator training to be offered through CTELL is much needed with the Lehigh Valley region and beyond. The CTELL program addresses two key priorities of the National Professional Development Program:

Competitive Priority 2 (Enabling More Data-Based Decision-Making): CTELL employs a substantial evaluation plan that includes assessment coursework and a systematic data-gathering process through which information will be collected on program participant outcomes including pre- and post-measures of impact on instructional practices and measurement of ESL student progress in both math and science based on student portfolios of pre- and post-course work. The evaluation plan includes both GPRA measures and specific program measures.

Competitive Priority 3 (Promoting Science, Technology, Engineering, and Math [STEM] Education): CTELL works directly with STEM subject teachers through a collaborative curriculum with ESL (English as a Second Language) to support teachers. This yearlong program will prepare science and math teachers for working with ELLs and provide the opportunity for them to work in partnership with ESL teachers on collaborative teaching strategies and assessment. At the end of the program, the math and science teachers will obtain their ESL certification and will have developed a variety of strategies for working with ESL

teachers to support the academic development of ELLs in these important areas of math and science.

The Collaborative Teaching for ELLs (CTELL) program is designed to provide math and science teachers for the realities of not only working with ELLs, but for the necessity of working in conjunction with ESL specialists as leaders of instructional development and change. Overall, the CTELL program is an investment in the future. Combining a technology platform, professional learning communities, content-specific study, and preexisting capacity; the program is a template for change with exponential potential that will greatly enhance teaching and learning in the next five years and beyond.

GPRA Measure Targets, for each proposed year:

GPRA Measure Targets

	YR1	YR2	YR3	YR4	YR5
Measure 1.1: The % of preservice program completers who are State and/or locally certified, licensed, or endorsed in EL instruction	0	5	5	5	5
Measure 1.2: The percentage of Preservice program completers who are placed in instructional settings serving EL students within one year of program completion.	0	3	3	3	3
Measure 1.3: The percentage of Preservice program completers who are providing instructional services to EL students 3 years after program completion	0	4	4	4	4
Measure 1.4: The percentage of paraprofessional program completers who are State and/or locally certified, licensed, or endorsed in EL instruction	n/a	n/a	n/a	n/a	n/a
Measure 1.5: The percentage of Inservice teacher completers who are State and/or locally certified, licensed, or endorsed in EL instruction as a result of the program	0	18	18	18	18
Measure 1.6: The percentage of inservice teacher completers who are providing instructional services to EL students	0	18	18	18	18

Contact Information:

Dr. Mary Hutchinson, Principal Investigator
Penn State Lehigh Valley
2809 E. Saucon Valley Road
Center Valley, PA 18034
(610)285-5114 (O)
(610)285-5220 (F)
mhutchinson@psu.edu

The Project Abstract - PR/Award # T365Z110267

Name of the IHE: University of North Texas at Dallas

Title of the Program: Bilingual Educators for Students of Texas (BESTEX)

Consortia Partners: Dallas Independent School District (ISD), Duncanville ISD, DeSoto ISD, Lancaster ISD, Cedar Hill ISD

Project Description:

Objective 1: Plan and deliver courses for the B.S. Degree with certification in EC – 6 bilingual and ESL education and 4 – 8 Mathematics/ESL for a total of 30 pre-service participants in each year of the five-year program

Activity: Based on the Professional Learning Communities (PLC) model for data-driven strategies, the advisory council (project staff and designated consortia partners) will engage in fall 2011 program planning in preparation for spring 2012 BESTEX program implementation; deliver a bilingual/ESL teacher preparation program that addresses state standards and certification requirements

Outcomes: The delivery of a well-planned and coordinated program of bilingual/ESL teacher preparation; 100% of the students complete certification requirements in each year of the project beginning with Year 2

Objective 2: To develop and implement a “safety net” of support activities to ensure timely university program completion for all BESTEX students

Activity: Provide a highly personalized one-on-one, student-centered support system

Outcomes: Project BESTEX will establish a positive climate/culture within the program resulting in retention and graduation of ALL students

Objective 3: Deliver in-service and ESL summer academies for 10 university teacher education faculty and 50 consortia school teachers for the duration of the funding

Activity: Each year of the grant, conduct five-day summer academy on the UNTD campus focusing on linguistic/cultural concepts, latest teaching strategies, implementation of new technologies and software. Implement data-driven analyses for program improvement

Outcome: UNT Dallas education faculty and consortia partner teachers will reflect in

their syllabi and teaching the knowledge and skills gained from the summer academy, resulting in higher achievement of EL students

Objective 4: Establish a Bilingual/Multicultural Instructional Software Center at the UNTD Division of Education and Human Services

Activity: Review and adopt Bilingual/ESL instructional software (including Web 2.0 instructional tools) and disseminate to consortia partner teachers

Outcome: Technology-based bilingual/ESL instructional and training materials will accelerate the academic progress of English language learners as measured on state examinations

Objective 5: Employ a variety of learning tools to deliver instructional training activities throughout the year at instructional sites

Activity: Optimize use of the existing technology of UNT Dallas; initiate distance learning activities throughout the BESTEX partner schools

Outcome: Utilization of distance/online learning infrastructure to deliver training activities as measured by implementation of quality and quantity learned techniques and tools

Priorities:

Competitive Preference Priority 2 – Enabling More Data-Based Decision-making

Competitive Preference Priority 3 – Promoting STEM

Invitational Priority 2 – Improving Preparation of ALL Teachers to Better Serve ELs

GPRA Measure Targets:

The number of pre-service teachers expected to be served

Year 1: 0 - Year 2: 30 - Year 3: 30 - Year 4: 30 - Year 5: 30

The number of pre-service teachers expected to complete the program of study

Year 1: 0 – Year 2: 20 – Year 3: 30 – Year 4: 30 – Year 5: 30

The number of pre-service teacher completers expected to be placed in instructional settings serving ELs

Year 2: 20 – Year 3: 30 – Year 4: 30 – Year 5: 30

The number of pre-service teachers expected to complete the program of study and be certified in EL instruction

Year 1: 0 – Year 2: 20 – Year 3: 30 – Year 4: 30 – Year 5: 30

The number of paraprofessionals (who are not pre-service teachers) expected to be served **Non-Applicable**

The number of paraprofessional completers expected to meet state or local qualifications for ELs **Non-Applicable**

The number of in-service teachers expected to be served
Year 1: 50 – Year 2: 50 – Year 3: 50 – Year 4: 50 – Year 5: 50

The number of in-service teachers expected to complete the program of Study

Year 1: 50 – Year 2: 50 – Year 3: 50 – Year 4: 50 – Year 5: 50

The number of in-service teachers expected to complete the program of study and be certified in EL instruction

Year 1: 50 – Year 2: 50 – Year 3: 50 – Year 4: 50 – Year 5: 50

The number of in-service teacher completers who are expected to serve EL Students

Year 1: 50 – Year 2: 50 – Year 3: 50 – Year 4: 50 – Year 5: 50

Contact: Dr. Sheryl L. Santos-Hatchett, Founding Dean
Division of Education and Human Services
972-780-3089
sheryl.santos-hatchett@unt.edu

Project Abstract - PR/Award # T365Z110009

Name of IHE: Brown University

Title of Program: Building Charters' Capacity for English Learners (BCC)

Consortium Partner: Massachusetts Department of Elementary and Secondary Education

Project Description

Goal: Building Charters' Capacity for English Learners (BCC) will qualify 500 content area teachers in 25 Massachusetts charter schools to teach ELs in Sheltered English Immersion (SEI) classrooms and will improve teacher knowledge of and strategies in language and literacy development so that their ELs can meet rigorous curriculum and assessment requirements.

Project objectives Activities Outcomes/Outputs

20 content-area teachers in each of 5 Massachusetts (MA) charter schools will be recruited for a total of 100 teachers each year. Each year 5 additional charter schools will be recruited.

1. Collaborate with the MA DESE Charter School Office to identify charter schools in greatest need of PD for teaching ELs. Priority will be given to charter schools with a STEM focus and to math, science, and technology teachers.
2. 100 teachers from 5 charter schools are recruited each year, for a total of 500 teachers from 25 charter schools over the life of the project.
3. 100 content-area teachers in each of the five years of the project will be trained to provide meaningful, rigorous, data-driven instruction to ELs.
4. Train Train teachers in the 4 PD Categories for teachers of SEI required by DESE.

5. Connect training to specific content area instruction, with emphasis on science, mathematics, and technology. Infuse training with data-driven instructional strategies.
6. 100 teachers from 5 charter schools are trained each year, for a total of 500 teachers from 25 charter schools.
7. 500 participating teachers (100 per year) will implement learned knowledge and strategies in their instruction.
8. Provide classroom observations (3 per year), feedback, and consultation to each participating teacher. Document and analyze observations for implementation of new knowledge.
9. 100 teachers from 5 charter schools implement learned knowledge and strategies in instruction each year, for a total of 500 teachers from 25 charter schools.
10. 500 charter school teachers will become qualified to teach ELs in Sheltered English Immersion classrooms.
11. Document teacher completion training.
12. File notification of completion with appropriate state and district offices.
13. 100 teachers from 5 charter schools become qualified teachers of Sheltered English Immersion each year, for a total of 500 teachers from 25 charter schools.
14. The academic achievement of ELs will improve in each participating charter school
15. Analyze grades of ELs of participating teachers over the course of the year.
16. Analyze MCAS scores of ELs in participating schools and compare them to those of ELs in comparable schools not in the project.
17. Report on change in EL academic achievement. Use of this information in program planning and revision.
18. EL enrollment will increase in each participating charter school.
19. Monitor EL enrollment at participating schools for 3 years.
20. Report on increases in EL enrollment in participating charter schools

Priorities

Building Charters' Capacity for ELs (BCC) will address Competitive Preference Priority 2 – Enabling More Data-Based Decision-Making and Competitive Preference Priority 3 – Promoting Science, Technology, Engineering, and Mathematics (STEM) Education. BCC will build charter schools' capacity to collect, analyze, and use high-quality and timely data to improve instructional practices, policies, and student outcomes in Massachusetts charter schools. BCC will also increase the opportunities for high-quality professional development for teachers of STEM subjects.

GPRA Measure Targets

The following are annual targets for GPRA measures applicable to the type of educational personnel that the BCC program will serve.

BCC will serve 500 in-service teachers over the 5-year duration of the project.

Year 1 – 100 in-service teachers

Year 2 – 100 in-service teachers

Year 3 – 100 in-service teachers

Year 4 – 100 in-service teachers

Year 5 – 100 in-service teachers

In the 5-year duration of the project, 500 in-service teachers are expected to complete the project.

Year 1 – 100 in-service teachers

Year 2 – 100 in-service teachers

Year 3 – 100 in-service teachers

Year 4 – 100 in-service teachers

Year 5 – 100 in-service teachers

In the 5-year duration of the project, 500 in-service teachers will complete the program of study and become qualified (Massachusetts's terminology) in EL instruction.

Year 1 – 100 in-service teachers

Year 2 – 100 in-service teachers

Year 3 – 100 in-service teachers

Year 4 – 100 in-service teachers

Year 5 – 100 in-service teachers

Each project completer will serve English learners.

Year 1 – 100 in-service teachers

Year 2 – 100 in-service teachers

Year 3 – 100 in-service teachers

Year 4 – 100 in-service teachers

Year 5 – 100 in-service teachers

Contact: Project Director's name, telephone, and email

Sara Smith

The Education Alliance at Brown University

4 Richmond Square, Fourth Floor

Providence, RI 02906

Phone: (401) 867-8949

Email: sara_smith@brown.edu

Project Abstract - PR/Award # T365Z110010

Name of IHE: Brown University

Title of Program: Project Apprentice

Consortium Partner: Rhode Island Department of Education

Project Description: The goal of Project Apprentice is to increase the capacity of Rhode Island's middle school Science, Mathematics, and Technology teachers to deliver high quality instruction to secondary level English learners. Through intensive and rigorous academic work and coaching in the areas of second language development, reading and writing across Science, Mathematics and Technology areas, and the use of data to inform instruction, the project will enhance the capacity of its 20 participants to address the academic needs of ELs in their classrooms and will prepare them to provide leadership in the area of EL education in their schools, districts and the state.

Project objectives Activities Outcomes/Outputs

1. To recruit twenty urban middle school teachers who (A) teach Science, Math, and/or other STEM related technical courses such as computer science, engineering/science technologies, and health/science technology; (B) have a Bachelor's Degree with concentration in the Math, Science, and/or Technology areas; (C) are fully employed as teachers at a middle school. Collaborate with the RIDE to identify middle schools in greatest need of PD for teaching ELs.

2. Identify and select STEM teachers Guide teachers in the application process Recruit Cohort I in the fall of 2011 and Cohort II in the fall of 2013. Each cohort consists of 10 STEM middle school teachers

3. A cadre of 20 lead teachers will: (A) complete a Masters degree in ESL and Cross- Cultural Studies at Brown; (B) receive ESL endorsement from the Rhode Island Department of Education for “subject area content area teachers.” Document teacher completion of seven graduate courses. Document application for endorsement. Document coursework connection to science, mathematics, and technology. Document that teachers applied data-driven instructional strategies in course activities. 20 STEM teachers receive a Masters in ESL and Cross-cultural Studies and ESL endorsement for “subject area content teachers” from RIDE

4. To document the delivery of high-quality, rigorous instruction to ELs in STEM areas through (A) classroom observations with an observation protocol; (B) pre and post observation consultations and coaching; (C) a teacher portfolio of lessons and units adapted for ELs; (D) improvements in EL student achievement; (E) increased access and participation of ELs in STEM classes.

Provide classroom observations (4 per year), feedback, and consultation to each participating teacher. Document and analyze observations for implementation of new knowledge. Assess teachers portfolio of lessons using rubrics Collect and analyze data about ELs in STEM Data show increases in changes in the teachers practices and in student outcomes, including achievement Increased numbers of ELs in STEM courses 4. To assist the cadre in the successful completion of a leadership project in their schools and districts that addresses the education of ELs by (A) creating a professional development module that encompasses the material of the Masters program; (B) presenting the project before a peer group in their schools and the project faculty; and (C) posting the project on the Education Alliance's professional development website and RIDE'S website for Promising Practices in the Education of English Language Learners.

Document development of professional development module Evaluate professional development module using rubrics Document quality presentations to peers and faculty Consult with RIDE to determine projects that meet criteria for dissemination through the web. Each cadre member creates a professional development module based on the Masters content Projects are disseminated electronically via the Education Alliance and RIDE’s websites. Participants lead professional development activities for other STEM educators.

Priorities

Project Apprentice addresses the following competitive preference priorities:
Competitive Priority 2: Enabling More Data-based Decision Making; and Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education. Project Apprentice will build the capacity of STEM teachers to collect, analyze, and use high-quality and timely data to improve instructional practices, and student outcomes in four Rhode Island school districts. Project Apprentice will also increase the opportunities for high-quality professional development for teachers of STEM subjects.

GPRA Measure Targets

The following are annual targets for GPRA measures applicable to the type of educational personnel that Project Apprentice will serve.

GEPRA Indicator 1.5: In the 5-year duration of the project, 20 in-service STEM teachers who work with ELs are expected to complete the project by receiving a Masters Degree and ESL endorsement from the state of RI.

Year 1 – 10 in-service teachers will be admitted to the program and complete two courses of study

Year 2 – 10 in-service teachers will complete four courses of study

Year 3 – 10 - in-service teachers will graduate with a Masters degree in ESL and Cross-cultural Studies and receive ESL endorsement for “content area teachers” from RIDE

Year 3 – 10 new teachers will be recruited and complete two courses of study

Year 4 – 10 in-service teachers will complete four courses of study

Year 5 – 10 in-service teachers will graduate with a Masters in ESL and Cross-cultural Studies and will receive ESL endorsement for “content area teachers” from RIDE

GEPRA indicator 1.6: Project Apprentice will serve 20 in-service STEM teachers who work with ELs over the 5-year duration of the project.

Year 1 – 10 in-service teachers – Cohort I

Year 2 – 10 in-service teachers - Cohort I

Year 3 – 20 in-service teachers - Cohorts I and II (the overlap occurs in the second semester only)

Year 4 – 10 in-service teachers – Cohort II

Year 5 – 10 in-service teachers – Cohort II

Contact: Project Director’s name, telephone, and email

Dr. Maria Pacheco

The Education Alliance at Brown University

4 Richmond Square, Fourth Floor

Providence, RI 02906

Phone: (401) 867-8948

Email: maria_pacheco@brown.edu

Abstract - PR/Award # T365Z110179

University of Illinois at Chicago

Project English Learning through, Mathematics, Science and Action Research

(ELMSA)

Consortia Partners: LEA: Office of Language and Cultural Education (OLCE), Chicago Public Schools (CPS) and, SEA: English Language Learner Division, Illinois State Board of Education

Project Description:

The purpose of this 5-year project is to provide professional development to forty K-8 teachers, from both Bilingual and mainstream classrooms situated in low economic settings, in order to improve teaching and the learning of language minority students (LMS) in the more advanced areas of literacy, science, and math, through a transformative action research model of teacher development that integrates literacy, math, and science activities. Our teachers apply cutting edge principles of learning and development to collaboratively design and implement curricular activities based on the students' *funds of knowledge* and national mathematics, science, and literacy standards. These activities simultaneously develop students' advanced thinking while having immediate relevance to their lives. The significance of this project is in its integration of the principles of effective instruction with LMS and standards of reformed mathematics, science, and language arts. The target student population has a persistent history of underachievement in the critical academic areas of advanced literacy, mathematics, and science. Mathematics and science education is undergoing fundamental changes in what students are expected to know and be able to do in the subject, and such reforms have not always included teachers in Bilingual/ESL programs. Standards-based, or reformed, mathematics and science teaching emphasizes problem-solving, construction of knowledge, oral and written communication, and higher order thinking even in lower grades. This provides an excellent context for developing literacy and second language skills. Moreover, standardized tests reflect these new emphases. Consequently, it is critical that all teachers of this potentially high-risk student population be better prepared and skilled at implementing this type of instruction. Given the foregoing, developing all teachers' abilities to implement effective practices for LMS through the context of reformed mathematics and science education that integrates reading and writing addresses the academic needs of LMS through multiple avenues.

Project *ELMSA* addresses this need through the assumption that the enhanced professional development of teachers will result in improved achievement of LMS, particularly by targeting cohorts of teachers from the same school who then can support one another in their development. Targeting schools in the same relative neighborhood extends this learning community. The proposed project centers around an innovative model of professional development that emphasizes long-term active teacher learning, classroom-based inquiries, teachers collaborating to plan and assess activities, and development of practices and mechanisms for teachers carrying on their own professional development after the proposed project has ended. As a result of the professional development, participants will have more than increased knowledge and skills. They will be wiser about instructional decisions, and thus, be *practitioner/researchers* who can implement transformative mathematics and science instruction that is linguistically and culturally relevant and who can guide colleagues through a similar construction of knowledge.

Project ELMSA has five objectives:

Objective 1. By the end of year 5, produce 40 highly trained elementary teachers (K-8) to work with English language learners in the content areas, especially in Math and Science in the Chicago Public Schools (CPS) who will be able to simultaneously integrate principles of effective instruction for ELLs.

Objective 2. Provide participants with financial support in the form of course tuition.

Objective 3. Develop and utilize a staff development model consistent with current research literature that is based on a coherent set of activities and processes that foster instructional problem-solving and inquiry, and independent curriculum design and decision making; that moves away from a traditional model of isolated workshops.

Objective 4. Plan and implement an instructional model that encourages, at least 93% of the teachers to collaborate among themselves, and/or with someone outside the project,

and to conduct inquiries integrating reformed science and mathematics and principles of effective instruction for LMS particularly in the area of advanced literacy.

Objective 5. Provide opportunities for project participants and personnel to conduct workshops for district staff development personnel in CPS, principals, and other teachers.

Priorities: Project ELSA is designed to meet the following priorities: Competitive Preference Priority 2—Enabling More Data-Based Decision-Making. Competitive Preference Priority 3—Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.

To these **Project Objectives** we add these **GPRA Performance Measures:**

GPRA Performance Measure 1.1: The percentage of in-service program completers who are State and/or locally certified, licensed, or endorsed in Bilingual/ESL instructions.

GPRA Performance Measure 1.2: The percentage of in-service program completers who are placed in instructional settings serving English learner students within one year of program completion.

GPRA Performance Measure 1.3: The percentage of in-service teacher completers who are providing instructional services to EL students 3 years after program completion.

GPRA Performance Measure 1.5: The percentage of in-service teacher completers who complete State and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the program.

Contact: Aria Razfar, 312-413-8373 or arazfar@uic.edu

Project Reach Abstract – T365Z110040

Name of the Institute of Higher Education: University of Maine

Title of Program: Project Reach

Consortia Partners: The University of Maine will partner with the Maine State Education Agency and the fifteen Local Education Agencies (LEAs) with the largest English Learners (ELs) populations in Maine. The number of ELs in these LEAs currently totals **3,849** (79% of all ELs in Maine).

Project Description: *Project Reach*, an innovative, comprehensive, statewide project coordinated through the University of Maine (UMaine), will serve **32 pre-service teachers** to complete certification with English as a Second Language (ESL) endorsement. The project will focus specific efforts on teachers from STEM (science, technology, engineering, and math) areas. In addition, **35 in-service** teachers will complete ESL endorsement coursework and ESL Praxis II exam. Through four core components, the project will ensure that teacher training efforts assist ELs to meet rigorous state and local educational standards.

1) **Comprehensive Teacher Training Component:** The project will support **32 preservice teachers** (four 2-yr. cohorts of 8 students, entering in yrs. 1 – 4, with the final cohort of 8 completing in yr. 5), of which 8 are from STEM areas (2/yr., entering in yrs. 1 – 4) to complete teaching certification and be ESL endorsed. Each participant will receive two years of coursework, stipends, mentorship and advising. 28 (7/yr. in yrs. 2 – 5), of which 7 are from STEM areas (1-2/yr. in yrs. 2 – 5) preservice teacher completers will be placed in the instructional settings serving ELs within one year of program completion. **35 in-service teachers** (7/yr.), of which 8 are in STEM areas (1-2/yr.), will complete ESL endorsement coursework and

successfully ESL Praxis II exam.

2) **EL Curriculum Component:** The Research Team will develop **3 new courses** (*Mainstreamed English Learners; ELs in Math; ELs in Science*) to train content area teachers to work with ELs; generate new research on ELs in Maine; deliver **8 courses annually** aligned with Maine's Standards and EL proficiency standards as summer institutes and online courses; and formalize a **new Graduate Certificate**.

3) **EL Research Component:** The project will demonstrate excellence in research through the support of **1 doctoral student**, establish a longitudinal **ESL Teacher Impact Study**, generate and disseminate of at least **5 peer-reviewed articles and 5 technical reports** on a range of relevant topics (1 each per project year), develop and deliver **2 workshops** on graduation/college entry issues for ELs, and present research results at **10 professional conferences** (minimum 2 per year). To improve Institution of Higher Education practices, each project year, the project will **add 1 new faculty member** to its research team.

4) **EL Outreach Component:** The project will provide **technical assistance** to partner LEAs in the form of **25 customized workshops**, develop and deliver **2 annual on-campus seminars** for education faculty, offer **two in-depth 3-day institutes** on topics such as WIDA standards, ESL Proficiency, STEM/ESL alignment, and capacity building.

Priorities: This proposal responds to the following competitive and invitational priorities:

Competitive Priority 2: *Enabling More Data-Based Decision-Making,*

Competitive Priority 3: *Promoting Science, Technology, Engineering and Mathematics (STEM) Education,* **Invitational Priority 1:** *Improving Achievement and High School Graduation Rates,* and **Invitational Priority 2:** *Improving Preparation of All Teachers to Better Serve English Learners (ELs).*

GPRA Measure Targets:

☐☐ The number of **pre-service teachers** expected to be served: 32 (four 2-yr. cohorts of 8 students, entering in yrs. 1 – 4, with the final cohort of 8 completing in yr. 5), of which 8 are from STEM areas (2/yr., entering in yrs. 1 – 4)

☐☐ The number of **pre-service teachers** expected to complete the teacher certification program of study: 32 (8/yr. in yrs. 2 – 5), of which 8 are from STEM areas (2/yr. in yrs. 2 – 5)

☐☐ The number of **pre-service teacher** completers expected to be placed in the instructional settings serving ELs within one year of program completion: 28 (7/yr. in yrs. 2 – 5), of which 7 are from STEM areas (1-2/yr. in yrs. 2 – 5) (GPRA 1.2)

☐☐ The number of **pre-service teacher** completers expected to provide instructional services to ELs three years after program completion: 14 (7/yr. in yrs. 4 – 5), of which 4 are from STEM areas (2/yr. in yrs. 4 – 5) (GPRA 1.3)

☐☐ The number of **pre-service teachers** expected to complete the program of study and be certified in EL instruction: 32 (8/yr. in yrs. 2 – 5), of which 8 are from STEM areas (2/yr. in yrs. 2 – 5) (GPRA 1.1)

☐☐The number of **in-service teachers** expected to be served: 285 (250 through technical assistance (50/yr.); 35 in ESL Endorsement program (7/yr.), of which 8 are in STEM areas (1-2/yr.)

☐☐The number of **in-service teachers** expected to complete the program of study: 35 (8-9/yr. in yrs. 2 – 5), of which 8 are in STEM areas (2/yr. in yrs. 2 – 5)

☐☐The number of **in-service teachers** expected to complete the program of study and be endorsed in EL instruction: 35 (8-9/yr. in yrs. 2 – 5), of which 8 are in STEM areas (2/yr. in yrs. 2 – 5) (GPRA 1.5)

☐☐The number of **in-service teacher** completers who are expected to serve EL students: 35 (8-9/yr. in yrs. 2 – 5), of which 8 are in STEM areas (2/yr. in yrs. 2 – 5) (GPRA 1.6)

Contact: Laura Lindenfeld, 207-581-3850, laura.lindenfeld@umit.maine.edu

Abstract – T365Z110270

National Louis University (NLU), in partnership with the Illinois Resource Center, three Niles Township school districts, and the Niles Township ELL Parent Center, respectfully requests \$1,769,423 over five years in order to implement **STEM Success in Multilingual School Networks** (hereafter referred to as *Multilingual STEM Success*).

The aim of *Multilingual STEM Success* is to provide professional development activities intended to improve instruction for students with limited English proficiency and assist education personnel with such children to meet high professional standards with an emphasis on science, technology, engineering and mathematics content areas.

The aim of the *Multilingual STEM Success* project will be accomplished by increasing the number of ESL teachers and paraprofessionals who speak less common languages, increasing the involvement of parents of ELLs in their students' learning, and involving administrators of multilingual districts in creating climates of success for all students. We define multilingual school districts as settings where at least two languages other than English are represented in the school population, and English as a second language (ESL) and/or bilingual programs are mandated, based on the student population. *Multilingual STEM Success* aligns with Competitive Preference #2, *Enabling More Data-Based Decision Making*; Competitive Preference #3 *STEM Education*; and Invitational Priority #2 *Improving Preparation of All Teachers to Better Serve English Learners*.

Multilingual school districts face unique challenges that will be addressed meeting the following goals: 1) To improve the preparation and training of pre-service *STEM Success in Multilingual School Networks 2011*

National Louis University 5/9/2011 2

and in-service teachers, paraprofessionals, and teacher preparation faculty, in order to provide instruction STEM subjects for ELLs; 2) To increase the number of pre-service teachers who have the ESL endorsement (called “ESL approval” in Illinois); 3) To facilitate data-based decision making regarding classroom instruction and parental support for ELLs; and 4) To improve networking and support among districts, teacher preparation faculty, parents, and paraprofessionals in multilingual school districts.

Project Abstract – T365Z110067

Name of IHE: Southern Connecticut State University

Name of Program: Training for All Teachers Program NPD II

Partner LEAs: New Haven, CT and Hamden CT School Districts

Project Description:

Southern Connecticut State University's (SCSU's) Training for All Teachers (TAT) Program embodies the belief that the education of English learners (ELs) is the responsibility of an entire school system. This proposal for OELA's current NPD grant (hereafter called NPD II in this proposal) will allow our TAT program to continue its work in a five year plan, Fall, 2011 through Spring, 2016. We plan to build on what we have previously developed and to improve and expand on what we have learned from the past two grant projects.

In partnership with the New Haven, CT urban school system and with Hamden, CT school system (a "suburb" of New Haven) this proposed NPD II program seeks to provide training to a substantial number of in-service, mainstream classroom teachers (hereafter described as "content teachers"), on how to best educate the English learning students in their mainstream classrooms. Responding to Competitive Priority #2, we plan to target certified math and science teachers, grades 3-12, and when working with elementary teachers, we plan to focus on math and science curriculum development, aligning STEM content and state EL frameworks.

Upon completion of this five year grant period:

- 28 content teachers will have received an MS degree in Bilingual, Multicultural Education and TESOL along with the State of Connecticut's cross-endorsement (certification) in ESL and/or bilingual education;
- 6 additional content teachers will have earned the ESL or bilingual/math, bilingual/science, or bilingual/elementary cross-endorsement (without the MS);
- 6 additional content teachers will have taken 3 credits of coursework in sheltered instruction of ELs;
- 171 additional teachers, administrators, student service personnel, tutors and paraprofessionals of New Haven, Hamden and southern/central Connecticut will engage in math and science curriculum workshops for ELs; and
- 20 teachers will engage in week-long summer math and science EL curriculum institutes. To make certain that the TAT Program's mission continues to support Connecticut's public schools after the life of the grant, this NPD II grant will:
 - expand and digitize the existing EL curriculum library;
 - ensure future EL leadership in the state by supporting the doctoral studies of two MS/TESOL graduates;
 - allow TESOL faculty to monitor and revise its TESOL MS curriculum to best meet needs

of the teachers who enroll in the degree program; and

- ensure that SCSU’s pre-service certification curricula contain all the EL competencies required by the State of CT as of 2015.

Total requested funds equal \$1,865,132.00. This total amounts to \$680.46/EL in the two targeted regions, or \$136.09 per EL annually. Including tuition, stipends, percentage of personnel salaries dedicated to service delivery, and library resources, 64% of the full budget directly benefits the districts through proposed activities. The budget will be managed by Southern Connecticut State University.

Number and Type of Participants Served

Type	Yr.1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Total Served by Proj. End
In-service Teachers	31	69 (13 cont.; 56 new)	64 (26 cont.; 38 new)	74 (34 cont.; 40 new)	60 (30 cont.; 30 new)	195*
Para-professionals	4	4 new	4 new	4 new	4 New	20
TESOL Faculty	2	2 cont.	2 cont.	2 cont.	2 cont.	2

* 195 = This total is a count of only the *new* teachers added yearly. It does not add yearly those teachers who *continue* to be served by the project.

GPRA Performance Measures Addressed

Measure 1.5: The percentage of in-service teacher completers who complete State EL endorsements as result of program. Target: 30 out of 34, or 88%

Measure 1.6: The percentage of in-service teacher completers who provide instructional services to ELs. Target: 164 out of 195, or 84%

Priorities Addressed

Competitive Priority #2: Enabling More Data-Based Decision Making.

Competitive Priority #3: Promoting Science, Technology, Engineering, and Math (STEM) Ed.

Invitational Priority #2: Improving Preparation of All Teachers to Better Serve ELs.

Contact:

Project Director Lorrie S. Verplaetse, PhD
 VerplaetseL1@Southernct.edu
 203-392-6759; 203-453-4768

Abstract - PR/Award # T365Z110080

The College of New Jersey

Project Title: Creating a Team of Highly Qualified Professionals

Consortia Partners: School Districts in Professional Development District Network

The College of New Jersey (TCNJ)'s project entitled Creating a Team of Highly Qualified Professionals (CTHQP) for English language learners (ELL) proposes to work in consortium with the twenty-one district Professional Development School Network (PDSN) by providing in-service and pre-service programs to its sizable population of K-12 teachers, administrators and counselors. The central goal of this proposed project is to create a highly qualified community of professionals who can provide appropriate instruction and services to ELLs. The project will provide staff development opportunities for in-service teachers, paraprofessionals, administrators, counselor and psychologists, etc., within the PDSN network. It also targets pre-service professionals graduating from TCNJ programs, many of whom remain within the PDSN purview during their careers. The project is distinct in that it aims to develop ELL support both in and outside the classroom. The project will initially focus on six districts in Central and South New Jersey, namely, Ewing, Hamilton, Hillsboro, Lawrence, Piscataway and Trenton districts because of their large ELL populations. The project subsequently intends to expand its model to the rest of the districts within the PDSN. The project CTHQP arises from a longstanding mandate to support English language learners in public education. To meet this mandate, The College of New Jersey has long provided a number of avenues for teacher preparation and professional development (PD), both through accredited degree and certification programs, through workshops, and through colloquia to in-service professionals. These PD programs have been successful in advocating for ELL support and providing practical skills for educational staff. However, these programs have also experienced challenges, mainly logistical and fiscal, in effectuating a comprehensive transformation of the way in which ELL education is effectuated in New Jersey. The project CTHQP, as funded by the current National Professional Development Grant, would help preempt such challenges, ensuring increased enrollment, more reliable attendance, and more relevant content per the professional needs of the educational staff in catering to their respective student populations.

The content of this PD project will be differentiated per the needs of each school as motivated by recent PDSN survey data. This too is a distinguishing characteristic of the project. Factors determining tailored program content include the following: 1) whether the student population is grades K-5 or grades 6-12; 2) the degree to which there is a need for port-of-entry (non-communicative, newly immigrated students) support; 3) whether instructional content is vocational or academic; 4) the degree to which there is a need to develop professional skills of classroom professionals (content area teachers, teacher aids, in-service teachers, new teachers); 5) the degree to which there is a need to develop awareness, advocacy, and specific job skills for administration and support staff (administrative staff, counselors, psychologists) in creating supportive environments for ELLs.

The proposed project is composed of seven components, detailed below, which meet the following grant competitive preference priorities: Priority 1: Novice Applicants, and 2: Enabling more DATA-Based Decision Making, and Invitational Priority 2: Improving Preparation of All Teachers to Better Serve English Learners.

The components of project CTHQP are:

1. In-service ESL endorsement certification program for content area teachers

Fifty elementary and secondary teachers in two cohorts will take five graduate-level courses provided by TCNJ at a school in their district. The teachers are also required to participate in the Summer ESL Academy. The first cohort of 25 Pre- G5 elementary teachers and the second cohort of 25 G6-12 content teachers will receive the NJ ESL Endorsement certification and become highly qualified to teach ELLs in the 3rd and 4th year of the project respectively. Those who are proficient in another language are eligible to get their bilingual endorsement. *The effectiveness of this ESL endorsement program will be measured by a project developed pre and post and self-report questionnaires, a comprehensive exam on theory and practice of TESL, and classroom observations.*

2. Initial ESL certification program for TESL students and paraprofessionals

Fifty students in two cohorts of 25 will take seven graduate level courses and participate in the Summer ESL Academy. They will receive a NJ initial ESL certification in the 3rd year and 5th year of the project respectively and become highly qualified ESL teachers. *The effectiveness of this program will be measured by field practice evaluation, self-reflection, a comprehensive exam on theory and practice of TESL, and classroom observations.*

3. In-service knowledge enrichment program for administrators and counselors

Forty administrators and counselors in two cohorts of 20 participants each will take two graduate level courses in TESL and participate in three required workshops addressing critical issues related to ELLs. They will receive a certification of participation in multilingual education in the 3rd year the 5th year of the project respectively. *The effectiveness of this program will be measured by a project-developed pre and post and self-reported questionnaires, a comprehensive exam on theory and practice of TESL, and a project demonstration and surveys.*

4. The Summer ESL Academy on issues related to ELL education

One hundred and fifty ESL teachers, Pre-K-12 content teachers, administrators and counselors, current TESL students will participate in a three-day Summer ESL Academy conducted each summer of the project. The summer ESL Academy provides opportunities for all educators working with ELLs to become familiar with current research and issues related to ELLs. It will address the needs of participating school districts. It also offers an important platform for collaboration among ESL teachers, content area teachers, administrators, and counselors. The topics of workshops include but are not limited to the SIOP model; differentiated instruction; collaboration among ESL and mainstream teachers; administrators; parenting strategies; trunks, collocations and other linguistic features; ELL counseling; special education and ELLs. The final topics of the workshops will be determined by a review of the current research literature, identified needs, and with advice and suggestions from the participating school districts in the PDSN. The College of New Jersey is committed to continuing the Summer Academy after the grant period based on the continuing need and interest of the PDSN network. Workshop and colloquia proceedings will be generated and placed on the project's web site. *The effectiveness of the Summer ESL Academy will be measured by project developed feedback form, participant's registration data, interviews of participants, and video evaluation.*

5. Improvement of TCNJ's TESL education programs

The CTHQP project will improve TCNJ's existing teacher training program in the following areas: 1) revising and updating the syllabi to meet the needs of participants, 2) increasing enrollment, 3) expanding the ESL inclusion to more education majors by strengthening the five-year elementary MAT dual certification (elementary and ESL) program and creating five-year secondary MAT dual certification (secondary and ESL) program. The two

five-year dual certification programs will have an enrollment of 10, 15, 20 students in the 3rd, 4th and 5th year of the project respectively. *The effectiveness of these three activities will be measured by content analysis of revised syllabi and/or surveys administered to undergraduate and graduate students in those courses, new five-year program outline and approval, and enrollment data.*

6. Building up a TESL professional development website

The project will generate a professional development resource website. It will provide project information to all districts in the PDSN: a description and schedules of the project and its programs and activities. It will publish colloquia proceedings, workshop resources, and papers by teachers and other professionals in the PDSN. It also serves as a permanent platform for all the educators in the PDSN network to engaging professional interaction, discussion, and problem posing and solving within the PDSN and with TCNJ. It serves as a professional resource center for all educators working with ELLs. *The effectiveness of the website will be measured by surveys and feedback from teachers, administrators, counselors and faculty.*

7. Dissemination of the project's design and the results to in-state and out-of-state audiences for the purposes of program replication.

To assimilate the accomplishments of the project, participants will share their knowledge and experience gained from the project with colleagues and/or at PDSN conference and submit conference proposals for conference presentations. The project staff and participant districts make presentations at TESOL (2013 and 2015, 2017), or NJ ESL/BIL conferences (2014-2016), or other professional conferences to share the project results and experience. The results and presentations will also be published on the project website. *The effectiveness of the project dissemination will be measured by conference proposals, presentations, and publications.*

Project Director: Yiqiang Wu, Ph.D., (609) 771-2808, wuyiqian@tcnj.edu

Abstract - PR/Award # T365Z110181

Name of the IHE: Northern Arizona University

Title of Project: The Diné Dual Language Teachers Professional Development Project

Consortia Partners:

The Navajo Nation, Chinle Unified School District, Ganado Unified School District, Tuba City Unified School District, Kayenta Unified School District, Window Rock Unified School District, Rock Point Community School, Flagstaff Unified School District and Little Singer Community School.

Project Description:

The Diné Dual Language Teachers Professional Development Project will assist 40 teachers with proficiency in the Diné language and high academic achievement to meet licensing requirements for teachers who work in language instruction education programs. The project will provide coursework leading to a Masters' degree in Bilingual Multicultural Education with a content emphasis in Bilingual Education, and an endorsement in Bilingual Education and English as a Second Language. In-service teachers will participate in courses online during the academic year. This course delivery

mode will allow participants to continue to live and work in their communities. In-service teachers will participate in courses and in a workshop on the Flagstaff campus for 12 days during Summer Session II.

Over a period of five years, 40 Master's students will be linked with 10 dual language mentor teachers to provide challenging instruction in the content areas of mathematics and science. The coursework is aligned with TESOL NCATE Standards and with the Arizona Department of Teacher Education INTASC Teacher Proficiency standards. At Northern Arizona University, 36 units of professional coursework are required for the Master's.

Science and Mathematics Workshops provided at the participating schools each fall and spring and on the mountain campus each summer will further support the improvement of the ability of the teachers to support academic language acquisition skills in LEP students. Classroom teachers will create culturally relevant science and mathematics lessons which will improve achievement, creativity and motivation among talented bilingual students in participating districts. (Babco 2003), (Nelson-Barber, & Lipka, 2008)

Current research (Moir & Hanson, 2008) in professional learning communities demonstrates that social interactions, interpersonal relations, classroom communications and technology support the success of classroom teachers. Research (see e.g. Carnegie, 1986, Holmes, 1990, Wise & Darling Hammond, 1987) documents that effective preparation of good teachers includes practical experience under carefully supervised conditions in collaboration with experienced teachers. These studies show that an effective way to prepare teachers is through site-based partnerships between colleges of education and K-12 schools that allow students to immediately apply what they are learning in their college classes by working with K-12 students under the supervision of mentor teachers.

Competitive Preference Priority 2: Enabling more data based decision making at the IHE Level

All courses in Bilingual Multicultural Education are aligned with the 2002 TESOL Standards for Professional Development. All instructors have identified signature assignments in the program which are submitted by the students in a Task Stream electronic portfolio. This process enables faculty to gather and aggregate data on signature assignments for analysis. Assessments include examinations, rubrics, and assessments of knowledge, skills and dispositions in classroom settings during the fieldwork experience.

Improving instructional practices, policies and student outcomes in elementary or secondary schools Mentor teachers will guide project teachers and classroom teachers as they a) align curriculum/assessment/instruction to state and national academic standards, b) study achievement data and classroom indicators to identify achievement gaps, c) research curriculum, instruction and assessment resources that target these needs, d) participate in professional development focused on content based instruction in science and mathematics in the dual language classroom to meet these needs, and e) reflect on improved teaching and learning in these content areas and share findings with colleagues.

Outcome: Integration of strategies for collecting and using data on student academic

achievement in BME core courses. Curriculum planning task of modifying a regular classroom lesson to meet the needs of ELs. Integration of strategies where deficiencies exist.

Measures: SIOP observation Protocol, District quarterly benchmark assessments, AIMS, Terra Nova, TESOL NCATE Portfolio.

Competitive preference priority 3: promoting science, technology, engineering and mathematics (STEM) education.

In each year of the project, the project director and the project faculty will design three Diné Dual Language Workshops which will provide students and classroom teachers at participating sites with opportunities to strengthen the community of learners. The workshops will be conducted by the Mentor teachers who are Diné dual language teachers and who will provide lesson plans, materials and teaching strategies appropriate to the interests of the Master's students in the content areas of science and mathematics. The Diné Division of Education will participate in these workshops. Lesson plans and online resources will be added to the online database of materials on the project web page. All workshop curriculum will be aligned with the Arizona English language proficiency standards and with the Diné Language and Culture Standards.

Outcomes: The implementation of a process to ensure articulation between national content standards, tribal cultural and language standards, the content knowledge of teacher education candidates, and the pedagogical content knowledge of teachers. Professional developmental offerings for partner teachers based on identified school needs.

Measures: The number of project teachers attending math science workshops. The number of project teachers implementing dual language methods in the math/ science classroom.

Abstract - PR/Award # T365Z110177

Name of IHE: University of Colorado Denver

Title of the Program: E-learning Communities for Academic Language Learning in Math and Science (ECALLMS)

Consortia Partners: Aurora Public Schools, Adams 12 Five Star Schools, Adams 14 School District, Denver Public Schools, Jefferson County Public Schools, and Mapleton Public Schools. For more information on our schools in the Professional Development Network please visit: www.ucdenver.edu/education; click on "Our Role In the Community"

Project Description:

Overarching Goal: Prepare members of the Urban Community Teacher Education (UCTE) community (teacher candidates, university faculty, district personnel, site teams, cooperating teachers, program graduates) to provide linguistically responsive instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science. We plan to substantially improve curricula and enhance existing networks and relationships by focusing on two levels of initiatives (pre-service and in-service) that are

intertwined and sustainable through the continued development of a substantial, high quality, UCTE online learning community.

Pre-Service Initiatives: There are three major outcomes: (1) professional development of preservice faculty in regards to instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science, (2) informing teacher education through district-based innovation in practice as investigated by collaborative, action research conducted by pre-service faculty striving to solve local issues around instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science, (3) cohesive curricular alignment across initial licensure courses and internships in regards to preparing pre-service teachers to engage in instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science.

In order to meet these outcomes, Professional Learning Communities (PLCs) will be created, sustained, and supported by the Co-PIs and through stipends. Each PLC will be composed of School of Education and Human Development (SEHD) faculty, College of Liberal Arts and Science (CLAS) faculty, and site teams (teacher candidate internship supervisors) and will be tasked with focusing their work on either a partner district and its local needs surrounding effective math and science instruction for ELs, initial licensure courses (either core courses or specialty methods courses), or the internships required for initial licensure. Once the targeted focus has been determined, PLCs will meet regularly both online and in person to gather data and investigate local problems of practice through collaborative action research regarding how to prepare teachers to accelerate ELs acquisition of language, literacy, and math and science content knowledge. Each PLC will be supported by a Co-PI and will be expected to share the outcomes of their work in the UCTE Online Learning Community. Additionally PLCs will attend an annual retreat where all PLCs join together and strive for cohesive program alignment through sharing outcomes, products and accomplishments as well as setting goals and creating plans for further work. Further, PLCs will participate in the testing and improvement of the courses/modules developed and offered through the In-Service Initiatives described below. A major outcome of the PLC work is developing a learning progression that defines the outcomes and proficiencies teacher candidates will master as they journey through the UCTE program related to accelerating the language and literacy of ELs, particularly in math and science.

In-Service Initiatives: There are two major outcomes: (1) creation of substantial, high quality, online professional development opportunities for every member of the UCTE community (site teams, clinical teachers, graduates, faculty, district partners, etc.) to engage in that will support high quality instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science, (2) increased capacity and understanding by cooperating teachers and program graduates to utilize instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science.

In order to meet these outcomes, a design team will be created that will consist of faculty from the Linguistically Diverse Education (LDE) program, Math and Science Methods/Content faculty, an expert in high quality online learning environments, and UCTE faculty. This design team will create several high quality online professional development modules that will be housed and utilized through the UCTE Online Learning Community. In particular combination, the modules will add up to three graduate level courses. One set of modules will add up to a course on linguistically diverse education, one set of modules will add up to a course on academic language in math, and one set of modules will add up to a course on academic language in

science. By the end of the tenure of the grant, a substantial online learning community with extensive resources to support quality instruction for ELs will have been created, tested, piloted, and utilized by university faculty, cooperating teachers and program graduates.

UCTE Online Learning Community: Currently, an online learning community is being developed for use by all members of the UCTE community. This is a social network type learning environment where content can be accessed, stored, and shared, smaller communities can be created and online professional development will be supported across the professional lifetime of our teacher candidates, graduates, and district partners. Utilizing EdWeb, this online learning community will become an integrated aspect of the UCTE community supporting the work of every member from teacher candidates to university faculty to district partners. Through the work proposed with this grant, the learning opportunities for UCTE community members will be substantially developed and focused on supporting quality instruction for ELs that accelerates language, literacy, and content knowledge development with a particular focus on math and science.

Below is a graphic representing our proposed project where the pre-service initiatives and the inservice initiatives inform and influence one another and come together in the creation of high quality professional development content housed in a sustainable online learning community.

Priorities: Competitive Priority 2 “Enabling more data-based decision-making,”, Competitive Priority 3 “Promoting science, technology, engineering, and mathematics (STEM) education”, and Invitational Priority 2 “Improving preparation of ALL teachers to better serve ELs.”

GPRA Measure Targets:

	Year 1	Year 2	Year 3	Year 4	Year 5
# pre-service Teachers expected to be served	Planning Year	300 (100% of pre-service teacher candidates in UCTE)	300 (100% of pre-service teacher candidates in UCTE)	300 (100% of pre-service teacher candidates in UCTE)	300 (100% of pre-service teacher candidates in UCTE)
# pre-service Teachers expected to complete the program of study	Planning Year	300 (100% of pre-service teacher candidates in UCTE)	300 (100% of pre-service teacher candidates in UCTE)	300 (100% of pre-service teacher candidates in UCTE)	300 (100% of pre-service teacher candidates in UCTE)
# pre-service teachers expected to complete the program of study	Planning Year	N/A	250 (83% of UCTE graduates)	250 (83% of UCTE graduates)	250 (83% of UCTE graduates)
# in-service Teachers expected to be served	Planning Year	N/A online course testing year	18	36	72

# in-service teachers expected to complete the program of study	Planning Year	N/A online course testing year	18	36	72
# in-service teacher completers who are expected to serve EL students	Planning Year	N/A online course testing year	18	36	72

Contact: Dr. Kara Mitchell, 303-315-2156, kara.mitchell@ucdenver.edu

Abstract - PR/Award # T365Z110079

Applicant: KU Center for Research, Inc. (KUCR)

Title of Program: TELK-Topeka: Teaching English Learners in Kansas – Topeka

Participants and Partners: KU School of Education (SOE) and Topeka Public Schools [Unified School District (USD) 501].

Project Description: TELK-Topeka, a sustainable professional development (PD) program, will improve the quality of instruction for ELs in Kansas. It will deliver Teaching English to Speakers of Other Languages (TESOL)-endorsement courses to pre-service students at KU, to in-service teachers in USD 501 and will provide professional development to paraeducators in USD 501. The project will facilitate a) redesign of 6 university TESOL courses into a blended format of distance learning and on-campus intensive courses and, b) development of a new series of research-based, interactive professional development workshops for paraeducators. TELK-Topeka responds to the need for an increase in TESOL-endorsed teachers to meet the demands of greater numbers of language minority students in USD 501. More than 1350 English learners (ELs) are enrolled in USD 501 and, of the entire staff, less than 6% are TESOL endorsed. Additionally, there will be an increase in pre-service teachers who receive ESOL endorsement and paraprofessionals who receive enhanced professional development focused on working with culturally and linguistically diverse students.

Goal and Objectives: The goal of TELK-Topeka is to improve the quality of instruction for English learners (ELs) by designing and delivering a blended model of distance learning and intensive summer professional development programming targeting pre- and in-service teachers and paraprofessionals in USD 501, a high-need urban district.

Objective 1: Increase the number of in-service teachers in the district who receive ESOL endorsements..

Objective 2: Increase the number of pre-service graduates who complete the KU TESOL endorsement, who are placed within one year of graduation in instructional settings serving ELs, and who are providing instructional service to ELs 3 years after program completion.

Objective 3: Increase the number of high quality ESOL related in-service professional development hours for paraprofessionals in the district.

Objective 4: Update the existing six courses in the KU TESOL endorsement curriculum into a blended model of interactive distance learning and intensive summer formats.

Invitational Priority #2: With 11 Measurable Outcomes and Supporting Activities, TELKTopeka meets Invitational Priority #2 *Improving Preparation of All Teachers to Better serve English Learners* by increasing the number of KU TESL endorsed pre-service and in-service teachers.

Competitive Preference Priority #2: Enabling More Data-Based Decision-Making: TELKTopeka will collect and analyze quantitative and qualitative data at two levels: A) to determine if the strategies for ELs that the professors perceive they are emphasizing in their courses are the same as those the teachers perceive should be incorporated in their lesson plans; and B) to determine if the strategies the teachers perceive they have incorporated in their teaching are recognized by various stakeholders, including students, administrators, independent observers and mentors.

Competitive Preference Priority #3: Promoting Science, Technology, Engineering and Mathematics (STEM) Education: TELK-Topeka will use preferential acceptance for STEM teachers at both the pre-service and in-serve application process.

GPRA Measure Targets

Measure	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-service teachers served	5	10	10	10	5
Pre-service Completers	0	5	5	5	5
Pre-service placed in EL settings	0	0	5	5	5
Pre-service completers certified	0	5	5	5	5
Paras served	150	150	150	150	150
Para completers	n/a	n/a	n/a	n/a	n/a
In-service					

Served	15	30	45	45	45
In-service Completers	0	0	15	15	15
In-Service completers certified	0	0	15	15	15
In-service completers serving ELs	0	0	15	15	15

Contact Information:

Dr. Francie Christopher, Principal Investigator, fpchristopher@ku.edu 785.864.1075
Stephanie Christenot, Project Coordinator sac625@ku.edu; 785.864.7124

ABSTRACT - PR/Award # T365Z110235

Name of the IHE: Stephen F. Austin State University (SFASU)

Title of the Program: Project CONFianza

Consortium Partners: Nacogdoches Independent School District, Lufkin Independent School District

Project Description:

Through Project CONFianza, the Stephen F. Austin State University (SFASU) College of Education (COE) will conduct a five-year research study designed to implement targeted curriculum and professional development activities and to assess their level of implementation and impact on classrooms. These activities will build the capacity of teachers, professors, and administrators to serve English Learners (ELs) in partnership with two local education agencies (LEAs): Nacogdoches Independent School District (NISD) in Nacogdoches County and Lufkin ISD (LISD) in neighboring Angelina County. *Confianza* means a combination of trust, mutual respect, familiarity, and understanding based upon experience which yields confidence. *Confianza* symbolizes the reciprocal relationship between the multiple partners and stakeholders in the grant. This project builds upon SFASU's previous National Professional Development Grant, ENLACE (*English Language Acquisition Center for Excellence*).

The goals of this collaborative project are (1) to improve the education of pre- and inservice teachers to work effectively with EL students and (2) to assess their level of implementation and impact on classrooms. This will be accomplished through three objectives. The first objective is to improve the SFASU COE teacher education program curricula to prepare all teacher education candidates to provide effective instruction to EL students and implement the Texas English Language Proficiency Standards (ELPS). This will be accomplished by aligning the infused ESL standards and ELPs with the certification curriculum. All candidates will take the state-released representative exam. Project CONFianza expects a pass rate of 80% or higher. Each year, 60 candidates will take and pass the TExES certification

exam for ESL. Curriculum and Data Teams—a collaborative effort between SFASU COE, NISD and LISD—will work to ensure seamless integration of EL theory of best practice and project activities.

The second objective is to continue to upgrade qualifications and skills of all in-service faculty and leaders in the two PDS partner school districts and SFASU COE to teach EL students effectively in content classes. Participants will attend a three-day professional development opportunity to prepare them to take and pass the TExES ESL exam. Over the course of the grant, 260 in-service teachers will become certified in ESL. Additionally, these teachers will receive support from collaborative teams of mentor coaches, demonstration teachers, administrators, aspiring administrators, and university faculty liaisons. These support teams will attend a three-day professional development opportunity to develop leadership for ELs. Twenty-two mentor coaches and 22 demonstration teachers, 20 administrators, and 15 aspiring administrators will attend the EL Leadership Institutes. On their home campuses, these teams will work to seamlessly integrate the skills learned in the professional development into practice. These leadership institutes will concentrate on EL teaching strategies and best practices, the theory of language development, cultural diversity, and differentiated instruction for second language learners. These sessions will also prepare administrators to identify appropriate EL teaching strategies in the classroom as they conduct walk-throughs in their schools. Professional development will follow the Train-the-Trainer and Professional Development School (PDS) models and is designed so that mentor coaches, administrators, and aspiring administrators from partner schools will attend the same training sessions as SFASU PDS faculty, who train teacher interns and supervise field placement sites. The EL Leadership Institutes will focus on the STEM content areas.

The third objective of Project CONFianza is to increase the level of implementation of effective teaching and leading for EL students through field-based experiences in PDS classrooms and research-based decision-making. Project CONFianza's goal is to affect permanent change in the partnering institutions' approach to educator preparation and professional development. The first step in this process is to institute an ongoing assessment of professional development needs and data analysis. Through Curriculum Development and Data Teams (CD/DT) at the university and campus levels, Project CONFianza will create structures of support for EL academic success. Second, by revising and realizing the current SFASU teacher education curriculum and faculty approach to EL content, future pre-service educators will graduate from SFASU's program with the skills and qualifications to address learning needs of LEP students. Third, by taking a systemic approach for sustainability, Project CONFianza will create overlapping layers of support through coaches, Demonstration Teachers, aspiring administrators, and current administrators to reach many more in-service educators and higher education faculty than just those who attend the professional development activities; these individuals will in turn serve as models and mentors for new teachers and administrators in their schools. Pre-service candidates will observe demonstration teachers using best practices for ELs in the classrooms. Aspiring administrators will participate in data-based decision making to lead improvement for ELs on their campuses. Current administrators and university liaisons will mentor aspiring administrators to display a level of implementation of data-based decision making of 4.0 on a 5.0 scale. Mentor coaches will coach newly certified ESL in-service teachers to display a level of 4.0 on a 5.0 scale for implementation of best practices for ELs.

Priorities: *Competitive Priority 2:* Enabling More Data-Based Decision-Making; *Competitive Priority 3:* Promoting Science, Technology, Engineering, and Mathematics (STEM); *Invitational Priority 1:* Improving Achievement and High School Graduation Rates; *Invitational Priority 2:*

Improving Preparation of All Teachers to Better Serve English Learners.

GPRA Measure Targets:

The number of *pre-service* teachers expected to be served (Year 1, 2, 3, 4, 5)

- **Year 1: 750, Year 2: 750; Year 3: 750; Year 4: 750; Year 5: 750**

The number of *pre-service* teachers expected to complete the program of study (Year 1, 2, 3, 4, 5)

- **Year 1: 60, Year 2: 60; Year 3: 60; Year 4: 60; Year 5: 60**

The number of *pre-service* teacher completers expected to be placed in instructional settings serving ELs (targets for years 2 and beyond)

- **Year 1: 0, Year 2: 50; Year 3: 50; Year 4: 50; Year 5: 50**

The number of *pre-service* teachers expected to complete the program of study and be certified in EL instruction (Year 1, 2, 3, 4, 5)

- **Year 1: 0, Year 2: 54; Year 3: 54; Year 4: 54; Year 5: 54**

The number of *paraprofessionals* (who are not pre-service teachers) expected to be served (Year 1, 2, 3, 4, 5) 0

The number of *paraprofessional* completers expected to meet state or local qualifications for ELs (Year 1, 2, 3, 4, 5) 0

The number of *in-service* teachers expected to be served (Year 1, 2, 3, 4, 5)

- **Year 1: 104, Year 2: 104; Year 3: 94; Year 4: 94; Year 5: 84**

The number of *in-service* teachers expected to complete the program of study (Year 1, 2, 3, 4, 5)

- **Year 1: 104, Year 2: 104; Year 3: 94; Year 4: 94; Year 5: 84**

The number of *in-service* teachers expected to complete the program of study and be certified in EL instruction (Year 1, 2, 3, 4, 5)

- **Year 1: 60, Year 2: 60; Year 3: 50; Year 4: 50; Year 5: 40**

The number of *in-service* teacher completers who are expected to serve EL students (Year 1, 2, 3, 4, 5)

- **Year 1: 104, Year 2: 104; Year 3: 94; Year 4: 94; Year 5: 84**

Contact: Dr. Mary Catherine Niño, Co-Principal Investigator
Department of Secondary Education and Educational Leadership
Phone: 936-468-6466 Email: ninomc@sfasu.edu
Dr. Betty Alford, Co-Principal Investigator
Department of Secondary Education and Educational Leadership
Phone: 936-468-1865 Email: balford@sfasu.edu

ABSTRACT - PR/Award # T365Z110167

Preparing Rural Inclusive Multicultural Exceptional-educators (PRIME)

Bachelors Degree in Elementary Education, Special Education/CLDE, and ESL

Name of IHE: Northern Arizona University

Title of the Program: OELA- National Professional Development Program CFDA 84.365Z

Number and Type Participants Projected To Be Served. Over 5 years, it is projected that 48 Preservice Bachelors of Science (BS) Degree in Education undergraduate students who are all employed as Paraprofessionals in Special Education will be served. These Career Ladder paraprofessionals will develop the competencies to become fully certified Highly Qualified Teachers with a focus on improving instruction for English Learners (ELs) and ELs with disabilities in Elementary Education/Special Education (k-12 Cross Categorical Disabilities) and earn the Arizona Endorsement in English as a Second Language (ESL). These 48 students will be divided into 3 cohorts of 16 students in each cohort. Each cohort will take classes for approximately 20 months. By the end of the five year grant, it is projected that 48 pre-service teachers will have received training in ESL, Special Education (SpEd), Culturally Linguistically Diverse Exceptional (CLDE) Education, STEM subjects of Science, Math, and Technology, Elementary Education (ElemEd), and Middle School Education.

Yr 1- Fall 2011-**Cohort 1:** 16 ElemEd/SpEd/ESL Undergraduate Career Ladder Preservice students Begin the 24 courses in the PRIME grant program for 5 semesters of coursework. Cohort 1 coursework Completed in Yr 2 Spring 2013.

Yr 2- Summer 2013-**Cohort 2:** 16 ElemEd/SpEd/ESL Undergraduate Career Ladder Preservice students Begin the 24 courses in the PRIME grant program for 5 semesters of coursework. Cohort 2 coursework Completed in Yr 4 Fall 2014.

Yr 4 -Spring 2015-**Cohort 3:** 16 ElemEd/SpEd/ESL Undergraduate Career Ladder Preservice students Begin the 24 courses in the PRIME grant program for 5 semesters of coursework. Coursework Completed in Yr 5 Summer 2016.

Yr 1 to 5- **Higher Education Faculty**-6 each year.

**STUDENTS PROJECTED TO BE SERVED BY END OF PROJECT-Preservice Total=48
Higher Education Faculty = Total of 30 Faculty in five years**

Consortia LEA Partners: Yuma Union High School District; Yuma Elementary 1, Somerton; Gadsden; Crane; Wellton; Parker; Hyder; Antelope Valley, and La Paz County Schools.

Project Description: Northern Arizona University College of Education and Yuma Branch Campus will prepare general education and special education undergraduate teacher education students employed as paraprofessionals in rural school districts in La Paz county and the Yuma area on the border of Mexico to improve instruction for English Learners (ELs) and English Learners with disabilities. NAU will work in consortium with Yuma LEA partners to prepare Highly Qualified teachers who are well prepared to serve EL students and EL students with disabilities through delivery of a pre-service teacher preparation program leading to Arizona Endorsement in ESL and Arizona certification in Elementary Education and Special Education. The curriculum will emphasize STEM content education which will be infused into ESL and Special Education courses as well as ESL being infused into Science, Math, and Technology courses. PRIME graduates will be Highly Qualified teachers who have expertise in using ESL strategies and effective assessment procedures, methods and materials for CLDE students. LEA Superintendents are members of the PRIME Advisory Committee and lend their unique perspectives to the PRIME program about best practices in preparing teachers to educate EL students. Partner districts will provide Mentor Teachers and appropriate classroom assignments

for pre-service teachers. LEA partners will also provide feedback on pre-service teacher performance and allow program participants to take part in professional development activities. In addition, LEA partners will allow PRIME staff and faculty to observe program participants in their classrooms teaching EL students.

Competitive Preference Priority 2: Enabling More Data Based Decision Making. Multiple measures on progress of participants will be taken during the course of instruction. SIOP data collection instruments will be used to track implementation of EL and CLDE strategies during practicum and student teaching. Cohort will be measured against non-grant participants in the same degree program to determine 1) Retention of PRIME students 2) Bachelors degree completion rate. 3) GPA 4) School employment serving EL students. In addition, course redesign guided by nationally recognized experts in EL and STEM education will commence in year 1. Cohort 1 will pilot at least two redesigned courses. Data collected from cohort 1 will be presented to university faculty. Further course adaptations and adoptions will be considered. Overall data will be collected in Year 4 and analyzed in Year 5. These findings will have implications for changes in the courses in the university's teacher education program.

Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education. 1)The degree offered is a dual major in Elementary Education/Special Education Cross Categorical, therefore, graduates will be teaching STEM subjects of Science, Technology and Mathematics either as an elementary education teacher or in their role as a special education teacher. 2)Using courses redesigned to include teaching CLDE students, faculty will prepare the PRIME graduates to engage students of all abilities in active learning. 3)Program participants will be offered the option of specializing in middle school Math or Science to become Highly Qualified in Math or Science. This would result in some of the graduates becoming STEM teachers at the Middle School level. 4) Course redesign to infuse Math, Science, and Technology guided by nationally recognized experts in EL and STEM education will commence in year 1. Appropriate Special Education and ESL classes will be enhanced to include proven strategies for effective instruction of Math, Science, and Technology for all students, as well as increasing parental involvement and awareness of STEM education.

Invitational priority: Improving preparation of all teachers to better serve English Learners. Through this grant, the NAU teacher education curriculum and courses will be improved significantly to include more instruction related to best practices and research with EL students and CLDE students especially in STEM content area, ESL, and SpEd courses. Course redesign guided by nationally recognized experts in EL and STEM education will commence in year 1. Cohort 1 will pilot at least two redesigned courses. Data collected from cohort 1 will be presented to university faculty. Further course adaptations and adoptions will be proposed to the education faculty related to the specific subject areas.

Project Activities by Year and Cohort number (C-1, C-2, C-3)

Year 1	Year 2	Year 3	Year 4	Year 5
8/1/11-7/31/12	8/1/12-7/31/13	8/1/13-7/31/14	8/1/14-7/31/15	8/1/15-7/31/16
TOT student				
Presentations on STEM/ESL/CLDE				
topics 1 national	topics- 1 national	topics- 1 national	topics- 1 national	topics- 1 national
1 in-service	1 inservice	1 inservice	1 inservice	1 inservice
Presentation	presentation	presentation	presentation	presentation
100 teachers				
attend. 80%use	attend. 80% use	attend. 80% use	attend. 80% use	attend. 80% use
3 strategies	3 strategies.	3 strategies.	3 strategies.	3 strategies.

Cohort 1 (C1) – 12 courses	(C1) 12 courses (C2) 3 courses	(C2) 15 courses	(C2) 6 courses (C3) 9 courses	(C3) 15 courses
Infuse ESL into ECI 306 Elem. Science methods course	Infuse ESL into ECI 300 Elem Math methods course	Infuse CLDE & Technology teaching strategies into Math/Science methods courses	Collect data on effectiveness of revised syllabi	Analyze data from syllabi review and from focus groups
Infuse Science into 2 ESL and 2 Spec. Ed. courses	Infuse Math into 2 ESL and into 2 ESL and courses	Infuse CLDE & Tech and 1 ESL course	Collect data on effectiveness of revised syllabi	Analyze data from syllabi review and from focus groups

GPRA Targets:

Measure 1.1: The percentage of pre-service program completers who are State and/or locally certified, licensed, or endorsed in EL instruction.

Year 1-N/A. Year 2 100% Year 3- N/A Year 4 – 100% Year 5- N/A

Measure 1.2: The percentage of pre-service program completers who are placed in instructional settings serving EL students within one year of program completion. Year 1- N/A Year 2- 100% Year 3-N/A Year 4 100% Year 5 N/A

Measure 1.3: The percentage of pre-service program completers who are providing instructional services to EL students 3 years after program completion. Year 1- N/A Year 2 – N/A; Year 3-N/A; Year 4-N/A; Year 5 100%

Project Director Contact:

Dr. Patricia Peterson, (928) 523-4005, Patricia.Peterson@NAU.edu

Project Abstract - REDE - PR/Award # T365Z110003

Name of the IHE: University of Colorado, Boulder

Title of the Program: *Rural Educator Development and Endorsement (REDE) Project*

Consortia Partners

BUENO Center and School of Education at the University of Colorado, Boulder

Colorado Department of Education

Eagle County School District

Garfield County School District

Summit County School District

Project Description

The *Rural Educator Development and Endorsement (REDE)* Project will prepare 40 educators in rural school districts to deliver high quality instruction and assessment to English learners (ELs) in grades K-12, by providing an MA degree leading to Colorado state endorsements in linguistically diverse education and special education. This unique double endorsement program prepares educators for work with ELs, with and without disabilities, specifically focusing on skills necessary to: 1) provide sufficient opportunities to learn in general education instruction, and 2) reduce misplacements and unnecessary referrals of ELs for special education. The REDE project is designed to address the contemporary need of knowing linguistically diverse and special education knowledge and skills necessary to provide high quality instruction to all English learners. The project has several key components to meet critical preparation needs: *Rural* – REDE will provide much needed educator training for work with ELs in under-served rural areas in Colorado;

Educator Development – Comprehensive training will be provided to REDE teachers, content interventionists, and support personnel targeting ESL instruction in literacy, mathematics and science within a professional learning community (PLC);

Endorsement – Project leads to highly qualified educators in the dual areas of linguistically diverse education and special education generalist as stipulated by the state of Colorado. Over the five-year project, REDE will bring together two cohorts of 20 educators each (40 total participants), from three rural school districts in Colorado. Cohorts will be comprised of a crosssection of educators including K-12 classroom teachers, content interventionists and support personnel (e.g., school psychologists; counselors; literacy specialists) to best meet the varied needs of ELs in three content areas: reading, mathematics and science. The University of Colorado at Boulder double endorsement program is the most comprehensive MA degree for educators of ELs in the state, meeting Colorado state professional and content standards in the areas of Reading, Linguistically Diverse, and Special Education Generalist. Participants will master EL knowledge and skills grouped within four goals and 11 performance objectives; mastery is evaluated using primarily quantitative data. The four REDE goals are:

Goal 1: Increase state-wide pool of highly qualified culturally responsive teachers

Goal 2: Increase critical skill sets of educators to meet cultural and linguistic diversity needs

Goal 3: Demonstrate use of evidence-based interventions with fidelity and improve ELs' progress in content areas

Goal 4: Increase educators' knowledge and expertise with co-teaching and professional learning communities (PLC) within response to intervention models

Embedded within the four goals are the 11 performance objectives. By meeting the performance objectives, REDE participants acquire several essential skill sets including:

- * Abilities to differentiate between learning differences and learning disabilities in ELs
- * A fundamental knowledge of language and reading acquisition processes and strategies
- * Expertise in use of evidence-based interventions appropriate for teaching ELs, including direct instruction, co-teaching, sheltered instruction, ESL methodology and scaffolding to name a few
- * Expertise in developing and implementing ESL content lessons in reading, math and science grounded in universal design for learning (UDL), thematic instruction, and reflective thinking
- * Skills in collaborating with colleagues, parents/community members in the education of ELs through a professional learning community (PLC) within response to intervention (RTI) models
- * Abilities in delivering ESL reading, math and science lessons demonstrating carry-over to the classroom of REDE knowledge and skills (*Carry-over evidence will be based on observations of participants and academic progress of ELs*)
- * Expertise in the classroom application of acquired knowledge and skills through completion of 400 hours of supervised fieldwork and practicum

REDE courses will be delivered using a hybrid model in which some course sessions are delivered on-site and some online (60-40 ratio of onsite to online for each course). This structure addresses specific needs of rural districts by bringing high quality training to traditionally underserved areas of the state with ever-increasing numbers of ELs in a cost-efficient and effective manner. Upon completion of REDE, 40 educators will obtain an MA degree (two educator endorsements), possessing expertise in ESL methodology, UDL, PLC and RTI leading to an increase in the numbers of highly qualified educators in rural Colorado for work with ELs, with or without disabilities.

Additionally, the impact of REDE training on ELs' classroom academic performance will be determined through regular monitoring and collection of student progress data in the reading, math and science content areas. AIMSweb and Colorado State Assessment Program (CSAP) are used to monitor and assess learner progress in the partner districts and are included in REDE.

Priority: REDE provides targeted ESL instructional development in the STEM content areas of mathematics and science thereby meeting *Competitive Preference Priority 3* of the grant competition.

GPR Measure Targets: REDE directly addresses In-service GPR Measures as follows:

The number of in-service teachers expected to be served: Year 1: 20; Year 2: 40; Year 3: 40; Year 4: 40; Year 5: 20

The number of in-service teachers expected to complete the program: 20 Participants will complete the program in Year 4 (Cohort 1) and 20 participants in Year 5 (Cohort 2) (40 Total)

The number of in-service teachers expected to complete the program of study and be certified in EL instruction: 20 Participants will complete the program AND be EL certified in Year 4 (Cohort 1), and 20 Participants will complete the program AND be EL certified in Year 5 (Cohort 2) (40 Total)

The number of in-service teacher completers who are expected to serve EL students: 100% (40) participants will be practicing educators and all are expected to work with ELs during and following completion of REDE (Note: A follow-up survey to determine continued work with ELs will be completed three years after project completion)

Contact: Project Director-Dr. John Hoover; 303-735-2015; john.hoover@colorado.edu

Project Abstract - PR/Award # T365Z110154

English Language and Literacy Integration in Subject Areas (ELLISA)

Name of IHE: University of California, Santa Cruz (UCSC)

Title of Program: National Professional Development Program; Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

Consortia Partners: San Francisco State University (SFSU)

San Jose State University (SJSU)

CERIUS (Center for Educational Research in the Interest of Underserved Students), UCSC Alum Rock Union Elementary School District (ARUSD)

Franklin-McKinley School District (FMSD)

Project Description

The proposed project *English Language and Literacy Integration in Subject Areas (ELLISA)* addresses a critical challenge in education -- the preparation of pre-service teachers to provide effective instruction to English Language Learners (ELL) with the goal of accelerating this vulnerable student populations' acquisition of academic language, literacy and content knowledge. The project has two goals: Goal One is to develop a model of EL-focused elementary teacher preparation based on effective EL teaching practices that integrate the teaching of language and literacy into science, mathematics and social studies instruction and articulate this model across program components including subject matter teaching methods courses, student teaching supervision and mentoring by school district cooperating teachers by providing professional development to university subject matter methods instructors and teacher supervisors, and cooperating teachers from the partner school districts. Goal Two is to develop pre-service teacher education and professional development materials to enable teacher education programs and school districts to implement the ELLISA model at their own sites. Over the course of the project 10 subject methods instructors (SMI), 8 teacher supervisors (TS), and 50 cooperating teachers (CTs) in the partner school districts will have completed professional development to enable them to deliver the EL-focused model and 184 pre-service teachers will

have completed an EL-focused model of teacher education and be California certified in EL instruction. A program of research and evaluation will provide formative and summative evaluation data to inform an iterative process of program development and analyze program impact on methods instructor, teacher supervisor, cooperating teacher and student teacher knowledge, beliefs and practice.

The ELLISA project incorporates four instructional practices that a substantial body of empirical research has demonstrated support the learning and achievement of ELL. These practices include: These include integrating language development (LD), literacy (L); instructional conversation (IC) and contextualization (C) into subject matter instruction. These practices will be modeled in science, mathematics and social studies methods courses and student teachers will be coached and supported in the implementation of the ELLISA practices in their student teacher practicum.

The professional development program will focus on training SMI, TS and CT to integrate the ELLISA practices into their courses and mentoring practices. To develop coherence in the preservice teacher education program, all program participants (SMI, TS and CT) will participate in an annual three day summer institute followed by role-specific professional development throughout the academic year. The ELLISA Summer Institute will engage participants in: analysis of the four ELLISA effective ELL practices (LD, IL, IC, & C) including theory, research and practice with observation of video clips and analysis of instructional exemplars and curriculum units in the subject focus area; personal learning experience of science, mathematics or social studies through an integrated ELLISA instructional unit incorporating the California Subject Matter and ELD standards and modeling LD, IL, IC, & C; development of an ELISSA integrated instructional unit; and review of formative evaluation data (years 3, 4 & 5). The SMI will engage in a year-long professional development process where they will work in cross-campus subject-specific teams to redesign their subject matter methods course (science, mathematics or social studies) and field test the activities with coaching and support from the professional development team. The TS and CT will receive professional development in the coaching and support of novice teachers in using the ELISSA effective EL practices.

The ELLISA project will also develop teacher education multimedia curricula that present classroom video cases of ELLISA practices that are aligned with California content and ELD standards and integrate academic language and literacy into mathematics, science, and social studies content. These multimedia exemplars of practice will: (a) will be used to prepare pre-service and in-service cooperating teachers to accelerate ELs' acquisition of academic language, literacy, and content knowledge in mathematics, science, and social studies; and (b) will be in the public domain for use in teacher education and professional development to enable teacher education programs and school districts to implement the ELLISA model at their own sites. Researchers from CERIU at UCSC will implement a mixed methods program of research and evaluation using a survey, a classroom observation protocol and semi-structured interviews to provide formative and summative evaluation data for ongoing program development and to analyze program impact on SMI, TS, CT and student teacher knowledge, beliefs and practice outcomes. The measures – the ELISSA Teacher Beliefs Survey (ETBS), DAISI classroom observation instrument and open-ended interview -- are all aligned and designed to measure the use of the four ELLISA instructional practices (language development, literacy integration; instructional conversation; and contextualization) in subject matter instruction.

The ELLISA project will develop a coherent model of pre-service teacher education that integrates effective pedagogy for EL into all components of pre-service teacher education. This model will be implemented at two sites (SFSU and SJSU) and in two urban school districts

(ARUSD and FMSD) serving large numbers of EL. Outcome data on SMI, TS, CT and preservice teachers will be used to evaluate program efficacy. Teacher education and professional development materials will be developed and disseminated to allow other teacher educators to use the ELLISA model.

Competitive and Invitational Priorities

This proposal meets the criteria for Competitive Criteria 1, 2 and 3. The consortium is a novice applicant and has not received a grant or sub-grant from the National Professional Development Program or been a member of a group application or received an active discretionary grant from the Federal Government in the last five years. The research and evaluation component will collect high quality data on program outcomes including the improvement of instructional practices in pre-service teacher education subject matter methods courses, student teacher supervision practices and coaching by partner district cooperating teachers and the impact on student teacher knowledge and practice. ELISSA will also increase the opportunities for high quality pre-service teacher preparation in science and mathematics education with a goal of improving ELL learning of STEM subjects. The ELLISA project is specifically designed to meet Invitational Priority 2 – improving the preparation of all teachers to better serve ELL by providing professional development to subject methods faculty and developing teacher education curricular aligned with the California Subject Matter Content Standards and designed to improve novice teachers knowledge and skill in delivering instruction designed to accelerate EL acquisition of English language literacy and content knowledge.

GPRA Measure Targets

The ELLISA projects will serve university subject methods instructors (SMI), teacher supervisors (TS) and pre-service student teachers (ST) at two institutions of teacher education – SFSU and SJSU and cooperating (CT) K-6 teachers in two partner school districts – ARUSD and FMSD. Ten SMI and 8 TS will complete the professional development and will be prepared to integrate effective teaching practices for EL into their practice. The table below shows the projected annual figures for pre-service teachers and K-6 cooperating teachers for GPRA measures. We project that 200 pre-service teachers will participate in the ELLISA project and that at least 184 of these will complete the program and receive certification in EL instruction and take teaching positions in ERL settings. The project will serve 200 in-service teachers who will complete the program, be certified in EL instruction and teach in EL settings.

Projected GEPR numbers Year 1 Year 2 Year 3 Year 4 Year 5.

Pre-Service Teachers

Served	0	50	50	50	50
Completers	0	46	46	46	46
Certified in EL instruction	0	46	46	45	46
Placed in EL settings	0	46	46	46	46

In-Service Teachers

Served	0	50	50	50	50
Completers	0	50	50	50	50

Placed in EL settings	0	50	50	50	50
Certified in EL Instruction	0	50	50	50	50

Abstract - PR/Award # T365Z110096

Name of IHE: Western Oregon University

Title of the Program: Project SPELL (Sustainable Practices for English Language Learners)

Consortia Partners: Salem-Keizer School District; Woodburn School District

Project Description:

Project SPELL (Sustainable Practices for English Language Learners) proposes sustained professional development activities to improve instruction for ELL students and assist district personnel to meet high professional standards. The project will utilize a professional development model that maximizes job-embedded professional learning through Professional Learning Communities (PLC's), university coursework specifically designed to scaffold inservice teachers' prior knowledge with research-based strategies, pre-service teachers placed in classrooms with ESOL endorsed mentors (classroom teachers), and district-based professional development coaches who provide on-going support. *Project SPELL* will emphasize the use of ESOL strategies in the areas of Science, Technology, Engineering and Mathematics (STEM). The collaboration between the university and two school districts will reach almost 20% of the 65,410 ELL students in Oregon (2010 – 2011).

Project SPELL's goals and objectives are as follows:

Goal 1: To refine and expand the current ESOL and ESOL/Bilingual endorsement model for in-service teachers. Working in collaboration with two school districts which include the second largest school district in the state and the school district with the most English Language Learners, the project's outcomes for Goal 1 include (a) 140 in-service teachers with ESOL endorsement; and (b) 75% of in-service teacher completers providing instructional services to ELL students.

Objective 1a: Development and implementation of an advisory council to refine the current model. In order to address the needs of the districts and the university, an advisory council will be established to provide guidance and assess periodic performance of the overall project.

Objective 1b: Expand district-based coaching component. The provision of ongoing professional development after completion of an ESOL endorsement is critical. District-based coaching will include modeling of research-based instructional methods, lesson/unit planning sessions, effective observations, and refinement of teaching based on K-12 student learning.

Objective 1c: Development and implementation of Professional Learning Communities in the school districts focusing on English Language Learners (ELL). Using DuFour's (2004) model, PLCs will be developed in each district to accentuate job-embedded learning for teachers in instructional methods for STEM content in conjunction with ESOL strategies. Action research projects highlighting best practices will result from the PLCs.

Objective 1d: Development and implementation of ESOL STEM conference.

This end of the year conference will provide an opportunity for in-service and pre-service teachers to share their action research cases and to interact with one another.

Objective 1e: Implementation of the model. Professional development models centered around short workshops are known to have little impact on teachers' practice. Project SPELL will implement a model for sustained professional development that allows for varying levels of involvement, provides flexibility and works easily within the realities of public schools. With the guidance of the advisory council, Project SPELL will include the provision of endorsement courses, district-based coaching, PLCs, and the sharing of action research in a sustained professional development model.

Goal 2: To provide ESOL or ESOL/Bilingual endorsement for pre-service teachers completing their clinical experiences in the two partner school districts. The project's outcomes for Goal 2 include (a) 160 pre-service teacher completers receive ESOL endorsement; (b) 50% of pre-service teacher completers provide instructional services to ELL students within one year out of graduation; and (c) 70% of pre-service teacher completers provide instructional services to ELL students within three years out of graduation.

Objective 2a: Select and place pre-service teachers in Salem-Keizer School District.

Objective 2b: Select and place pre-service teacher in Woodburn School District.

Objective 2c: Assess number of pre-service participants providing instructional services to students one year out and three years out from graduation.

Goal 3: To improve PK-12 ELL student learning and achievement through data-based decision-making. Project SPELL is based on a model of professional development that is focused on learning rather than teaching. Progress and achievement of ELL students within classrooms taught by program completers will be monitored both in English language development and in the STEM content areas. Project outcomes for this goal include (a) 80% of ELL students in program completers classrooms show improvement in language ability as evidenced through formative, classroom-based assessments; (b) 80% of ELL students in program completers classrooms show increased achievement in science and math as evidenced through formative, classroom-based assessments; (c) 60% of ELL students in program completers classrooms meet or exceed OAKS benchmarks in science and mathematics; and (d) 50% of ELL students in program completers classrooms show progress in language proficiency as measured by the .

Priorities: Competitive Preference Priority 1 (Novice Applicant); Competitive Preference Priority 2 (Enabling More Data-Based Decision-Making); Competitive Preference Priority 3 (Promoting Science, Technology, Engineering, and Mathematics (STEM) Education); Invitational Priority 2 (Improving Preparation of All Teachers to Better Serve English Learners).

GPRA Measure Targets:

Pre-service targets

Number of pre-service teachers expected to be served in Year 1 (0), Year 2 (30), Year 3 (40), Year 4 (45), and Year 5 (45).

Number of pre-service teachers expected to complete the program in Year 1 (0), Year 2 (29), Year 3 (38), Year 4 (43), and Year 5 (43).

Measure 1.2: Percentage (and number) of pre-service teacher completers who are placed in instructional settings serving ELL students **within one year** of program completion in Year 1 (0, no pre-service component in Year 1), Year 2 (50%, n = 15), Year 3 (50%, n = 20), Year 4 (50%, n = 23), and Year 5 (50%, n = 23).

Measure 1.1: Percentage (and number) of pre-service program completers who are State endorsed in ELL instruction in Year 1 (0, no pre-service component in Year 1), Year 2 (100%, n = 29), Year 3 (100%, n = 38), Year 4 (100%, n = 43), and Year 5 (100%, n = 43).

Measure 1.3: Percentage of pre-service program completers who are providing instructional services to ELL students **3 years after** program completion in Years 1 - 4 (not enough time lapse since no pre-service component in Year 1) and Year 5 (70%, n = 21).

In-service targets

Number of in-service teachers expected to be served in Year 1 (20), Year 2 (30), Year 3 (30), Year 4 (30), and Year 5 (30).

Number of in-service teachers expected to complete the program in Year 1 (19), Year 2 (29), Year 3 (29), Year 4 (29), and Year 5 (29).

Measure 1.5: Percentage (and number) of in-service teacher completers who complete State endorsement requirements in ELL instruction as a result of the program in Year 1 (100%, n = 19), Year 2 (100%, n = 29), Year 3 (100%, n = 29), Year 4 (100%, n = 29), and Year 5 (100%, n = 29).

Measure 1.6: Percentage (and number) of in-service teacher completers who are providing instructional services to ELL students in Year 1 (0, implementation year), Year 2 (75%, n = 15), Year 3 (75%, n = 23), Year 4 (75%, n = 23), and Year 5 (75%, n = 23).

Contact: Dr. Maria Dantas-Whitney; 503-838-8636; dantasm@wou.edu

Abstract - PR/Award # T365Z110203

IUPUI Capacity Building ESL Partnerships

1. Institute of Higher Education (IHE): Indiana University Purdue University, Indianapolis (IUPUI)

2. Title of Program: IUPUI ESL Partnerships: Building Capacity Across and Within Institutions

3. Type and Number of Participants Served: This grant serves university personnel (56) and in-service teachers (141) or a total of 197 educators. The total number of university personnel served will be 56, with 28 faculty members participating in year one, 26 in year two, and 12 university supervisors in year five. The total number of in-service teachers served will be 141, with instructional coaching activities serving 96 (16 coaches, 80 teachers or 60 elementary/20 secondary STEM) and 45 teachers receiving ESL tuition scholarships. Forty teachers—16 coaches and 24 elementary teachers—complete coaching in year one and 26

teachers in year two. Twenty teachers complete coaching and 15 elementary scholarships are awarded, serving a total of 35 teachers in year three. Ten teachers complete coaching and 15 secondary STEM scholarships are awarded, serving a total of 25 in-service teachers in year four. A total of 15 secondary STEM in-service teachers are served in year five.

4. Partners: Indianapolis Public Schools (IPS) and the Metropolitan School District of Pike Township (Pike).

5. Project Description: Indiana has experienced a 409% growth in its EL population since 1997 (Batalova & McHugh, 2010) dramatically increasing the need for ESL certified teachers. Starting in 2007, IUPUI established a multi-level, inter-institutional, and collaborative ESL teacher education partnership with several districts creating a shared vision, ownership, and responsibility for quality ESL teacher preparation. This grant proposes to continue collaborative work by systematically building greater capacity within the university and across districts to increase use of data-driven differentiation, with the ultimate aim of improving student achievement among culturally, linguistically, learning, and/or economically diverse students. Four goals and phases of activity define this project. Phase One is Assessment and Improvement. Faculty and district partners will seek consensus about the skills and practices defining high quality attention to data-driven differentiation in the regular classroom (Objective One). In year one, university faculty members will first analyze the type and quality of attention given to data-driven differentiation in content-area and ESL methods courses (Outcomes 1 & 2) and improve alignment to ESL standards and the new Common Core state standards (Outcome 3). Next faculty members and district partners will develop valid observation scales and checklists representing a continuum of attention to data-driven differentiation (Outcome 4) and quality STEM instruction (Outcome 5) to be used in coursework and instructional coaching. Finally, ESL faculty will analyze their existing secondary coaching data to improve instructional coaching protocols for working with secondary STEM teachers (Outcome 6). Phase Two is Capacity Building. The university and districts will build their collective capacity to model, teach, and support research-based pedagogy, assessment, and differentiation for diverse learners by institutionalizing use of defined instructional targets. Objective Two invites 20 faculty members to participate in a three-day seminar on infusing curriculum, activities, and assignments into teacher education courses that institutionalize use of data-driven differentiation for diverse learners (Outcome 1). University faculty will redesign 14 courses, 8 of which will be STEM focused, during year two (Outcome 2 & 3). In year five, 12 university supervisors will participate in a seminar (Outcome 4) and provide instructional coaching to a student teacher (Outcome 5). Objective three requires institutionalization of IUPUI's two-year ESL instructional coaching model in the districts across four years of the grant. Activities result *IUPUI Capacity Building ESL Partnerships* in a) the preparation of 16 district coaches prepared to coach for improved pedagogy (Outcome 1) and data-driven differentiation (Outcome 2); and b) creation of 60 elementary (Outcome 3) and 10 secondary STEM demonstration classrooms (Outcome 4) from years one to four.

Phase Three is ESL Certification. This grant increases the number of ESL certified teachers in the districts by awarding 21-credit graduate tuition scholarships to teachers (Objective 4). The program takes 16 months to complete. Starting in year three, 15 elementary teachers will receive scholarships (Outcome 1). In years four and five 15 secondary STEM teachers will be recruited for scholarships (Outcome 2). Government Performance and Results Act (GPRA) measures 1.5 (percentage of in-service teachers earning ESL certification) and 1.6 (percentage of in-service teachers serving ELs) comprise Outcome 4.

Phase Four is Continuous Quality Improvement. Activities focus on analysis of both

quantitative and qualitative data leading to continuous quality improvement (Objective Five) in teacher education curriculum (Outcome 1), the efficacy (Outcome 2) and scalability (Outcomes 3) of ESL instructional coaching, and its impact on K-12 student achievement (Outcome 4). Using quasi-experimental, repeated measures, and case study designs, analyses will address teacher transformation, development patterns, fidelity, sustainability of growth, and scaled and reliable use of IUPUI's two-year ESL instructional coaching model. The impact of teacher performance (pedagogy and differentiation) on students' academic and language achievement will also be evaluated. These data outcomes will be used to refine university-public school partnership goals and programs.

Together these goals, objectives, activities, and expected outcomes ensure systematic and collaborative improvement in university methods courses, the clinical placements for student teaching, and the professional development offered veteran teachers. This grant will build needed capacity to teach ELs in the regular classroom within the university and across district partnerships.

6. Priorities: This grant addresses three priorities. First, this project meets the expectation of Competitive Preference Priority 2: Enabling More Data-Based Decision-Making. It proposes to establish and evaluate of an ESL instructional coaching model that supports elementary and secondary teachers in learning to prepare, collect, use, and analyze various types of assessment data for the purposes of differentiating instruction to improve learning outcomes. Second, this project aligns with Competitive Preference Priority 3 by providing opportunities for high quality preparation and professional development for teachers of STEM subjects. Specifically, this grant engages STEM teacher educators in redesigning methods courses to infuse content and strategies for differentiating for diverse learners. Funding will support two years of ESL instructional coaching for 10 secondary STEM educators in an effort to create high quality clinical placements. Alignment from STEM methods courses to clinical placements will be solidified by the preparation of 12 university supervisors (6 STEM). The 30 ESL certification scholarships designated for secondary STEM educators will build needed district capacity to serve secondary ELs. Four ESL certification courses will be tailored to the needs of STEM educators. Finally, this project embodies the aim of Invitational Priority 2, which calls for the preparation of all teachers to better serve ELs. The two-year ESL Instructional Coaching Model is designed to prepare mainstream teachers to differentiate for ELs in the regular classroom. IUPUI's ESL certification program focuses on the content, skills, and concerns of mainstream teachers.

7. Contact: Dr. Annela Teemant, Project Director/Principal Investigator, 317-274-1228 (work), 801-808-6605 (cell), ateemant@iupui.edu or ateemant09@gmail.com.

ABSTRACT - PR/Award # T365Z110101

Name of the IHE: California State University, Northridge

Title of the Program:

Preparing Asian ESL and Bilingual Teachers for the 21st Century Classroom

Consortia Partners:

CSUN: Los Angeles Unified School District, Local Districts 1, 2, & 4; Glendale and Burbank School Districts

CSU Los Angeles: Los Angeles Unified School District, Local Districts 3, 4, & 5; Alhambra, Glendale, and Burbank School Districts

CSU Long Beach: Los Angeles Unified School District, Local Districts 6, 7, & 8 and Long Beach School District

CSU Pomona: Los Angeles Unified School District, Local Districts 5, 6, & 7 and Pomona School District

California Department of Education

Project Description: California State University, Northridge (CSUN), one of 23 universities in the California State University system, is the lead campus of the Asian Bilingual Teacher Education Program (BTEP) Consortium, a partnership between four California State University campuses in Southern California (CSUN and CSU Los Angeles, Long Beach, and Pomona).

CSUN, a novice applicant to the NPD program (Competitive Preference Priority 1), proposes to implement a professional development program designed to (1) prepare teachers of Chinese (Cantonese/ Mandarin), Filipino (Tagalog), Hmong, Korean, and Vietnamese backgrounds for State ESL and bilingual authorization in Asian languages; (2) provide training to in-service teachers (preferably of Asian background) for State ESL or Bilingual Authorization with an MA in Multilingual and Multicultural Education, in order to improve their teaching skills and outcomes for English language learners (Invitational Priority 2); and (3) provide training in the use of instructional technology and multicultural education to project students in core subjects (i.e., **math, science**, English, and social studies) (Competitive Preference Priority 3) to effectively work with English learners of multilingual and multicultural backgrounds.

There is a large and growing number of Asian students who are ELs. Nationwide, nearly 29% of Asian American students in public schools speak English with difficulty, according to the National Center on Educational Statistics (NCES, 2010). With nearly one-third of this student population at risk, it is imperative that we recruit and prepare Asian "bilingual" teachers to effectively serve the needs of these immigrant Asian students. According to the 2000 census, 68.5% of all Asians in the nation were foreign-born; 73.4% of them, age 5 years and older, speak languages other than English at home (US Census Bureau, 2005, 2008). This means that, as a whole, Asian Americans are a new and emerging ethnic group in the educational arena.

Currently, California has 30.3% of the nation's total Asian and Pacific Islander student population, and 11.7% of the total California student population is Asian and Pacific Islanders, but only 6.9% of public school teachers are Asian Americans (California Department of Education, 2010). In response to these circumstances, CSUN and its partners intend to build the instructor pool of Asian K-12 educators, improve the knowledge and skills of in-service teachers, and positively impact the learning outcomes of students in their classes. With this project, the consortium will be expanded to include an additional seven CSU campuses – Fullerton, Fresno, San Diego, San Francisco, Stanislaus, San Jose, and Sacramento bringing the project resources and activities to eleven campuses in total, nearly half the entire CSU system.

Specific project objectives are to: (1) Prepare 80 Asian ESL and bilingual teachers for State Certification in multiple and single subjects (math, science, & English) and 20 Asian teachers for an ESL or Bilingual Authorization with an M.A. in multicultural and multilingual education; (2) Enhance the use of instructional technology (computer skills) of project participants to diversify instructional strategies and help their students' school achievement.

Diversifying teaching strategies, and helping students to visualize instructional content, has proven to be highly effective for English learners because English learners do not comprehend written words due to their limited language skills. In addition, numerous studies (Park, 1997, 2000, & 2002) show that minority students, including Asian students, tend to be highly visual, more visual than white students, and prefer to learn visually; (3) Train all project students (credential and/or Master's Degree students) in conducting multicultural education and instructional technology; and (4) Provide regular and timely academic advisement and support to all project students in teaching credential programs and also in Master's Degree programs.

Although our Asian bilingual credential students tend to be fluent in their respective Asian languages, and in many cases, former teachers in their native countries, most are first-generation immigrants, and unfamiliar with the American school system or credential coursework. Therefore, they need timely and regular academic advisement and support to help them successfully complete their credential coursework.

Priorities: Competitive Preference Priority 1: Novice Applicants. The project director, Clara Park, does not have a grant or sub-grant under the USDE National Professional Development Program, has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program; and has not had an active discretionary grant in the five years before the deadline date for application under this program.

Competitive Preference Priority 2: Enabling More Data-Based Decision-Making. With the proposed project, CSUN and ten other CSU campuses will be collecting and analyzing data on the program, new courses, pre-service and in-service teacher learning outcomes, implementation of instructional practices, and their impact on ELs' learning outcomes in grades k-12.

Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education. The proposed project specifically addresses ELs' learning outcomes through the provision of training in the use of instructional technology and multicultural education to project students in core subjects, including math, science, English, and social studies in order to effectively address these subject areas with ELs of multilingual and multicultural backgrounds.

Invitational Priority 2: Improving Preparation for All Teachers to Better Serve English Learners. In collaboration with other CSU campuses in the BTEP consortium and partner LAUSD schools, CSUN proposes to improve preparation for Asian ESL and Bilingual teachers of English learners through creative pre-service and in-service teacher professional development programming. All teachers will receive intensive training on how to utilize best practices across the core subject areas to increase learning and retention for a large and growing Asian student population of learners.

GRPA Measure Targets:

GRPA Measure Targets	PY 1	PY 2	PY 3	PY 4	PY 5
The number of pre-service teachers expected to be served	5	5	10	10	20

The number of pre-service teachers

expected to complete the program of study	10	10	10	20
The number of pre-service teacher completers expected to be placed in instructional settings serving ELs	10	10	10	20
The number of pre-service teachers expected to complete the program of study and be certified in EL instruction	10	10	10	20
The number of paraprofessionals (who are not pre-service teachers) expected to be served	5	5	5	10
The number of paraprofessional completers expected to meet state or local qualifications for ELs	5	5	10	10
The number of in-service teachers expected to be served	5	5	5	5
The number of in-service teachers expected to complete the program of study		5	5	10
The number of in-service teachers expected to complete the program of study and be certified in EL instruction		5	5	10
The number of in-service teacher completers who are expected to serve EL students		5	5	10

Project Director Contact: Clara Park, Ph.D. 818-677-2500; clara.park@csun.edu

Abstract - PR/Award # T365Z110008
University of Colorado

Organizational Alignment to Serve EL Students (OASES)

The University of Colorado at Boulder is submitting an application for funding under Title III, National Professional Development programs. The proposed project, titled "**Organizational Alignment to Serve EL Students**" (OASES) was developed and is being submitted in partnership with three significantly impacted school districts in Colorado, Denver Public Schools, Boulder Valley School District, and St. Vrain Valley School District.

The Principal Investigator for this project will be Dr. Lucinda Soltero-González, a faculty member in the School of Education at the University of Colorado at Boulder. The goals and objectives in this application are written to **Invitational Priority 2** and **Competitive Preference Priority 2**. This invitation gives priority to projects that propose to improve preparation of all teachers to better serve English Learners (ELs). In addition, project staff and University of Colorado faculty will collect post-training data on the effectiveness of program graduates in order to determine the impact of the project on the academic achievement and English language development of EL students.

The project is based on three goals and 11 project objectives. The proposed OASES project is research-based and will involve three critical elements: (1) professional development opportunities for teachers who are responsible for teaching second language learners; (2) professional development for principals, counselors, literacy coaches, and other administrators who are responsible for the supervision of teachers of EL students; and (3) revised curricula and enhanced pedagogy in the teacher education program to improve the preparation of professional educators to provide effective educational programs to ELs. As a result of this project, teachers will demonstrate competency in creating an educational environment conducive to the ELs' academic success that is aligned to the World-class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards, and will learn and use research-based instructional strategies that are effective with students identified as ELs.

As a result of **Goal 1, Objectives 1 through 5**, the existing Linguistically Diverse Teacher Education program (LDE) presently offered at the University of Colorado will be enhanced in two ways. Currently, all courses in the program include national TESOL standards and the Colorado K-12 content standards; however, they do not include the *World-class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards* that were recently adopted by the state of Colorado. Courses will be revised to include the WIDA-ELP standards. In addition, the delivery of the Linguistically Diverse Teacher Education program will be revised to include supervised practicum in methods courses within the program.

It is imperative that school- and district level administrators share understandings with their LDE endorsed teachers about how best to modify instruction so that ELs have equitable educational opportunities. Therefore, **Goal 2, Objectives 1 through 4** propose developing and implementing a 9-credit hour Certificate of Administrative

Excellence in EL Education program for principals, coaches, and directors of English Language Acquisition Programs. Requirements for earning the certificate include completing 3 courses designed specifically to improve teacher supervision and coaching, and attending and sharing new learnings at a Language, Culture, and Equity Academy. The final goal of the OASES project (**Goal 3, objectives 1-2**) is to partner with the Colorado Department of Education to offer an annual Language, Culture, and Equity Academy. **Goal 3** addresses the need to disseminate knowledge widely, and to create a forum for leaders throughout the state of Colorado to come together to share successes, to learn of the latest regulations and research, and to create a collaborative and mutually supportive community that envisions and sustains maximum educational opportunity for ELs. ELA Directors, Superintendents, Principals, Coaches, Teachers, and Parents from across the state will be invited to the Academy where they can choose to attend a variety of sessions facilitated by local, regional, and national leaders. Sessions are designed to extend professional development in the following 4 areas: Equity, Leadership, Instructional Strategies, and Policy.

As a result of this project, 48 teachers will earn LDE endorsements, 24 instructional leaders will earn a Certificate of Administrative Excellence in EL Education, and leaders throughout the state will be invited to attend an annual Language, Culture, and Equity Academy.

Contact Information: Lucinda Soltero-González, Ph.D
Office Phone: 303-492-8863
lucinda.soltero@colorado.edu

Abstract - PR/Award # T365Z110202

CFDA 84.365Z (National Professional Development Program) Project – PEECE

Name of the IHE: The George Washington University

Title of the Program: Promoting Equity in Early Childhood Education (PEECE)

Consortia Partners: Prince George's County Public Schools; Prince George's County, MD

Project Description: This proposal, Promoting Equity in Early Childhood Education (PEECE), is submitted in response to CFDA 84.365Z (National Professional Development Program). The George Washington University (GWU) seeks five years of funding to partner with Prince George's County Public Schools (PGCPS), a diverse, high-need LEA in the state of Maryland with whom the GWU has a longstanding established relationship, in order to deliver training to early childhood educators that is designed to improve classroom instruction for English Learners (ELs). In response to changing demographics that are bringing increasing numbers of culturally and linguistically diverse (CLD) learners into today's classrooms, the increased focus on early childhood education as an opportunity to lay the groundwork for future academic success, and the lack of training among early childhood educators and their educational partners regarding the needs of EL students, this project will: a) provide formal training through a Graduate Certificate program in Bilingual Special Education, leading to certification in English for Speakers of Other Languages (ESOL), to 5 cohorts of 17 early childhood educators selected for funding as PEECE Fellows; and b) provide professional development training to a community of partners with whom these educators collaborate in order to develop school and community capacity to support the needs of EL students. Through this two-pronged approach, PEECE seeks to address the need for culturally responsive early childhood education that prepares CLD students for future school success, the need for personnel qualified to serve CLD students in early childhood settings, and the need to promote collaboration and shared understanding among all those who work with young children in order to build school and community capacity for serving CLD learners.

In order to meet these needs, PEECE has established the following goals, objectives and outcomes: **Goal 1: To create a framework for culturally competent early childhood education.** *Objective 1a:* To foster collaboration among early childhood educators across age levels with the goal of improving instruction for CLD learners. *Outcome 1a:* Participants across early childhood levels will demonstrate increased collaboration in planning and implementation of instruction for CLD students. *Objective 1b:* To prepare teachers who can instruct and assess CLD students, including those with special needs, in the early childhood setting. *Outcome 1b:* Participants will demonstrate awareness of the relationship between assessment and instruction, particularly for CLD students, in their lesson plans and coursework. *Objective 1c:* To prepare teachers who can differentiate between those whose cultural, linguistic, and economic backgrounds may place them at risk for school failure, and those who have etiologically-based special needs. *Outcome 1c:* Project participants will demonstrate the ability to participate in appropriate identification of students for special education. *Objective 1d:* To prepare teachers who demonstrate attainment of skills in the areas of family support and communication, particularly for CLD learners and families. *Outcome 1d:* Fellows will collaboratively design, author, and disseminate a newsletter addressing the needs of CLD learners, and their families. *Objective 1e:* To foster data-based decisions-making in among early childhood educators. *Outcome 1e:* Participants will demonstrate the use of student data in making instructional decisions for ELs in their lesson plans and coursework. **Goal 2: To provide early childhood educators with training focused on the needs of ELS and CLD learners (GPRA criteria).** *Objective 2a:* To prepare 85 early childhood educators through the Graduate Certificate in Bilingual Special Education. *Outcome 1a:* Eighty-five early childhood educators (17 per year, for 5 years) will complete the 18-credit Graduate Certificate program in bilingual special education, demonstrating attainment of competencies needed to serve the continuum of need of ELs. *Objective 2b:* To provide 85 early childhood educators with the knowledge, skills, and competencies needed to pass the required Praxis II in ESL in order to obtain endorsement in the state of Maryland. *Outcome 1b:* Eighty-five early childhood educators (17 per year, for 5 years) will pass the Praxis II examination in English as a Second Language (ESL), required for the Maryland endorsement in ESL, and will add the Maryland ESL endorsement to their teaching licenses. **Goal 3: To facilitate the development of a community of partners in order to build school- and system-capacity for serving CLD students.** *Objective 3a:* To facilitate inter-system collaboration through coursework, opportunities for collaboration, and shared staff development experiences. *Outcome 3a:* Participants across all levels of early childhood education (birth through kindergarten) will demonstrate increased collaborative skills, planning, and alignment of standards. *Objective 3b:* To provide professional development opportunities and support to PGCPs paraprofessionals and related service providers not participating in the certificate program through training that prepares them to work collaboratively with PEECE Fellows to support the needs of CLD learners. *Outcome 3b:* Each year, 20 paraprofessionals and related service providers will be invited to participate in 2 2-hour workshops and 1 4-week online learning module related to instruction for CLD students. *Objective 3c:* To facilitate the dissemination of scientifically-based models, strategies, and approaches for effectively serving ELs at the early childhood level throughout PGCPs. *Outcome 3c.1:* Program Fellows will develop a newsletter to be disseminated each semester that addresses the needs of CLD learners. *Outcome 3c.2:* Program Fellows will participate in an action research fair in which results from their research are shared with the broader school- and cluster-community. *Objective 3d:* To establish a community of partners that have a shared understanding of the unique needs and strengths of ELs and who support each other to facilitate effective service delivery for CLD students. *Outcome 3d:* Program Fellows will organize a family and community forum where family members, community members, paraprofessionals, related service providers, and Fellows can discuss topics impacting the achievement of CLD students.

As noted, PEECE will utilize a two-pronged approach in order to meet these goals. Support for PEECE Fellows includes a rigorous program of coursework provided through a nationally-known Graduate Certificate program, and culminating in Maryland ESOL endorsement. Classes will be supplemented with field-based supervision and support to facilitate the integration of theory and practice, and through a mentoring program in which previous participants provide ongoing support and advice to current Fellows. To support the development of leadership skills among participants, and the sharing of knowledge throughout the PGCPs community, Fellows will also conduct a year-long action research project related to the needs of CLD students at the early childhood level, with results to be disseminated at an action research fair at the end of each year of the project. In addition, Fellows will publish a newsletter each semester to be distributed throughout the school system to provide a common knowledge base and frame of reference regarding the needs of ELs for educators throughout PGCPs. PEECE will also provide support and training for the community of partners, including paraprofessionals, related service providers, and family and community members, who collaborate with PEECE Fellows in working with EL students. Each year of the project, 20 paraprofessionals and related service providers in selected site schools will participate in two, two-hour training sessions addressing topics related to instruction for CLD learners. These sessions will be supplemented by an online module to allow for continued learning and discussion. Together, these experiences provide paraprofessionals and related service providers with a common frame of reference so that they can collaborate with students in the PEECE program, exploring issues related to CLD student achievement and working together to address those students' needs. Once a semester, PEECE Fellows will also work to organize a family and community forum where family members, community members, paraprofessionals, related service providers, and Fellows can come together to discuss topics impacting the achievement of CLD students. As PGCPs strives to include family and community members as partners in the educational process, it is imperative to provide opportunities for educators and community members to come together to establish a common language and open lines of communication, to foster reciprocal understanding of students' needs and of each group's expectations for how these needs are to be met, and to establish shared respect for the unique strengths that all stakeholders bring to the table in working to achieve common goals.

Priorities: Competitive Preference Priority 2 – Enabling more data-based decision-making.

GRPA Measure Targets:

- No pre-service teachers are expected to be served.
- The number of paraprofessionals (who are not pre-service teachers) expected to be served: up to 20 per year (Year 1, 2, 3, 4, 5; total of up to 100 paraprofessionals).
- The number of paraprofessional completers expected to meet state or local qualifications for ELs: 0. This project provides professional development for paraprofessionals (and related service providers) in order to foster collaboration among those participating in the Graduate Certificate program (PEECE Fellows), and key instructional partners, and to build system capacity for meeting the needs of ELs. Paraprofessionals will participate in two, two-hour in-service training sessions and complete an online learning module that promotes continued learning and the establishment of a community of partners with a shared understanding of students' needs.
- The number of in-service teachers to be served: 85; 17 per year (Year 1, 2, 3, 4, 5).
- The number of in-service teachers expected to complete the program of study: 85; 17 per year (Year 1, 2, 3, 4, 5). It is anticipated that Fellows selected to participate in the Graduate Certificate program will complete the program of study.

- The number of in-service teachers expected to complete the program of study and be certified in EL instruction: 85; 17 per year (Year 1, 2, 3, 4, 5). Participants will be required to sit for the Praxis II examination that leads to ESOL certification in the state of Maryland; test preparation will be incorporated into coursework throughout the program.
 - The number of in-service teacher completers who are expected to serve EL students: 85; 17 per year (Year 1, 2, 3, 4, 5). Because PGCPs is a highly diverse school system with increasing numbers of CLD students, all program completers are expected to continue to serve ELs upon graduating.
- Contact:** Dr. Amy Mazur; 202-995-1511; amazur@gwu.edu

Abstract - PR/Award # T365Z110027

Name of the IHE: University of Hawaii at Manoa = UHM (main campus in UH system)

Title of the Program:

New Beginnings for ELL: Innovation through Technology for English Literacy and Academic Success

Consortia Partners (See Appendix A. for a letter of Commitment from each partner):

1. State of Hawaii Department of Education = HI DOE
2. American Samoa Department of Education = AS DOE
3. Republic of the Marshall Islands Ministry of Education = RMI MOE

Project Description:

The purpose of this proposed 5-year project is to develop, provide, and evaluate high-quality professional development (PD) activities that will result in improved academic achievement with enhanced English skills and motivation of English Language Learner (ELL) students. We will address the competitive priorities 2) and 3) by enabling more data-based decision-making and by promoting Science, Technology, and Mathematics education for ELLs.

This proposed project will be built on the lessons learned from the PD courses we have developed and offered since fall 2007 and will take steps forward to include state-of-the-art technology to provide individualized differentiated instruction to enhance writing skills with meta-cognitive strategies across the content areas, and to develop cross-cultural understanding to help in-service teachers become more effective in teaching ELLs.

In the first year, we will complete the production of PD training modules (including manuals, training videos, assessment tools, and resource materials) and establish full website capability for online teaching. The modules will be offered as PD courses through the University of Hawaii, at Manoa, College of Education, in collaboration with our partners, the departments of education of Hawaii, American Samoa, and the Marshall Islands. Our partners will provide the following: (a) information on their own aligned systems of K-12 English language proficiency standards, content standards, and assessments; (b) recruitment of participating teachers and other school personnel; and (c) resources, such as computers and internet access needed by teachers to take the online PD courses. The PD courses will be developed by UH content experts with input from our partners' teams. The trained school personnel will be supported to adopt and implement the strategies learned into their school settings. The PD courses will be evaluated at the end of each semester, modified based on the needs and feedback of the PD participants, and offered repeatedly across years 2-5 in different school districts. Over 500 school personnel (GPRA

Measures 1.4 and 1.6 in relation to the proposed project Goals 1 and 2) will be trained, and over 1,000 English Language Learners (ELLs – Goal 3) will benefit during the 5-year period of the project. We also anticipate that the indirect impact of our local capacity building activities (Goal 6) through the Project Team and Master Teachers (MTs) will be enormous. Experience from our current grant shows that our PD components are being used by local schools and teachers to at least double the number of PD participants and their ELLs that we directly trained and supported. The six goals, related objectives and activities, and expected outcomes are summarized as follows:

Goal 1: Develop PD Program

Objective 1.1. Develop a Project Team for each Partner. This is to build professional learning communities which include ELL experts, nurtured by educational leaders who model responsibility for ELLs, and supported by resources at the school, district, and department levels. Two expected outcomes include: (a) a team of 4-7 experts and leaders for each of the three consortia partner sites; and (b) the priorities of PD determined based on the needs of the school districts and educational personnel to be served.

Objective 1.2. Develop PD Training Modules and Components. The PD process will be driven by accurate data concerning the numbers and performance of ELLs and by evaluation which takes this data into account (Competitive Priority 2). Programs will incorporate research which focuses on the language and communication skills required in the content areas, and will be designed with mainstream teachers in mind (Competitive Priority 3). The content of the PD modules will include (a) an understanding of the diverse culture and learning styles of ELLs; (b) strategies for involving community members and families of ELLs, to ensure equity; and (c) instructional strategies which result in ELLs meeting rigorous academic standards in English/Language Arts, Science, and Mathematics.

Objective 1.3. Refine PD Training Modules for Teachers. We will work with 6 selected teachers to pilot test the modules, collect evaluation data, receive feedback from Project Team, and refine the modules.

Goal 2: Deliver PD Program to Teachers

Objective 2.1. Recruit Teachers with Partner Collaboration

Objective 2.2. Offer a PD Course Focusing on Teachers in K-5 Through UH and Partners

Objective 2.3. Offer a PD Course Focusing on Teaching Content Areas in Secondary School Settings Through UH and Partners

Objective 2.4. Involve Participating Teachers in Evaluating the PD Courses

Goal 3: Teachers Implement Strategies Learned with ELLs

Objective 3.1. Identify, Assess, and Collect Base-Line Data for ELL Students

Objective 3.2. Guide and Support Teachers on Implementing Strategies with ELLs

Objective 3.3. Teachers Develop After-School Support Programs

Objective 3.4 Teachers Recruit and Train Paraprofessionals

Objective 3.5. Collect Post-Implementation Data, and Evaluate Student Outcomes

Goal 4: Evaluate Effectiveness of the Project

Objective 4.1. Support Teams Implement System of Program Evaluation

Objective 4.2. Conduct Outcome Evaluation of Project

Objective 4.3. Modify Program Operations to Reach Objectives

We will use formative and summative evaluations to continually improve the PD courses and incorporate innovative technologies and strategies, pursuing three main questions: (1) Does the

PD course fill the school's needs?; (2) Do the trainees apply the knowledge and skills in their classroom settings?; and (3) Do the ELLs under the trained teachers achieve better than those in a comparison condition? Both qualitative and quantitative data will be gathered in such areas as: (a) the impact on the school and predictors of sustainability (administrative support, technology available); (b) changes in teachers' knowledge and practices related to literacy and technology; and (c) student outcomes for each trainee (English literacy, science, math, and motivation).

Goal 5: Disseminate

Objective 5.1. Disseminate PD Training Program

Objective 5.2. Develop Network of PD Trainees

Goal 6: Promote Sustainability for Continued Implementation Beyond the Grant Funding

Objective 6.1. Integrate PD Components into UHM, Local Schools, and Beyond

Objective 6.2. Explore Funding Options for Further Training and Research

Objective 6.3. Provide Technical Assistance by Center on Disability Studies

We will also identify user-defined programmatic adjustments to produce a "blueprint" for a wider implementation. The focus of the last year will be to disseminate findings through the Internet, books, multimedia presentations, and journal articles; to build the capacity of the schools to sustain the PD program components; and to identify replication sites beyond the Pacific Islands.

ABSTRACT - PR/Award # T365Z110263

This application is submitted through the School of Education, the University of Connecticut, Storrs campus. The Project has been titled *Literacy in English Across Disciplines (LEAD)*. The project will work closely with the Connecticut State Department of Education to ensure standards for the core curricula in Connecticut's public school are adhered to in all content areas. The partner in the project, The Windham Public Schools, is in close proximity to the University of Connecticut and is the only densely populated urban district in the northeastern part of the state. The target schools enroll approximately 2,000 students. Over 1,200 students are Hispanic by State identification and many are newcomers. At present, there are 100 teachers plus support staff employed in Windham Middle and Windham High School.

The proposal addresses the following priorities: Competitive Priority 2. Data based decision making will be collected from teacher records, Connecticut Mastery Test and Connecticut Academic Performance Tests in grades 7, 8 and 10. There will be qualitative and quantitative data analyzed for the use of teacher teams, for administrators and for reports to all stakeholders and to the Federal Government. Initial data has been recorded as baseline information to determine progress of the project. Competitive Priority 3 is an integral part of the project with a focus on bringing Math, Science, the principles of Engineering and Technology into the interdisciplinary curricula and enriching all subjects. Professional development for teachers of these content areas is done in collaboration with the faculty of the IHE, the University of Connecticut under direction of the Department of Bilingual Education/Tesol. Invitational Priority 1 is key to the acceptance of the project by the Windham Public Schools. The project will lower the dropout rate and improve opportunities for EIs to complete secondary school requirements and apply to post secondary school institutions. The Windham Board of Education approved the project on April 13, 2011.

To achieve the goals included in Invitational Priority 1, the project will expand syllabi at the IHE to improve teacher education aimed at English language learners. Course work at the IHE is closely monitored by the State Department of Education and will follow all curricular guidelines established by the SDE for content instruction and assessment of progress in English proficiency. All in-service teacher candidates for inclusion in this project will be committed to accelerate English language proficiency, literacy and knowledge in the content areas. As outlined in this abstract, professional development in the public schools will be accomplished through the University's program, through in-house workshops, teacher mentors, team collaboration and administrative supervision.

This project aims to improve the achievement and graduation rates of English language learners who now have the highest dropout rate in the district selected. Both Invitational Priority 1 and Priority 2 are within the scope of this project. Teacher training leads to better student performance and in turn, solid achievement will keep students in school and in a position to continue their education after secondary school. By including content area teachers and support staff in the description of eligible participants, the probability of English learners being taught by teachers who have knowledge of strategies and methods for second language acquisition is greatly expanded. At this time, Connecticut has no requirement for courses in second language acquisition before certification. This has resulted in both new and tenured teachers with no training to work with large numbers of English language learners.

Data collection to comply with the **Government Performance and Results Act (GPRA)** will be recorded to show numbers of in-service teachers in the project who complete requirements for Connecticut certification to teach limited English proficient students. The percentage of in-service completers providing instruction to LEP students will also be recorded. A description of the NPD Fellows to be served explains the numbers projected for the five years of the grant. No completers are expected in Year 1. Year 2, N=20, Year 3 N=5, Year 4, N= 20 and Year 5, N=10 for a total of 50 in-service teachers completed individual programs. A system is in place to follow those who leave the program as completers.

In-service teachers and support staff will be enrolled at the University of Connecticut as graduate students. Their program of study will depend on their current certification status. Those who are required to complete a Master's degree within seven years will be in the MA strand; those already holding an MA can work towards certification in Bilingual Education or English for Speakers of Other Languages (ESOL). Further opportunities would include completing specific coursework in the field of English language acquisition or expanding a skill base by completing Sixth Year requirements. Collaboration with content-based departments in the School of Education will be strengthened to ensure specific disciplines will be included in teacher training when appropriate. In addition to content coursework, many teacher needs are addressed under the umbrella of the Department of Curriculum and Instruction. Included as supplementary learning resources for teachers are courses from the faculty of the Department of Educational Psychology, Learning Technology, Special Education, Bilingual Education, TESOL, Guidance and Counseling, and Community Outreach. Efforts will be coordinated through the oversight of the Director of this Bilingual/Tesol focused project.

The second strand will concentrate on working towards earlier **student mastery of academic language and content across the curricula**. All disciplines have their own unique vocabulary that must be learned in context. A focus on mastery of higher-level mathematics can be achieved by improving the assessment of English learners. New arrivals are often placed in lower level tracks because of language. The sequence of mathematics instruction in other countries may differ from that of classes in the U.S.A. and newcomers continue to be placed in

ESL classrooms repeating work already learned and delaying their mathematics progress. It is planned that an assessment tool in at least two languages will be developed, piloted, evaluated, revised and adopted. To fully implement this part of the proposal, a variety of educational personnel, including Educational Psychology, will be recruited from the district and the IHE. In keeping with the goal of increased student mastery of content and language across the curricula, the project proposes to create faculty teams in the two-targeted schools. Through a curricula review, interdisciplinary teams will incorporate “working” math into content area units across the different disciplines to show evidence of “what mathematics really is” and “what mathematics is for. An interdisciplinary approach is an effective means of making learning relevant for students and especially for English language learners.

The collaboration of a Teacher led Team to coordinate math and science instruction will be an interdisciplinary effort designed to assist students to excel in both content areas. The addition of a writing/language component will be part of the enriched curriculum. Science is an example of non-fiction writing required for success in the discipline. Technology is identified as an important subject in this mix for it is a new literacy tool for learning, problem solving and independent inquiry. All content classes will concentrate on literacy.

A third project strand will reach out to **English learner’s families** to enlist their support. While many parents are unable to help students with homework and specific assignments, workshops will be developed to describe the program and the need for students to attend school regularly. Parents will learn how to find tutorial assistance for their children. An interdisciplinary

Family Math/Science/Technology program will be offered to parents and other family members to familiarize them with the mathematics and science concepts being taught in the schools. Workshops will be scheduled to show parents the need for higher education to offer career choices after graduation. It is expected that the involvement of parents in “future” planning also will lower the dropout rate in high school. While this project will work with middle school 7th and 8th grade teams and the high school Freshman Academy, the model developed will permit an expansion of the project design to other grades, including grades 10 and 11, over the course of the grant. Both the Public School District and the IHE will develop, pilot, implement and modify the project design over the five-year funding period.

The LEA selected is close to the University campus. There is easy access, promoting close collaboration. The State Department of Education took control of the Windham district on April 6, 2011. Declining academic performance, lack of teachers trained to work with English language learners, a dropout rate twice the state average and the largest academic achievement gap between poor students and their affluent peers. The number of non-English speakers has doubled in recent years and now accounts for 60% of the district. The most telling part of this story is the decline in Connecticut Mastery Test Scores and the Connecticut Academic Performance Test administered in Grade 10. A “special master” has been appointed by the interim State Education Commission to provide an intervention rather than full state control. There are four elementary schools in Windham. All students meet in Windham Middle School in Grade 5. It is in the Middle School that this project plans to turn around the declining scores and produce a model that will keep improvement growing. When the middle school years are productive, high schools can function at a higher level of learning, offering ELs the opportunity and confidence needed to continue into higher education and professional careers. The Department of Technology provides a *Learning Resource Center* available throughout the academic year. Teachers in the project will receive training in classroom technology that permits more independent learning. Arrangements are in the planning stage to bring together students from other countries through Skype. This will have a positive affect on

both the social sciences and language arts.

At present, several teachers in the Windham Middle School and Windham High School have completed requirements for advanced degrees and/or taken coursework leading to certification in Bilingual Education/Teaching English to Speakers of Other Languages (TESOL). It is planned that these teachers will become part of the new project in the two designated schools as Teacher Leaders. They are all knowledgeable in the field and currently employed by the Windham Public Schools.

The Windham District has the resources to accomplish the goals of this proposal: classroom space, technology infrastructure, motivated teachers, administrators and students with the ability to learn. What is lacking is a paradigm shift that can lead to accelerated learning. This project will provide the funds to enable such a change. The clear focus of the State to ensure change will be a positive element in the project's success.

This project is designed to include as many teachers and classroom students as possible in the pilot with both expansion and dissemination of the model in Windham and other districts within the five year period of the grant. A quarterly Newsletter will be sent to other districts, inviting them to send teachers to participate in the University training for this project. Connecticut has a need for more certified and trained teachers for the growing English as a second language population. The University of Connecticut program is one of the few in the state that is fully recognized by the State of Connecticut Department of Education.

Abstract - PR/Award # T365Z110076

- 1. Name of the IHE:** University of Texas at Arlington
- 2. Title of the Program:** Improving Preparation for All Teachers to Serve English Learners
- 3. Participants:** 75 pre-service teachers, 250 bilingual in-service teachers, and hundreds of Latino and African American high school students
- 4. Partners:** Fort Worth ISD, Arlington ISD, Grand Prairie ISD, and Mansfield ISD, the Dallas County Community College District and the Tarrant County Community College.
- 5. Project Description:**

The proposed project will create three programs: 1. A new pre-service program to prepare and certify 75 ESL teachers through a BA in *Second Language Acquisition (SLA)* with English as a Second Language (ESL) certification/STEM subjects; 2. A program to prepare 250 bilingual in-service teachers to deliver STEM subjects using academic Spanish and English; 3. A college access and readiness program to motivate Latino and African American high school students to remain in school and pursue a postsecondary education.

I. BA degree in Second Language Acquisition with ESL Certification. The goal of this program is to prepare and certify ESL teachers to deliver the English component of the dual language program. To prepare ESL teacher candidates, the program will recruit 15 sophomore students per year from local community colleges to pursue a bachelor's degree in *SLA with certification in EC-6 ESL*. The program has an emphasis in foundations of bilingual education, second language acquisition, 12 hours of basic Spanish and a Latino cultural component, 17 hours of science and 15 hours of mathematics. This program is designed to make ESL teachers a viable component of dual language programs and a vehicle to infuse the STEM subjects using sheltered instruction strategies to ensure English Learners (ELs) equal access to the state curriculum.

II. STEM Subjects Preparation Using Academic Spanish and English. This language and content program is designed to enhance the academic and linguistic knowledge of bilingual inservice teachers in STEM subjects and the academic Spanish /English needed to convey that knowledge to ELs. The program will deliver four, one-day STEM academies per year for teachers in the four target districts.

III. College Access and Dropout Prevention Program. This program is designed to empower and motivate minority students in eight high schools to remain in school and pursue a postsecondary education. To accomplish this goal, the program will hire 20 college mentors specializing in STEM to offer guidance and support to high school students. In the schools, college mentors provide explicit academic support and guidance to students as part of a Texas Higher Education Coordinating Board initiative to increase the state's overall high school graduation rate and the number of students attending college.

6. Priorities: The program will address two **competitive Preference Priorities** and two **invitational priorities**.

A. Competitive Preference Priority #2—Enabling Data-based Decision-Making—The proficiency of teachers in the first (L1) and second (L2) language is an important predictor of how well they can deliver instruction in the two languages, and how their students develop academically and linguistically in both. Two research-based components will be used to ensure teacher candidates have the language proficiency needed to become effective bilingual and ESL teachers.

--Data from the State Examinations: Data from certification exams will be used to assess the readiness of teacher candidates to become effective ESL teachers in dual language programs. The disaggregated results by competencies in each of the tests— ESL content and pedagogy— will be used to make instructional decisions to ensure the success of candidates in examinations. The project will link the competencies of the tests with specific courses and faculty members to ensure quality of instruction, accountability, and make programmatic decisions.

--Induction Years: To assess the effectiveness of teachers who have graduated from the program, we will follow graduates for three years after graduation through an induction program. During this period, we will gather data on the readiness for the first year of teaching and the teaching effectiveness of program completers, as reported by their school principal/assessor.

--Development of English: To assess how well teachers are promoting language development in English, we will monitor the performance of EC-6 students in the mastery of the state mandated English Language Proficiency Standards (ELPS). To accomplish the goal, we will use a commercially-developed program—Istation's™. Every school year, project participants will receive up to 25 licenses to access the internet based assessments that measures students' progress toward literacy in English. As part of the licenses, Istation will tabulate the data and submit results to project personnel and the school districts.

B. Competitive Preference Priority #3—Promoting STEM subjects. The proposed project will implement two components to infuse the STEM subjects to support pre-service and in-service teachers.

--Pre-service ESL Teachers: The ESL program has a strong emphasis in the areas of science and mathematics, so teacher candidates can develop the content area expertise to teach the State curriculum. The program requires students to take 17 hours of science and 15 hours of mathematics, including three hours of methodology in each of the two areas. To enhance STEM education, the science and mathematics methods courses of the program will be redesigned to systematically infuse more hands-on and real life applications of scientific and mathematics concepts. This program is designed to make ESL teachers a viable component of dual language programs and a vehicle to infuse the STEM subjects using strategies from sheltered instruction to ensure ELs equal access to the state curriculum. (See project component #1)

--In-service Bilingual Education Teachers: The project will deliver STEM academies to impact 250 in-service bilingual teachers from the four target school districts. To make the

program more appealing to teachers and the districts, teachers in attendance will earn **Continuing Professional Education (CPE)** credits, which can be used as part of the State required professional development for the renewal of teacher certification.

C. Invitational Priority #1—Improving Achievement and High School Graduation Rates—

To implement this component we will establish a College Readiness and Dropout Prevention program to empower minority schools to remain in school and attend college (See Program #2)

D. Invitational Priority #2—Improving Preparation of All Teachers to serve ELs—To improve the preparation of monolingual English teacher candidates to serve ELs, in 2011 this program created a BA degree with EC-6 ESL certification. This program will attract monolingual English candidates that otherwise will seek EC-6 English-only (generalist) certification. Moreover, for those teacher candidates pursuing the EC-6 English only program, the project will redesign two courses to deliver the second language acquisition, culture and ESL strategies to students in the traditional EC-6 English program. The courses content together with the required 25 hours of field experiences with EL populations will provide monolingual teachers with the content and skills needed to better serve ELs. (See project component #1)

7. Contact Information: Dr. Luis A. Rosado, 817-272-7567, Rosado@uta.edu

Abstract - PR/Award # T365Z110178

Name of IHE: University of Missouri – St. Louis

Title of the Program: Quality Teachers for English Learners (QTEL)

Consortia Partners: University of Missouri-St. Louis' College of Education and Mehlville School District, Local Educational Agency (LEA), are partners for this project.

Project Description

QTEL will provide participants with online coursework and face-to-face professional development to attain ESOL (English to Speakers of Other Languages) Teaching Endorsement from the State of Missouri. ESOL Teaching Endorsement is the only formal EL teaching recognition in Missouri, and is awarded only to certified teachers. Programming will adhere to Missouri's proposed English learners' (EL) Grade Level Expectations (GLE) as well as WIDA (World-Class Instructional Design and Assessment) standards for English language arts, social studies, mathematics and science. QTEL will allow CADRE teachers to acquire the instructional strategies for EL in English language acquisition in reading, speaking, listening and writing in English language arts, with a strong focus on mathematics content and pedagogy.

The goal of this project is to increase the academic achievement of EL by improving the content knowledge and teaching strategies of pre-service, paraprofessional, and in-service teachers who complete QTEL.

Under this goal there are five objectives:

Objective 1. By June 2016, the number of QTEL project graduates who successfully complete the requirements for state ESOL Teaching Endorsement will increase 20%, a total of 150 graduates, over five years;

Objective 2. By June 2016, the number of QTEL project graduates who are placed in instructional settings with EL will increase by 20% over three years starting in Year 3;

Objective 3. By June 2016, participating pre-, paraprofessional and inservice teachers will

improve their content knowledge and content pedagogy for teaching Mathematics, and English language teaching strategies by increasing 20 % over five years, or 150 graduates;

Objective 4. By June 2016, English learners will meet or exceed NCLB benchmarks and the WIDA standards in English language arts and mathematics in grades K-6 by increasing 20 percent over five years; and

Objective 5. All teacher preparation faculty and preservice teachers will improve their knowledge, skills and disposition of instructional strategies for EL through teacher education curriculum reform and regular professional developments with the inservice teachers.

Our proposed project, Quality Teachers for English Learners (QTEL), will serve 50 certified and paraprofessional K-6 teachers in the Mehlville school district, and 100 pre-service teachers in the University of Missouri—St. Louis (UMSL) College of Education (CADRE teachers = 150). The program activity components include: 1) a 6-month planning and organizing period; 2) delivery of six online courses (18 credit hours total) to preservice and inservice teachers for getting the state ESOL teaching endorsements; 3) an annual professional development Summer Institute for teachers (mandatory) and UMSL College of Education faculty members (optional); 4) academic year teacher workshops; 5) in-school self-reflective videotape assessment for inservice teachers; 6) internships in K-6 classrooms that have EL for preservice teachers; and 7) incorporation of best EL practices across the UMSL College of Education teacher preparation curriculum.

Assessing project outcomes will occur through an evaluation plan that has 4 measures of CADRE teacher’s content knowledge gain, 2 behavioral measures (CADRE’s instructional strategies for EL), 1 career status measure (CADRE’s placement in the classrooms with EL) and 1 perceptual measure (preservice teachers’ disposition). The process evaluation will use interviews and focus group data collection methodologies. There are seven instruments to measure these outcomes as well as the EL’s achievement data in English language arts and mathematics. The evaluation will also collect qualitative data through conducting focus groups and individual interviews with members of Cohort 5, the advisory council, and interviews with a sample members of Cohort 2 (faculty) , 3 (preservice teachers, and 4 (inservice and paraprofessional teachers.

The estimated outcomes based on GPRA Measure Targets are illustrated in the following table:
GPRA Measure Targets

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
The number of preservice Teachers expected to be served;	120	250	300	330	200	1200
The number of preservice Teachers expected to complete the program of study;	0	40	25	20	15	100
The number of preservice Teacher completers expected to be placed in instructional settings serving ELs;	0	0	65	20	15	100

The number of preservice Teachers expected to complete the program of study and be certified in EL instruction;	0	15	30	25	30	100
The number of paraprofessionals (who are not preservice teacher) expected to be served;	15	20	25	20	20	100
The number of paraprofessional completers expected to meet state or local qualifications for ELs;	0	0	2	2	1	5
The number of inservice teachers expected to be served.	45	60	75	75	25	280
The number of inservice teachers expected to complete the program of study;	0	10	15	10	10	45
The number of inservice teachers expected to complete the program of study and be certified in EL instruction;	0	0	25	10	10	45
The number of inservice Teacher completers who are expected to serve EL students.	0	0	25	10	10	45
Total	180	395	587	522	336	2030

The total number of the pre-, paraprofessional, and inservice teachers that will be impacted by the QTEL program is 2,030. The total number of the CADRE teachers who will complete the QTEL and who will earn state ESOL teaching endorsement will be 150. These are the CADRE teachers who will complete the QTEL activities and the ESOL teaching endorsement. They will take TESOL courses, attend the summer institutes and the academic PD workshops during the grant period.

An estimated 1,200 preservice teachers will receive improved EL teaching preparation by virtue of the integrated teacher education courses that will be revised and developed by the University's TC&A Office and QTEL Cohort 1. Disposition surveys will be used to measure their improvement in their attitude toward English learners in their classes.

The number of inservice teachers expected to be served is 280, and that of paraprofessional teachers is 100; these estimated numbers are generated from the average number of graduate students who are in our 6 TESOL courses for five years. These students encompass those who are K-12 certified inservice teachers who are not in QTEL and those who do not have Missouri teaching certificates that would teach adult EL or English as a foreign language overseas. They may be invited to participate in the QTEL activities if there is space for them.

In summary, the QTEL project will generate 150 CADRE teachers who complete the project activities and obtain the ESOL teaching endorsements at the end of the fifth year. The project will examine through data-based research evaluation the impact of the QTEL completers on the EL's academic achievement in English language arts and mathematics. Ongoing data collection and analysis along with annual reports by the QTEL evaluators will suggest changes in implementation of the program and any challenges that may be recommended for continuous program improvement. The summative final report at the end of the fifth year will analyze the data across all years of the program's implementation and provide final evaluations regarding the program effectiveness. This final report as well as annual reports will contribute to better serve content teachers with EL throughout Missouri and inform the research base for teaching English learners.

Contact: Kim Song, 314-516-5924, songk@umsl.edu

Abstract - PR/Award # T365Z110156

San Diego State University, San Diego, California

PROJECT CORE

Transforming Education for English Learners through Common Core Standards

A National Professional Development Program through the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

Consortia Partners: Project CORE brings together an experienced consortium of educators and second language acquisition experts from San Diego State University, San Diego County Office of Education, and local school districts, to address the critical and urgent need to transition to (CCLAS) and prepare SDSU College of Education (COE) Faculty, pre-service and in-service teachers to provide English Learners in San Diego County, access and opportunity to achieve (CCLAS) and acquire 21st Century skills.

Project Description: Project CORE, will provide teacher education faculty along with in-service teachers an opportunity to develop curricula processes and materials that align the California CCLAS to English Language Proficiency Levels with the goal of accelerating English Learners acquisition of language and literacy with a focus on 21st Century Skills.

Pre-service and in-service participants will earn credit toward necessary credentials and/or state certification or recertification to teach English Learners. In-service teachers will have the opportunity to earn graduate credit in their work to align the CCLAS with appropriate curriculum and assessment to meet the needs of English learners and receive professional development that will allow them to become trainers at their school sites and/or conduct action research to evaluate the effectiveness of their teaching and learning. University faculty will receive training and materials focused on the Common Core and processes for aligning content to meet the needs of English language learners. Pre-service teacher participants will receive instruction from SDSU faculty and SDCOE Project CORE staff developers in aligning the CLAS by levels of language proficiency. Project CORE's evaluation will determine the effectiveness of articulated

professional development processes between SDSU and SDCOE, for the alignment and implementation of the California CCLAS standards by levels of language proficiency for university faculty, pre-service and in-service teachers. Further, we will assess professional understanding and use of the common core standards as they relate to 21st century learning skills (e.g., critical thinking, technological and multi-literacies).

Goals and Objectives

Goal 1: To build San Diego State University's capacity to prepare pre-service and in-service teachers to improve instruction for English Learners.

Objective 1: To increase the percentage of SDSU-COE faculty members who are able to effectively prepare pre-service and in-service teachers to design standards-based instruction using the California Common Core (CCLAS) to meet the needs of English Learners by language proficiency levels.

Key Activity 1.1

Coordinate symposiums relating to transition to and implementation of the CCLAS and their instructional implications for English Learners.

Key Activity 1.2

The SDSU and SDCOE leaders will design and facilitate professional development activities for SDSUCOE faculty to differentiate the California CCLAS by language development proficiency levels.

Key Activity 1.3

The SDSU and SDCOE leaders will establish an online learning community to include SDSU Faculty focused on improving instruction for English Learners.

□□ Outcome:

Increased capacity of SDSU Faculty, to implement the California CCLAS to meet the needs of English Learners.

Outcome:

Development of a well-articulated process for deconstructing the California CCLAS and differentiating them by levels of language proficiency.

Outcome:

A bank of online standards based resources and increased knowledge sharing, collaboration, dissemination of best practices for English Learners.

Goal 2: To create and integrate a comprehensive and cohesive process for differentiation of instruction and assessments using the Common Core standards by levels of language proficiency.

Objective 2: Increase the number of pre-service and in-service teachers prepared to design linguistically and culturally appropriate curriculum and assessments aligned with the California Common Core CCLAS.

Key Activity 2.1

Prepare SDSU-COE faculty, preservice and in-service teachers to differentiate curriculum using the (CCLAS) by levels of language proficiency.

Key Activity 2.2

Prepare pre-service and in-service teachers to implement a data cycle of inquiry process to promote cognitive planning and data informed instructional decision-making.

Key Activity 2.3

Prepare pre-service and in-service teachers to develop of a variety of authentic formative assessment approaches aligned to key performance indicators for language development and CCLAS content.

Outcome

SDSU-COE faculty updating protocols for course outlines/syllabi related to student-teaching and inservice teaching practice. SDSU-COE faculty to develop coherent course sequence that introduces students to new standards, allows them to apply knowledge, and achieve specified outcomes of CCLAS.

Outcome

Development of a cognitive planning and lesson design protocol. Development of an observation protocol for lesson implementation. Development of data gathering tools and processes for instructional decision making.

Outcome

A coherent course sequence that introduces authentic formative and performance assessments differentiated by levels of language proficiency to meet the needs of English Learners and are aligned to CCLAS.

Development of formative assessments and strategies that prepare pre-service teachers to demonstrate understanding, application, and English Learner's achievement of new standards.

Goal 3: Promote collaboration and build capacity with local districts in designing high quality professional development activities for pre-service and in-service teachers to improve instructional practices and achievement of English Learners in San Diego County.

Objective 3: Increase the number of highly qualified teachers with the knowledge and skills needed to provide quality staff development to include differentiation of standards-based instruction by levels of language acquisition and cross-linguistic transference.

Activity 3.1

Provide teacher preparation program leading to a teaching credential focused on meeting the needs of English Learners through understanding of CCLAS and 21st Century skills.

Activity 3.2

Provide a professional development program for in-service teachers leading to either a Dual Language Bilingual or Academic Literacy for English Learners Certificate that will include knowledge and skills of California CCLAS and 21st Century skills designed to meet the needs of English learners in K-6 classrooms.

Activity 3.3

Provide professional development Program leading to an MA degree focusing on trainer of trainer model of professional development and/or action research, based on curriculum design aligned to CCLAS.

Outcome

Certificated teacher preparation program completers (credential) prepared to effectively meet qualifications to work with English Learners.

Outcome

In-service teacher completers prepared (certificate) in instructional design for English Learners in Dual Language, Transitional Bilingual, Structured English Immersion and/or English-only settings.

Outcome

In-service teacher completers are prepared (MA Degree) in providing professional development (trainer of trainers) and able to lead action research related to differentiation of CCLAS by levels of language proficiency and cross-linguistic skill transference.

Competitive Preference Priority 2 - Enabling More Data based Decision-Making

Project CORE design incorporates data-based decision making by collecting, analyzing and using participant outcomes that will promote improved instructional practices for English Learners. Additionally in-service teachers will utilize student achievement data to measure student outcomes via action research. Project CORE engages COE faculty, preservice, and in-service teachers in an inquiry process designed to promote cognitive planning and data informed instructional decision-making. Pre-service and in-service teachers will engage in examining and implementing authentic formative assessment approaches aligned to key performance indicators by language development and CCLAS content in order to ensure English Learners access and opportunity to 21st Century skills.

Invitational Priority 2 – Improving preparation for All Teachers to Better Serve English Learners.

Project CORE will improve teacher education curricula and content faculty knowledge to support the preparation of pre and in-service teachers to teach English Learners. Teacher education curricula will be developed to align with the California CCLAS, to professionally develop teacher capacity, leadership to integrate second language acquisition theory via the engagement in collaborative cognitive planning processes, differentiation of standards-based instruction by language proficiency levels, and the development of systematic assessment measures to inform instruction thus, building teacher capacity to ensure sustainability through a trainer of trainer model and an On-line Professional Community.

GPRA Measure Targets for Each Proposed Year

Number of SDSU Faculty to:	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Participate in Year 1 & 2 Seminars	30	30	10	0	0
Revise and Update Course Syllabi	20	20	10	0	0
Work with Project for continued Professional development and course implementation	20	20	10	0	0

Number of Pre-Service Teachers expected to:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Enroll in Bilingual Credential Program	0	40	30	30	30
Complete practicum in school setting serving ELs	0	40	30	30	30
Complete academic program and credential	0	40	30	30	30

Number of In-service teachers expected to:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
*Enroll in Certificate Programs	0	25	25	25	25
Serve EL Students	0	25	25	25	25
Complete Certificate Program *(1-year program)	0	25	25	25	25

Number of In-service teachers expected to:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
*Enroll in MA Program (2 year program)	0	25	25	25	5
Serve EL Students	0	0	25	50	75
Complete Trainer of Trainers Project	0	0	25	25	25
Complete Action Research Project	0	0	0	25	25
Complete MA Degree *(5-semester program)	0	0	0	25	25

CONTACT

Project Director

Cristina Alfaro, San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1152 Phone (619) 594-2916
E-mail calfaro@mail.sdsu.edu

Project Investigator

Karen Cadiero-Kaplan, San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1152 Phone (619) 594-5155
E-mail kcadiero@mail.sdsu.edu

ABSTRACT - PR/Award # T365Z110089

Math Sheltered English Teacher Training Project

The University of Mass Boston EL Teacher Training Program designed a Math Sheltered English Teacher Training Project to provide in-service training enrichment for EL and mainstream math teachers to enhance EL students' English language acquisition and math development. The project will also provide participants with the necessary EL competencies required by State standards for EL licensure. A cohort of 25 math in-service teachers will be recruited each year for a total of 125 over five years.

Applicant: University of Massachusetts Boston

Type of Program: Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students: National Professional Development Program

Number of Teachers Served each year: Year 1: 25; Year 2: 50; Year 3: 75; Year 4: 100; and Year 5: 125

Partners: Boston, Brockton, and Malden Public Schools

Priorities:

Eligible for **Competitive Preference Priority 2** – Enabling More Data-Based Decision Making

Eligible for **Competitive Preference Priority 3** – Promoting Science, Technology Engineering and Mathematics (STEM) Education

Eligible for **Invitational Priority 2** – Improving Preparation of All Teachers to Better Serve English Learners

Program Description:

The proposed Math Sheltered English Project is designed to provide in-service training to EL and mainstream teachers using math as content. EL students routinely perform in math due to English language barrier. The single greatest factor determining student achievement is the quality of the teaching¹. One focus of this project will be to increase teachers' Specialized Content Knowledge (SCK), the mathematical knowledge and skill unique to teaching (Ball, Thames, & Phelps, 2008; Hill, Rowan & Ball, 2005). Research has shown that content knowledge for teaching has a significant impact on student achievement (Hill, Rowan, & Ball, 2005). In a previous project, research conducted on technology- based professional development found that a teacher's SCK scores proved to be a significant predictor of student success in algebra. For each one point gain on a teacher's post-test score at the end of the professional development sequence, their students achieved 0.448 higher points on the student post-test after accounting for the influence from the other teacher variables (Olson, Im, Slovin, Olson, Gilbert, Brandon, Yin, 2010).

The conceptual foundation for SCK is based in the recognition that just as many professions require practitioners to possess skills that are distinctive to their work, teaching in elementary and middle school requires an understanding of mathematics that extends well beyond the surface characteristics of arithmetic. This knowledge is even more essential for EL teachers. Each day in the classroom, EL teachers use their SCK to recognize and then find a way to communicate to students how concepts, representations, procedures, and skills are mathematically interrelated and interconnected. As EL students' ability to understand and communicate in English is emerging, they are faced with the dual challenges of constructing mathematics as well as reading understanding. Teacher's mathematical understanding of the tasks in classroom lessons needs to extend well beyond just the ability to calculate correct answers. Through Math Sheltered English instruction both English language and math tasks unfold during both "regular" as well as EL instruction, but the unique increased demands placed on EL teachers highlight the necessity of possessing a high level of mathematics understanding since they are also charged to teach math as well as English.

*Contact: Dr. Socorro Herrera, Proj. Director Project KORE
(785) 532-2125 Kansas State University
sococo@ksu.edu CFDA 84.365z*

Abstract - PR/Award # T365Z110124

The Kansas' proposal for National Professional Development will address: 1) the established priority of reforming and improving [state educational agency] systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for English language learners [ELs] (**Invitational Preference Priority 2**) and, 2) speak to the Department's **Competitive Preference Priority 2** by improving instructional practices, policies, and student outcomes in elementary or secondary schools.

The primary, overarching goal of **Project KORE** [**Kansans Organized For Results-based and Effective Instruction**] is to: *Scale up implementation of a coordinated, statewide system of personnel development/ professional development that will increase the capacity of Kansas school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students— especially those who are English language learners (Addressing Preference Priority # 2).* This goal will primarily be accomplished through four primary focus areas and four project objectives

with supporting activities

□□ **Focus 1:** *IHE collaborators, with the KSDE, will: a) design and implement PD to Kansas educators that will enhance the Multi-tier System of Supports [MTSS] across Kansas' schools, where effective/ meaningful application of research-based instructional strategies/ best practices for ELs is found in Tier 1 Core Instruction (Competitive Priority # 3; Invitation Priority # 1) and, b) where educators integrate the new Common Core State Standards [CCSS], the state's ESL Standards, the existing Kansas Performance Standards and CREDE Standards to design and drive instruction.*

□□ **Focus 2:** *Provide tailored PD for school-based instructional leaders (administrators, instructional coaches, department heads and counselors), where they coach, lead and hold accountable their staff in the use of research-based best practices during core instruction in K-12 classrooms.*

□□ **Focus 3:** *Conduct qualitative/ quantitative research to ascertain the level and effective application of the standards and biography-driven instructional principles within Kansas' classrooms once PD has been completed and determine the impact these attributes have on: a) teacher proficiency in teaching EL learners and, b) EL student academic and language acquisition and language proficiency (Competitive Priority #2).*

□□ **Focus 4:** *IHEs will collaborate with each other to identify the essential standards, attributes and expected outcomes to be demonstrated by pre-service teachers and adopt these research-based principles in each teacher preparation training program—ensuring that all incoming, new teachers are prepared to effectively implement instruction for culturally and linguistically diverse students (Invitational Priority #2).*

These focus areas of work lead to the project's objectives; they are:

Objective 1: Deliver research-based PD/ technical assistance/ coaching to increase the number of general/ administrators, ESL teachers, other personnel/ parents who understand/ implement MTSS instruction, intervention, and assessment, resulting in improved student performance.

Objective 2: Increase the number of parents who participate and their level of participation in the educational decision-making process for their child across district sites.

Objective 3: Increase the quality of IHE undergraduate and graduate educator preparation programs that implement MTSS content in their curricula.

Objective 4: Refine and implement a comprehensive evaluation process to measure the effectiveness of project activities.

The two-pronged approach with PD—that is, 1) to enhance the Kansas MTSS Network and, 2) to foster collaborative efforts to redesign and upgrade IHE pre-service and in-service trainings—will involve a collaborative partnership of the SEA, LEAs, regional providers and IHEs; employ personnel with expertise in teaching English language learners, coaching, school improvement, and MTSS; and be responsible for the recruitment, training, and support of a cadre of regionally based external coaches. Data will be collected from participating districts as part of the project evaluation. Key projected outcomes include:

- An increase in the number of educators with current information and up-to-date knowledge and skills in PD, including research-based practices to improve results for all students—especially those who are English language learners.
- An increase in the level/ fidelity of implementation of the trained practices over time.
- Improved school and student performance as a result of sustained practices.
- Research conducted on the findings of completed PD regarding teacher efficacy and EL student achievement.

As cited above, **Project KORE** is designed to address a key priority of assisting the KSDE in reforming and improving systems for personnel preparation and professional development that will improve results for English learners. As such, project staff will design and implement PD activities that improve the knowledge of regular education teachers, existing ESL teachers and administrators, and in appropriate cases, paraprofessionals, concerning effective instructional practices, by providing training in:

- How to teach and address effectively the needs of English language learners;
- Methods of scientifically based instruction and best practices, including oracy, literacy [and numeracy] instruction and with “Power-added” instruction for teachers working with ELs in STEM classrooms;
- Methods of early and appropriate interventions to identify and assist ELs and where educators use challenging state academic content standards and student academic achievement and functional standards, and state assessments for all children—especially those who are ELs;
- Methods of using effectively biography-driven classroom-based strategies within MTSS’s Model of Tier 1/Core instruction prior to the need of referring ELs to more intensive second and third tiered levels of instructional and behavioral support.

Contact: *Dr. Socorro Herrera, Proj. Director Project KORE*
(785) 532-2125 Kansas State University
sococo@ksu.edu CFDA 84.365z

ABSTRACT - PR/Award # T365Z110104

Applicant: Aurora University, Aurora, Illinois

Title of the PROJECT JUNTOS: ***Together Towards High Quality Professional Program Development for In-Service Teachers Who Serve English Language Learners***

Participants: PROJECT JUNTOS will serve 15 in-service Type 29 teachers (who hold a transitional teaching certificate and who are serving English Language Learner (ELL) students in a state approved Transitional Bilingual Education Program) In addition, the project will serve 110 in-service teachers (in the following order of preference: middle/high school Science and Math teachers, K-12 mainstream teachers, and K-12 ELL teachers) in the participant districts. A group of 55 teachers will be served during the first two years of the project, and another group of 55 teachers will be served during the third and fourth year. Ten higher education faculty who work in the teacher certification program at Aurora University (AU) will also be served throughout the project.

By the end of **PROJECT JUNTOS**, 15 in-service Type 29 teachers and

110 in-service teachers (as described above) will be served, for a total of 125 in-service teachers from participating districts. In addition, 10 higher education faculty from Aurora University will also be served.

Participants

	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
In-service Type 29 Teachers	15	15	15	15	15	15

In-service teachers:

1-MS/HS

Math & Science

2- K-12

Mainstream	55	55	55	55	110
------------	----	----	----	----	-----

3- K-12 ELL

Higher Education

Faculty at AU	10	10	10	10	10
----------------------	----	----	----	----	----

Partners: Aurora University maintains strong partnerships with school districts across multiple Regional Offices of Education including Kane, and McHenry Counties. These regions are experiencing both an increase in their ELL student populations and a shortage of certified and qualified teachers to meet the linguistic and academic needs of these students. For the purpose of this project, AU will partner with East Aurora School District 131, West Aurora School District 129, School District U-46, Carpentersville School District 300, Woodstock School District U-200 and Harvard School District U-50.

Project Description: PROJECT JUNTOS is a professional development program designed to increase the number of educational personnel who meet high professional standards and state certification requirements to serve ELL students in the partner school districts. The project targets three groups of teachers and faculty

- In-service teachers with a Type 29 certificate who need to complete a teacher certification program and Bilingual/ESL endorsements;

- In-service, certified K-12 teachers (in the following order of preference: middle/high school Science and Math teachers, K-12 mainstream teachers and K-12 ELL teachers) who want to complete Bilingual/ESL endorsements, and

- AU faculty who seek to improve their ability to prepare teacher candidates to serve ELL students.

The main objective of this project is to provide professional development that can impact the linguistic and academic achievement of ELL students in grades K-12 in the participating partner school districts.

These districts continue to face a shortage of certified and/or endorsed teachers to work with their increasing ELL student populations. **PROJECT JUNTOS** will provide professional development to a total of 125 in-service teachers. The grant will subsidize 85 percent of tuition costs and will provide training, stipends, books, and materials for the participants. In addition, the project will facilitate the

opportunity for AU to align the curriculum in teacher preparation courses to state content standards and English language proficiency standards to better prepare prospective teacher candidates.

Starting on the second year of the grant, AU will conclude the school year with a Teacher Summit on best practices for diverse learners. All teachers in the partner districts will be invited to attend. The Summit will be delivered over two consecutive days in each of the last four years of the grant at no cost to teachers. Participant teachers will be able to apply for professional development units or a graduate credit to meet certification renewal requirements. Summit sessions will be presented by experts in the field from the Illinois Resource Center, AU, and partner school districts. The summits will increase the number of opportunities teachers will have to attend professional development activities in the field of Bilingual Education and second language acquisition.

Priorities: **PROJECT JUNTOS** meets Competitive Preference Priority #1, as a novice applicant for a grant under the National Professional Development Program for fiscal year 2011; Competitive Preference Priority #2, through the collection and analysis of data on program participant outcomes; Competitive Preference Priority #3, by increasing the opportunities for the professional development of middle school/high school Science and Math teachers (among others); and, Invitational Priority #2, by providing professional development to higher education faculty in teacher preparation programs at AU and aligning curriculum to state content learning standards and English language proficiency standards in teacher preparation courses.

Contact Information: Dr. Dionnes Rivera, (630) 844-4649, e-mail address: drivera@aurora.edu.

Project Abstract - PR/Award # T365Z110197

Name of IHE: University of North Carolina at Wilmington

Title of the Program: Educating Language Minority Students (ELMS)

Consortia Partners: UNCW, New Hanover County Schools, Brunswick County Schools, Duplin County Schools, Pender County Schools

Project Description

The University of North Carolina at Wilmington (UNCW) serves a 12-county area in coastal North Carolina. The proposed ELMS (Educating Language Minority Students) program would serve a portion of that area in a hybrid (online and face to face) model that would provide professional development for a variety of inservice and preservice content area teachers in the area of English as a Second Language (ESL). In addition to the coastal area of North Carolina, the online portion of the ELMS project could easily serve the remainder of the state, including the Charlotte-metro and Research Triangle (Raleigh, Durham, Chapel Hill) areas.

The project would have three tracks that focus on introducing content area teachers to the field of ESL and providing information about how to work more effectively with English language learners (ELLs) and ESL professionals in their districts. The first track would focus on providing preservice teachers the opportunity to complete their ESL add-on licensure. The second track would focus on providing inservice content area teachers with the equivalent of one college course in ESL preparation, and the final track would focus on providing inservice content area teachers a minimal level of preparation (10 hours) to help them collaborate with ESL

teachers at their schools. The ELMS project would provide funds for tuition, fees, and books. Finally, the ELMS project would design two final products, an observation instrument and ESL preparation standards for inservice content area teachers.

The ELMS project will focus on a four-county area surrounding UNCW. The area includes New Hanover (home of UNCW), Pender, Brunswick, and Duplin counties but would potentially serve the state via online options. Three of four counties are rural communities with areas of high poverty. New Hanover County is a suburban county with a variety of industries including pharmaceutical companies, telecommunications companies and tourism.

Program Goals: The ELMS project seeks to build capacity in ESL preparation among preservice and inservice teachers. Also, the ELMS project seeks to establish standards in the area of ESL preparation for inservice content area teachers.

Program Objectives: The ELMS project seeks to...

1. Increase the number preservice teachers completing the ESL add-on certification to 40 teachers in each year of the grant.
2. Increase number of inservice teachers with 60 hours (university credit or Certification Renewal Units) of ESL professional development to 80 teachers each project year.
3. Increase the number of in-service teachers with 10 hours of professional development (1 Certification Renewal Unit of credit) to 400 by the end of the grant period.
4. Determine effectiveness of pairing ESL prepared inservice teachers with ESL prepared UNCW preservice teachers.
 - a. Develop an observation form that can be used with preservice and inservice content area teachers working with ELLs.
5. Examine impact of ESL preparation on teaching practices of inservice teachers
 - a. With TESOL, develop ESL preparation standards for K-12 content area teachers.

Program Activities

Objective 1: Increase the number preservice teachers completing the ESL add-on certification to 40 teachers in each year of the grant (GPRA 1.3).

- Year One: Identify and recruit 15-20 preservice teachers (Cohort 1) to complete their ESL add-on licenses as part of their initial teacher certification program.
- Year Two: Identify and recruit a second cohort of 15-20 preservice teachers (Cohort 2) to complete their ESL add-on licenses as part of their initial teacher certification program. Begin coursework for Cohort 1.
- Year Three: Complete coursework for Cohort 1. Cohort 1 completes the Praxis II in ESL. Begin coursework for Cohort 2. Recruit and begin coursework for Cohort 3. Collect and analyze data on program completers and non-completers.
- Year Four: Complete coursework for Cohort 2. Cohort 2 completes the Praxis II in ESL. Complete coursework for Cohort 3 and administer Praxis II in ESL. Recruit and begin coursework for Cohort 4. Collect and analyze data on program completers and non-completers.
- Year Five: Complete coursework for Cohort 4 and administer Praxis II in ESL. Collect and analyze data on program completers and non-completers.

Note: Because of the configuration of courses, participants can complete coursework in 1 or 2 years depending on their schedules. All participants must complete coursework by Year 5.

Assessment for Objective 1: Collect data on the number of preservice teachers passing the Praxis II in ESL.

Objective 2: Increase the number of inservice teachers with 60 hours (3 hours of university credit

or 6 Certification Renewal Units) of ESL professional development to 80 in each year of the grant (GPRA 1.6).

- Year One: Using our database of supervising teachers in our professional development community, identify 40 inservice teachers (Topics Cohort 1) interested in completing the “ESL Topics for non-ESL Teachers” graduate course. Offer first course in spring or summer semester. This professional development will be a combination of on-site and online instruction.
- Year Two: Recruit and enroll for Topics Cohort 2—emphasize recruitment in outlying counties with high ELL populations within our service area.
- Years Three-Five: Recruit and enroll for Topics Cohorts 3 through 5— emphasize recruitment in outlying counties with high ELL populations outside our direct service area.

Assessment for Objective 2: Collect data on inservice teachers that successfully completed the graduate course “ESL Topics for non-ESL Teachers” with a grade of ‘B’ or higher.

Objective 3: Increase the number of in-service teachers with an introductory level professional development (1 CEU) to 400 by the end of the grant period (GPRA 1.6, 1.4).

- Year One: Pilot test online, self-contained professional development (recently developed by UNCW). This professional development is self-contained and generates .5 Certification Renewal Credits for inservice teachers in the state.
- Year Two: Officially launch online professional development throughout the state system.
- Year Three: Evaluate professional development (in-house) and make necessary alterations.
- Years Four and Five: Continue to maintain online professional development and collect data.

Assessment for Objective 3: Collect data on the number of inservice teachers successfully completing the online professional development.

Objective 4: Determine effectiveness of pairing ESL prepared inservice teachers with ESL prepared UNCW preservice teachers

- Year One: Collect data on effective strategies being implemented by mainstream teachers, level of self-efficacy with current inservice teachers. Identify our current cooperating teachers, and assess their level and currency of ESL professional development so that they can be integrated into ESL professional development.
- Year Two: Begin working with cooperating teachers to establish a baseline level of ESL professional development and strategies currently used. This data will be collected through observations, surveys, and checklists. Begin providing appropriate professional development either online or with graduate level course “ESL Topics for non-ESL Teachers”.
- Year Three: Begin data collection as preservice teachers move into the cooperating teachers’ classrooms. Data collected will pertain to effective strategies used in the mainstream classroom, and the differences between implementation in a self-contained ESL classroom and the mainstream classroom, and inservice and preservice teachers’ sense of self-efficacy in working with ELLs. Data will be collected through observation, checklists, and surveys.
- Year Four: Continue data collection and begin data analysis.
- Year Five: Terminate data collection and finalize analysis.

Assessment for Objective 4: Final report on effect of having ESL prepared preservice teachers working with ESL prepared inservice teachers, including an effective observation instruction to assess the implementation of effective ESL strategies for the mainstream classroom.

Objective 5: Examine impact of ESL preparation on teaching effectiveness of inservice teachers. Develop ESL preparation standards for K-12 content area teachers.

- Year One: Establish baseline level of self-efficacy for mainstream teachers in the state and level of ESL preparation. Disaggregate data by content area and grade level. Conduct literature review concerning the effect of ESL professional development on mainstream teachers. Identify and establish cohorts of preservice teachers who want to participate in an ESL efficacy study.
- Year Two: Begin professional development at different levels for inservice teachers. Begin data collection on effective strategies for ELLs in the mainstream classroom. Data collection will be done through observation, checklists, and surveys. Submit draft of ESL preparation standards for K-12 content areas teachers to TESOL Standards Committee for approval.
- Year Three: Continue data collection and professional development. Draft ESL preparation standards for inservice content area teachers.
- Years Four and Five: Continue data collection, finalize standards and finalize analysis.

Assessment for Objective 5: Final report will include analysis of effective strategies for ELLs in the mainstream and final draft of ESL preparation standards for inservice content area teachers.

Competitive priorities addressed in this grant include the following.

- Priority 1: Novice Applicants
- Priority 2: Enabling more data-based decision-making (instructional practices)
- Priority 3: Promoting STEM (focus on inservice teachers in content areas)
- Invitational Priorities: Improving preparation of all teachers

Contact Person: Dr. N. Eleni Pappamihel, (910) 962-2746, pappamiheln@uncw.edu

Abstract - PR/Award # T365Z110200

Improving Practice Through Teacher Action Research

National Professional Development Program

Name of the IHE: The Pennsylvania State University (Penn State Harrisburg-The Capital College)

Title of the Program: Improving Practice Through Teacher Action Research

Partners:

Pennsylvania Department of Education, Central Susquehanna Intermediate Unit Center for Schools and Communities, (and LEAs with limited progress towards AYP and AMAOs and/or in isolated areas of Pennsylvania with limited access to higher education offerings for educators)

Project Description: (SUMMARIZE PROJECT OBJECTIVES, ACTIVITIES AND EXPECTED OUTCOMES)

The proposed project is a logical extension of two previous ESL NPD grant projects at Penn State Harrisburg. The most recent project, currently in its penultimate year, moved the four courses in an ESL certificate program from the first project to an on-line environment, thereby expanding the geographic scope of the project. The current project also includes an optional "leadership" course in which the candidates complete and report on the results of an action research project. The proposed new project will take the action research component from this fifth course and infuse it throughout the first four courses

in the sequence, the courses required to earn the Pennsylvania Department of Education ESL Program Specialist certification endorsement. The fifth course then will focus on the dissemination of teacher action research in working with ELLs through state/national conference presentations and publications. This new direction strengthens the linkage between research and best practice in ESL.

The specific goals, objectives and measureable outcomes of the proposed project are:
Goal 1: To identify and recruit PreK-12 mainstream/content area teachers from lowperforming LEAs with high concentrations of ELLs, based upon State AYP and AMAO measures, as well as teachers situated in rural or isolated areas with limited access to higher education and other professional development opportunities related to ESL.

Objective 1a: Seven cohorts of 15 teachers eligible for grant funding will be identified and recruited for the ESL Program between Summer 2012 and Spring 2017.

Objective 1b: Twenty to 25 teachers will enroll in each cohort, of whom 15 will be grant-eligible, and priority will be given to STEM teachers.

Goal 2: To continue to implement specific content-based strands for PreK-12 STEM in EDUC 469 (ESL Methods and Assessment), using the State Language Proficiency Standards for English Language Learners (PDE, 2005).

Objective 2a: The course syllabus for EDUC 469 will identify instructional activities by specific content-based strands.

Goal 3: To incorporate teacher action research into EDUC 466, 467, 468, 469 and 475 courses so that teachers engage in field-based research experiences and continuous assessment practices with ELLs.

Objective 3a: Teachers will develop and implement teacher action research projects for the first two courses, EDUC 466 and 467, and present the findings to pre-service teachers.

Objective 3b: Teachers will develop and implement teacher action research projects for all five courses involving ESL content-area instruction and requiring IRB approval in the final two courses, EDUC 469 and 475.

Objective 3c: Teachers will engage in teacher action research activities and develop training modules or workshops using data collected for each of the five courses in the program.

Objective 3d: Teachers will engage in teacher action research activities that track progress of their students' achievement from the first course through the last course.

Objective 3e: Teachers will present findings from their action research projects at an annual conference, co-sponsored by the Pennsylvania Association for Supervision and Curriculum Development (PASCD) and the ESL program, each November in Hershey, Pennsylvania.

Goal 4: To provide online coaching and mentoring for all participants for continuous

feedback and support to improve professional practice in working with ELLs.

Objective 4a: All teachers enrolled in the program will receive written corrective feedback from instructors on required assignments through ANGEL and/or Taskstream.

Goal 5: To have all teachers admitted for the full ESL program successfully complete all five courses in the sequence.

Objective 5a: All teachers enrolled in the program will complete online pre- and postcourse measures related to course content and course effectiveness.

Objective 5b: All teachers completing the program will complete graduate follow-up surveys online to evaluate long-term impact and program effectiveness of program offerings, within 3-6 months of program completion.

Goal 6: To make significant and long-term changes to the infrastructure of programs to more effectively support the academic and linguistic achievement of PreK-12 ELLs.

Objective 6a: All program completers will demonstrate how they incorporate ESL strategies into their mainstream classrooms through instructional and assessment practices.

Objective 6b: All program completers will provide instructional leadership and incorporate continuous research and assessment practices in their classrooms, schools, or districts.

These objectives will be accomplished through the delivery of a sequence of five courses through an on-line delivery system with scholarship support provided to inservice teachers serving ELLs. Preference for scholarship support will be given to STEM teachers and teachers working in low performing or other high need school districts. The four courses required for the program specialist endorsement will have as a unifying theme the use of teacher action research as a process leading to improved classroom practice and will be formally integrated into the Master's Program in Teaching and Curriculum as an ESL program option. Project participants will have the opportunity to apply the credits earned through the project towards this academic program. The fifth course, not required for state certification, will focus on the dissemination of results of teacher action research projects through conference presentations and publications. The conference presentations will be delivered through a special ESL content strand at the Pennsylvania Association for Supervision and Curriculum Development (PASCD) annual conference held each fall in Hershey, PA.

2011 Competitive Preference Priorities:

The proposed project addresses Competitive Preference Priority #2 in that it is designed to collect and analyze high-quality and timely data about the progress of the teacher participants, the achievement progress of the students in their classes, and the continuing work of the program completers.

The project also provides a unique opportunity to respond to Competitive Preference Priority #3 by integrating its activities with two other educational outreach initiatives, the Capital Area Institute for Mathematics and Science and the NIH-funded Science

Education Partnership Award project, housed within the same organizational unit at the College.

GPRA Measure Targets:

	Year 1	Year2	Year 3	Year 4	Year54
# of inservice teachers served	30	60	60	45	15
# expected to Complete program of study (all 5 courses)	0	16	16	16	8
# of completers expected to be certified in EL instruction	0	30	30	30	15
# of completers expected to serve EL students	0	30	30	30	15

Project Director: Denise G. Meister, Ph.D.

Email Address: dmeister@psu.edu

Telephone: (717) 948-6539

Abstract - PR/Award # T365Z110199

National Professional Development Program

Name of IHE: Northern Illinois University

Title of the Program: Project DREAMS (Development of Reading, ESL, eArly childhood, Mathematics, Science).

Consortia of Partners: Elgin School District U-46 (LEA), DeKalb School District 428 (LEA), Boone/Winnebago County #4 (SEA), LaSalle County #35 (SEA), Whiteside County #55 (SEA), Marshall/Putnam/Woodford County #43 (SEA), Lee/Ogle County #47 (SEA), Henry and Stark County #28 (SEA), and Henderson, Mercer, & Warren Counties #27 (SEA).

Project Description: Project DREAMS will increase the number and quality of teachers who serve English language learners in northern Illinois by implementing the following goals: (1) Goal 1: At the end of the five-year project, 125 (25 per year) general education teachers will earn the Illinois ESL and/or bilingual endorsement with an emphasis on STEM subjects; (2) Goal 2: At the end of the five-year period, 120 early childhood majors will earn their ESL and/or bilingual endorsements; (3) Goal 3: 100 school administrators, school psychologists, school nurses, and other auxiliary staff will complete an intensive four-day summer academy on issues pertaining to ELs.

Priorities:

2011 Competitive Preference Priority 2—Enabling more data-based decisionmaking.

This project addresses this competitive priority by extensively collecting both qualitative and quantitative data throughout the funding of this project. See Evaluation

Plan for further details.

2011 Competitive Preference Priority 3—Promoting Science, Technology, Engineering, and Mathematics (STEM Education). This project addresses this competitive priority via our Goal #1, (At the end of the five-year project, 125 (25 per year) general education teachers will earn the Illinois ESL and/or bilingual endorsement with an emphasis on STEM subjects.). In addition to offering classes with the focus on STEM subjects, particularly math and science, we are modifying our present classes to meet this need.

Invitational Priority 2—Improving Preparation of ALL Teachers to better serve English Learners. This project addresses this invitational priority via our Goal #2 (Goal 2: At the end of the five-year period, 120 early childhood majors will earn their ESL and/or bilingual endorsements.).

GPRA Measure Targets:

• The number of pre-service teachers expected to be served (Year 1,2,3,4,5)

- Year 1: 30
- Year 2: 60
- Year 3: 60
- Year 4: 60
- Year 5: 30

• The number of pre-service teachers expected to complete the program of study (1,2,3,4,5)

- Year 1: 0
- Year 2: 30
- Year 3: 30
- Year 4: 30
- Year 5: 30

• The number of pre-service teacher completers expected to be placed in instructional setting serving ELs (targets for years 2 and beyond)

- Year 1: 0
- Year 2: 20
- Year 3: 20
- Year 4: 20
- Year 5: 20

• The number of pre-service teachers expected to complete the program of study and be certified in EL instruction (Year 1,2,3,4,5)

- Year 1: 0
- Year 2: 30
- Year 3: 30
- Year 4: 30
- Year 5: 30

• The number of paraprofessionals (who are not pre-service teachers) expected to be served (Year 1,2,3,4,5)

- Year 1: 0
- Year 2: 0
- Year 3: 0
- Year 4: 0
- Year 5: 0

• The number of paraprofessional completers expected to meet state or local qualifications for ELs (Year 1,2,3,4,5)

- Year 1: 0
- Year 2: 0
- Year 3: 0
- Year 4: 0
- Year 5: 0

• The number of in-service teachers expected to be served (Year 1,2,3,4,5)

- Year 1: 25
- Year 2: 25
- Year 3: 25
- Year 4: 25
- Year 5: 50

• The number of in-service teachers expected to complete the program of study (Year 1,2,3,4,5)

- Year 1: 25
- Year 2: 25
- Year 3: 25
- Year 4: 25
- Year 5: 50

• The number of in-service teachers expected to complete the program of study and be certified in EL instruction (Year 1,2,3,4,5)

- Year 1: 25
- Year 2: 25
- Year 3: 25
- Year 4: 25
- Year 5: 50

• The number of in-service teacher completers who are expected to serve EL students (Year 1,2,3,4,5)

- Year 1: 20

- Year 2: 20
- Year 3: 20
- Year 4: 20
- Year 5: 40

Project Director: Dr. James Cohen
Email Address: jcohen@@niu.edu
Telephone: 815-753-097

ABSTRACT - PR/Award # T365Z110023

Applicant: Salisbury University: TITLE: TRAINING AND RETAINING GRADES K-12 EASTERSHORE

TEACHERS (TARGET *Phase II*). Participants: Each year, via a competitive application process, **60 teachers** from a variety of content areas, but especially STEM teachers, will be recruited into one of *three* specially-designed, graduate-level programs offered specifically for these educators at accessible times/formats. **PROJECT OUTCOME:** Via a concatenative sequencing of 3 institutes of 5 graduate courses each—held in spring, summer and fall, respectively—we will offer data-infused, graduate course training utilizing systematic qualitative and quantitative tracking of pre/post-program trainee performance synergized to student achievement outcomes. Course content will offer opportunities for practice, reflection and peer feedback in all 15 customized and methodically sequenced courses (to include two specially-designed TEM-focused, adjunct/team-taught courses consisting of tri-personnel teams of science, math & TESOL experts).

Outcomes: Over the span of the project, 300 STEM/content teachers will attain ESOL expertise (50 will receive advanced certificates) with 250 others provided with sufficient training to prompt the passing of state-mandated examinations to gain ESOL endorsement.

Partners: 8 independent, high-need, rural school districts (Caroline, Dorchester, Kent, Queen Anne’s, Somerset, Talbot, Wicomico, and Worcester)—approximately 100 schools enrolling over 1,200 EL students, and spanning a geographical radius of 95 miles.

Project Need: While we have provided successful training through prior NPD-funded programs, our target area continues to suffer from higher than state average teacher attrition rates. Our teachers are predominantly inexperienced with one district reporting 15.4% holding conditional certificates (*MSDE Staffing Report 2010- 2012*). The impact on student performance is abysmal. Some of our partners exhibit the *highest* dropout rates in the state, while also reporting the lowest college-bound rates. EL performance data in 2010 was the lowest underperformance (of any subgroup) in STEM subjects (see, proposal for data). Additionally, Maryland’s COMAR 13A: *Comprehensive Teacher Induction*—part of the recent Race to the Top Initiative—requires comprehensive PD training of its teachers (*Ibid.* p. 19). These combined factors make **TARGET-Phase II** of urgent importance to our 8 partnering districts (see, letters of support, and teacher-culled needs-assessment highlighting need in quantitative and qualitative terms).

Project Description: TARGET—Phase II is a high-incentive, long-term, niche-program targeted at the *actual* needs of rural education professionals. Needs-assessment data from a 2011

electronic poll conducted to determine local needs to which **482 Eastern Shore teachers** responded indicates the following: 100% of STEM teachers and 82% of all polled content-area teachers have requested graduate-level, EL-based professional development in three areas which the proposed program aims to address. The research-based TARGET-Phase II project accommodates triple needs: 1) STEM/Content teachers who could potentially seek a postbaccalaureate certificate in TESOL for whom we are developing a spring session: Academic Career Choices Ensuring Student Success (**ACCESS**)—a concatenation of 5 graduate courses designed to ensure expedient access to this state-approved certificate program; 2) STEM/content area teachers desiring *targeted* academic skills training for whom we are specifically designing a summer program: Enhancing Newcomer Competencies On Required Education (**ENCORE**)—a compendium of 5 graduate courses on enhancing EL academic performance in productive (speaking and writing) and receptive (reading and listening) skills in multiple STEM/content areas with timely, technology-infused modules providing tech-enhanced strategies for improved EL performance in multiple-domains. Finally, for 3) STEM/content teachers aiming to achieve an endorsement in ESOL via a state approved set of two graduate-level courses (focused on second language acquisition and academic literacy enhancement) and the passing of the Praxis II, we are offering a fall program: Seminars Assisting Incoming Language-Learners (**SAIL**)—a set of parallel-delivered, graduate-level courses offered at flexible times and in accessible formats with a menu of 5 specially designed, state-aligned course titles from which teachers can either choose one or two courses—a menu of course choices and delivery formats not currently available to area teachers who also sorely desire this third option for professional development.

Meeting Invitational priorities: Competitive Preference Priority #2 & #3; Invitational: #1 & #2
Data-Driven Decisions: Outcome-oriented results form the cornerstone of our model, and occur in three stages: A. Pre-program: The use of continuous, targeted evaluative tools designed to match trainee enrollment to actual district needs (keyed to a standardized tool gauging STEM/content-area expertise and EL population data) with STEM teachers given priority admittance. B. During-program: A comprehensive use of multiple mandatory instruments: 1. *Monitored Mentoring* via a pre-program administering of a standardized *Supervisor Feedback* tool assessing trainee teaching practice in systematic rather than random terms (quantitative and qualitative data-oriented) 2. A *Learning Plan* premised on actual EL school needs (interviews with EL & ESOL staff/content teachers). 3. *Reflective accounts* of EL tutoring/teaching encounters during training, the output of which is infused throughout course-work and forms input for post-program, professional dissemination obligations. 4. For SAIL participants, the designing of two, tri-personnel-team-taught, STEM-focused courses requiring data gathering on student outcome achievement (pre/post-administrations of Maryland State Assessments STEM problem sets to trainees' students) (see, proposal). C. Post-program: Training with immediate measurable impact tracked via a meticulous, systematic and coherent six-pronged, post-exit data management plan (see, proposal) utilizing a tri-stage evaluative chronology of data-gathering at immediate, intermediate and long-term points in trainee learning trajectories to track shifts in trainee knowledge, skills, and attitudes which effective PD demands, and which will be effectuated via *comparative data analyses* of: 1) pre/post-program supervisor feedback (MONITORED MENTORING) tied to a standardized, research-based measurement tool) 2) Data comparisons of improved student achievement data (numeric gains exhibited on pre/post-exit administrations of single-item, MSA-oriented, problem sets in the STEM-focused courses). Our data plan is preliminarily being put into place to ensure that STEM/content teachers provide quality instruction which translates into every EL student meeting and exceeding AYP targets as well as graduating on to college. Measurable objectives will be evaluated continuously and chronologically (pre/during/post-program) to yield formative and summative data to simultaneously track and improve upon all required (*in-service* teacher related) GPRA outcomes (e.g., GPRA 1.5 & 1.6). **Project Innovations:** Prior successes with NPD programs provide us

with the skilled expertise to deliver a program which is now **broad in scope** and **high in impact** (60 trainees a year). Additionally, our model is local-needs-derived, targets STEM middle/highschool teachers where EL underperformance is highest, provides PD training which is sustained and multimodal, and incorporates innovative STEM curricular configurations of teamed-teaching synergized with cutting-edge, technology-enhanced strategies to instigate improved EL achievement outcomes. Our innovative, measurable, MONITORED MENTORING feature ensures training which is outcome-oriented in design and output and not random or ad hoc. Via a systematic and continuous evaluation plan garnering quantitative and qualitative data of trainee impact on student achievement, we provide a local-needs-responsive, high-incentive, career ladder oriented PD-model doubly useful for EL students and teachers in rural Maryland.

Director Contact Information: DR. ANJALI PANDEY, (410-677-5387); axpandey@salisbury.edu

ABSTRACT - PR/Award # T365Z110204

Name of the IHE: University of Northern Colorado

Title of the Program: Mathematics and Science Teaching to English Learners (MASTEL)

Consortia LEA Partners:

1. Archuleta Elementary School, Denver Public Schools, Denver, CO
2. Dunn Elementary School, Poudre School District, Fort Collins, CO
3. Centennial Elementary School, Greeley-Evans Weld County School District 6, Greeley, CO
4. Dos Rios Elementary School, Greeley-Evans Weld County School District 6, Greeley, CO

Project Description:

The University of Northern Colorado (UNC) and its four consortia partner schools propose a five-year project for the National Professional Development Program The goal of Mathematics and Science Teaching for English Learners (MAST-EL)) is to prepare pre-service elementary teachers to deliver high-quality mathematics and science instruction to K-5 English learners (ELs) in Colorado schools. In order to do this we will:

1. Prepare and graduate a cohort of 30 MAST-EL Scholars (UNC Elementary Education and English-as-a-Second Language dual endorsed majors) to effectively teach mathematics and science to K-5 ELs and support them through their first year of teaching.
2. Engage and mentor 32 MAST-EL classroom teachers in how to effectively teach mathematics and science to ELs.
3. Develop long-term relationships with administrators and teachers at four partner schools where exemplary mathematics and science teaching for ELs is modeled and researched.
4. Increase K-5 EL achievement in mathematics and science as a result of the implementation of culturally and linguistically responsive teaching and assessment practices.

Objectives, Activities and Expected Outcomes:

Goal 1:

1.1 In fall of Year 1, the MAST-EL Planning Team will invite and provide over 40 elementary education freshmen majors (pre-service teachers) at UNC with MAST-EL Professional Learning Community (PLC) activities to build their awareness and understanding of the nature and needs of ELs, specifically in mathematics and science.

1.2 In spring semester of Year 1, the MAST-EL Management Team will select 30 elementary education majors participating in the MAST-EL PLC (Obj. 1.1) to become MAST-EL Scholars and receive extensive content and pedagogical support as well as a scholarship to become dual endorsed in English as a Second Language (ESL) as they develop their understanding about teaching and learning mathematics and science for ELs. The 30 MAST-EL Scholars will participate in MAST-EL activities through Year 5 and will graduate with a UNC dual endorsed degree and secure elementary teaching positions.

1.3 MAST-EL Scholars must maintain a 3.0/4.0 GPA for the required academic year in their content courses in mathematics, science, culture, and language, as well as the content course work they complete in their four MAST-EL Summer Institutes.

1.4 MAST-EL Scholars must maintain a 3.0/4.0 GPA for the required academic year in their pedagogical and practicum courses in mathematics, science, ESL, and student teaching, as well as in the course work associated with the four MAST-EL Summer Institutes.

1.5 A group of five to eight MAST-EL Scholars will be assigned to a MAST-EL PLC at each partner school at the end of their freshmen year. All pre-service Scholars must participate in at least 7 of the 8 MAST-EL PLC meetings during the academic year of Year 2, Year 3, Year 4, and Year 5. During Year 5, pre-service teachers will graduate and secure a teaching position.

1.6 Eighty percent of MAST-EL Scholars show an increase in confidence when teaching mathematics and science to ELs.

1.7 Eighty percent of MAST-EL Scholars will effectively teach mathematics and science to ELs as defined by their student teaching performance indicators, which includes EL student achievement data in mathematics and science, and our observation of their first year teaching.

Goal 2:

2.1 In spring semester of Year 1, classroom teachers at partner schools will be asked to apply to be a MAST-EL Teacher where they will receive extensive content and pedagogical support so they can effectively teach mathematics and science to ELs. Five to eight MAST-EL Teachers from each partner school will be selected by the MAST-EL Management Team.

2.2 MAST-EL Teachers will have a 25% gain in knowledge of the role culture, cultural identity, and language play in learning mathematics and science.

2.3 MAST-EL Teachers will have a 25% gain in their mathematics and science content knowledge.

2.4 MAST-EL Teachers will have a 25% gain in their pedagogical content knowledge.

2.5 Eighty percent of MAST-EL Teachers will show an increase in confidence when teaching mathematics and science to ELs.

2.6 Eighty percent of MAST-EL Teachers will effectively teach math and science to English learners.

2.7 Of those MAST-EL teachers who are not already endorsed in ESL, 75% will complete the Education Program for Licensing Assessment for Colorado Educators (PLACE) test in Linguistically Diverse Education.

Goal 3:

3.1 Eighty percent of the administrators and teachers will be satisfied with the MAST-EL Partnership

3.2 75% of the administrators of the partner schools will approve an agreement with UNC allowing MAST-EL Scholars, Teachers, and UNC faculty to continue to observe, plan, practice, and reflect on teaching mathematics and science to ELs.

3.3 Sixty additional mathematics and science activities will be provided to partner school students and families over the 5-year project.

Goal 4:

4.1 Students of MAST-EL Teachers will increase their mathematics and science knowledge 25%.

4.2 Students of MAST-EL Scholars' student teaching experience will increase their mathematics and science knowledge 25%.

Priorities:

MAST-EL addresses three Competitive Preference Priorities and one Invitational Priority. The University of Northern Colorado (UNC) is a novice applicant (Competitive Preference Priority 1), will utilize, develop, and improve data-based decision-making tied to effective classroom instructional practices for ELs (Competitive Preference Priority 2), will prepare pre-service elementary education teachers in the STEM areas of mathematics and science (Competitive Preference Priority 3), and will improve our elementary teacher education program at the UNC in order to better prepare all new teachers to equitably and appropriately educate ELs (Invitational Priority 2).

GPRA Measures:

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of pre-service teachers expected to be served.	30	30	30	30	30
Number of pre-service teachers expected to complete the program of study.	30	30	30	30	30

Number of pre-service teachers expected to be placed in instructional setting serving ELs.		30	30	30	30
Number of pre-service teachers expected to complete the program of study and be certified in EL instruction.		30	30	30	30
The number of in-service teachers expected to be served.	32	32	32	32	32
The number of in-service teachers expected to complete the program of study.	32	32	32	32	32
The number of in-service teachers completers who are expected to serve EL students.	32	32	32	32	32

Contact: Dr. Elizabeth Franklin, 970-351-1402, Elizabeth.franklin@unco.edu.

Northeastern Illinois University

ENLITEN (English as a New Language: Improving Teachers' Educational kNowledge)

1

ABSTRACT - PR/Award # T365Z110157

Name of the IHE: Northeastern Illinois University

Title of the Program: ENLITEN (English as a New Language: Improving Teachers' Educational kNowledge)

Consortia Partners: Chicago Public Schools District 299 (LEA), J. S. Morton High School District 201 (LEA)

Project Description: In order to address the needs of teachers under the National Professional Development (NPD) program, Northeastern Illinois University (NEIU) are entering into a partnership with the Chicago Public Schools District 299 and the J.S. Morton High School District 201 to target in-service teachers who work with English learners (EL) in their classrooms and will benefit from professional preparation in Bilingual-Bicultural Education (BLBC) and/or Teaching English as a Second or Foreign Language (TESL). Our goal is to increase the number of highly qualified teachers obtaining endorsements and/or approvals in BLBC and/or TESL and through a new endorsement/MA program in English as a New Language (ENL) in the State of Illinois. Specifically, NEIU's College of Education (COE) and College of Arts and Sciences (CAS) will work in tandem to accomplish four objectives;

- 1) Ensure that the NEIU's teacher preparation programs meet national and state standards set for full implementation by 2013;
- 2) Streamline the existing BLBC and TESL endorsement/approval programs through collaboration across departments;
- 3) Develop a new endorsement/Master's program in English as a New Language (ENL);
- 4) Increase access to those programs for in-service teachers through new and innovative delivery systems.

To achieve these objectives, participants from NEIU Chicago Teachers' Center (CTC), the Department of Bilingual Bicultural Education (BLBC), Department of Teacher Education (TED), and TESL Program will collaborate with input from the Illinois State Board of Education and the Illinois Board of Higher Education on ENLITEN. Additionally, the immediate areas targeted for assessment and/or service delivery, ensuring that the work is grounded in and contextualized for specific local communities' needs are the Illinois communities of Chicago and Cicero.

Faculty members from BLBC, TESL, Early Childhood, Elementary, and Secondary Education, staff from the Chicago Teachers' Center, and administrators/teachers from partner districts working together in Curriculum Review & Development Teams (CRDTs), will examine the new requirements and standards for working with ELs in the schools, assess the needs of the communities NEIU serves as they relate to ELs, and review the courses in the BLBC and TESL endorsement/approval sequences for alignment with these findings. They will develop recommendations for the integration of EL-related content and write new content for the courses,

Northeastern Illinois University

ENLITEN (English as a New Language: Improving Teachers' Educational Knowledge) completing the required updates in the Early Childhood program by the end of Year 2, the Secondary Program in Year 4, and the Elementary Program by Year 5. These CRDTs will shift their focus in Years 2 through 4 to developing and obtaining approvals for a new English as a New Language (ENL) Certificate program (Objective 2) and a new ENL master's program (Objective 3). The goal is to be able to enroll pre-service students and in-service teachers in these programs by Year 3 (certificate program) and Year 5 (masters program). Objective 4 will increase access to BLBC endorsement and TESL certificate programs in addition to these newly designed programs by formatting them appropriately for implementation in schools and districts with significant need. It is through this work that in-service teachers and paraprofessionals will be served. The content developed in Objective 1 for integration into the teacher preparation sequences will be offered first as professional development in the partner schools and districts on a pilot basis. In all, ENLITEN expects 45 in-service teachers to complete the new sequences for BLBC/TESL endorsements/approvals, and ENL endorsement/masters degrees during the period of the grant.

Priorities: ENLITEN will address Competitive Preference Priority 2-Enalbihg more Data-Based Decision-Making

GPRA Measure Targets	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
• The number of in-service Teachers expected to be served	30	10	30	30	30
• The number of in-service teachers expected to complete the streamlined					

BLBC/TESL endorsement /approval	10	20	
• The number of in-service Teachers expected to complete the new endorsement/MA sequence for ENL			20
• The number of in-service Teacher completers who are expected to serve EL students	10	20	20

Contact: Gina Gamboa, Project Director
(312) 563-7120
g-gamboa@neiu.edu

ABSTRACT – T365Z110118

Project MAST₂ER at SUNY Fredonia

Name of IHE: State University of New York (SUNY) at Fredonia

Title of Program: Project MAST₂ER (Mathematics And Science Teacher Training in Educational Resources)

Consortia Partners: Dunkirk City School District & Jamestown City School District

Project Description: Project MAST₂ER is a theory-to-practice research-based framework to strengthen mathematics (math) and science teacher education programs through infusing evidence-based practices and data-based decision making in the production of Teacher Work Samples (TWS) that inform instruction. Teacher candidates employ action research structures that identify the impact of specific strategies on English learner pupil achievement. Teacher mentors demonstrate elements of effective instruction through use of live-stream and digital lesson capture technologies. Proposed goals, measureable objectives, and outcomes for MAST₂ER logically connect to needs of K-12 students at-risk of educational failure, gaps and weaknesses in target school districts, and the national need to prepare teachers, particularly STEM teachers, to serve diverse students.

In summary:

- Goal 1 – Relates to the: Infusion of Effective Teaching Practices with LEPs in Math and Science Teacher Preparation Programs, thereby Promoting Science, Technology, Engineering, and Math (STEM) Education.
- Goal 2 – Relates to the: Collection, Analysis, and Use of High-quality Data on Program Participant Outcomes, thereby Enabling more Data-based Decision-making.
- Goal 3 – Relates to the: Improvement of Student Achievement, Especially at the Secondary

School level, thereby Improving Achievement and High School Graduation Rates.

The service delivery model employed in *MAST2ER* will utilize cohort groups of teacher mathematics and science teacher candidates who will engage in intensive professional development workshops on SIOP (Sheltered Instruction Observation Protocol) and evidence-based practices for English learners (ELs); for example, Classwide Peer Tutoring, Numbered Heads Together, Classwide Tutoring Teams, and Response Cards. Teacher candidates will be supported to apply action research in their field experiences, producing a Teacher Work Sample that documents use of pre-assessment, instruction, post-assessment, and reflection on pupil performance to direct instructional decisions. Cohort groups of district teachers, particularly mathematics and science teachers, will undergo advanced SIOP training using a “training of trainer” model. This training will offer more in-depth study of SIOP elements for teachers with previous SIOP training. These teachers will also participate in intensive training on mentoring; after the training, the teacher will serve as mentors to teacher candidates at SUNY Fredonia in their field experiences. Mentor teachers will facilitate implementation of SIOP elements and evidence-based practices by teacher candidates, and will demonstrate data-based decisions in planning, implementing, and reflecting on instruction to ELs.

MAST2ER activities will work at removing the barriers to instructional success for newly qualified mathematics and science teachers. Unique to this project is the use of live stream and digitally captured lessons of mentor teachers as they implement SIOP elements and evidence-based practices in their classrooms with English learners and as they use data-based decision making regarding instruction to English learners. Mentor teacher lessons will capture clear demonstrations of evidence-based practices and would serve as visual representations of material covered in training sessions to Fredonia teacher candidates. These live demonstrations represent the most progressive use of portable cameras and live feed from area classrooms via distance learning in the teacher preparations programs at SUNY Fredonia. *MAST2ER* staff will compile captured lessons in a *Repository of Effective Practices* that will be distributed widely electronically to partner districts, teacher education programs, and teacher candidates.

Widely accepted and varied evaluation practices will be used to monitor achievement of proposal objectives and the benchmarks employed to document this achievement: qualitative and quantitative measures, and formative and summative evaluation. In *MAST2ER*, teacher candidate, mentor teacher, and student level as well as program level objectives will be assessed annually. Pupil performance on high stakes tests (New York State Exams and Regents Content Area Exams) are of particular interest to the project. In addition, the Evaluation Team in consultation with the Technology Coordinator will monitor implementation of technology in program activities.

Priorities: Project *MAST2ER* addresses Competitive Preference Priorities 2 and 3, and Invitational Priorities 1 and 2, and proposes to support 50 mathematics and science teacher candidates and 10 teacher mentors from partner districts in year one, and in each subsequent year of funding.

GPRA Measure Targets	1	2	3	4	5
The number of pre-service teachers expected to be served	50	50	50	50	50
The number of pre-service teachers expected to complete the program of study	50	50	50	50	50
The number of pre-service teacher completers expected to be placed in instructional settings serving ELS (within one year of completion (i.e., graduation))	40	40	40	40	40
The number of pre-service teachers expected to complete the program of study and be certified in EL instruction	0	0	0	0	0

(45 pre-service teachers will be certified in their content areas.)					
The number of paraprofessionals (who are not pre-service teachers) expected to be served)	n/a	n/a	n/a	n/a	n/a
The number of paraprofessional completers expected to meet state or local qualifications for ELs	n/a	n/a	n/a	n/a	n/a
The number of in-service teachers expected to be served	10	10	10	10	10
The number of in-service teachers expected to complete the program of study	10	10	10	10	10
The number of in-service teachers expected to complete the program of study and be certified in EL instruction (Professional development only)	0	0	0	0	0
The number of in-service teacher completers who are expected to serve EL students	10	10	10	10	10

CONTACT: PD Cynthia Jonsson; Jonsson@fredonia.edu; 716-450-3018 (c), 716-673-4725 (w).