

**National Professional Development Grant Program 84.365Z
Cohort 2016 - Project Abstracts-Summaries**

T365Z160002 Regents of the University of Colorado, Boulder <i>DECE: Diversity Endorsement and Community Engagement</i>	
Partnerships	<ul style="list-style-type: none"> • CU Engage • Eagle County School District • Colorado Department of Education
Education Personnel Served	<ul style="list-style-type: none"> • Inservice Teachers, PreK-12
Number of Personnel Served	<ul style="list-style-type: none"> • 100
Competitive Preference Priorities	<ul style="list-style-type: none"> • Instructional Conversations and Literature Logs • Training in community engagement
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>Diversity Endorsement and Community Engagement (DECE) is a project designed to meet the needs of educators who teach English learners (ELs). The project comprises two district-level components in a high-needs rural county school district. The first component, Collaborative Education (CE) training, is for PreK-12 teachers who possess a master of arts (MA) degree. It includes 70 educators, from which 35 will be randomly assigned to receive coaching, co-planning, and co-teaching training emphasizing Instructional Conversation (IC) and Literature Logs (LLs), which will be documented on the What Works Clearinghouse (WWC) website. The second component, Master's Degrees and Endorsements, is for K-6 teachers who possess a bachelor's degree and wish to pursue advanced training. It prepares 30 practicing teachers for the education of ELs by offering a 38 credit-hour national- and state-accredited MA teacher education program leading to culturally and linguistically diverse (CLD) and special education endorsements.</p>	
Goals	
<ul style="list-style-type: none"> • Train educators in CE, with an emphasis on the use of IC and LLs • Increase the statewide pool of highly effective, culturally responsive endorsed teachers • Develop, implement and sustain community engagement for ELs and their families • Increase the delivery of a multi-tiered system of supports (MTSS) for ELs 	
Objectives	
<ul style="list-style-type: none"> • Prepare scholars to collaboratively integrate IC and LLs in lesson development/delivery • Improve scholar ELs' reading achievement when using IC and LLs • Graduate 30 state-endorsed scholars who educate diverse students with and without disabilities • Develop and deliver sustainable community engagement for ELs and families • Implement research-based MTSS for ELs using evidence-based instruction and assessment • Reduce unnecessary EL referrals • Distinguish language acquisition from language/learning disabilities in ELs 	
Outcomes	
<ul style="list-style-type: none"> • The CE trained group will obtain significantly higher CE tool ratings than the untrained CE group • A CE Professional Learning module will be developed • Trained CE ELs will demonstrate increases in reading performance over untrained CE ELs • Educators with bachelor's degrees will be recruited and selected and three district project mentors will be selected and trained • All MA scholars will complete all 13 courses and obtain a grade of "B" or higher • All scholars will develop, implement and sustain a community engagement model • All scholars will receive a score of 2 or 3 on the binder and its sections • All MA scholars will complete 10 hours annually of community engagement • All scholars will deliver with fidelity a minimum of five DECE project methods • All scholars will obtain an average rating of 3 or higher on each Intervention observation • All scholars will demonstrate delivery of culturally responsive referrals 	
Evaluation	
<ul style="list-style-type: none"> • Evaluation of the project goals will be measured by data gathered from the CEP Self-Assessment and Observation Tool, WIDA ACCESS scores, coursework grades, graduate rates and job placement. A variety of methodological approaches, such as descriptive analysis, t-tests, and ANOVAs, will be used to analyze the data. 	

T365Z160006

The University of Alabama at Birmingham

Project CREST: Consortium for Responsive Education and Successful Teaching of ELs

Partnerships	<ul style="list-style-type: none">• Gadson City Schools• Attalla City Schools• Etowah County Board of Education
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Inservice teachers• Family and community members• IHE faculty
Number of Personnel Served	<ul style="list-style-type: none">• 454
Competitive Preference Priorities	<ul style="list-style-type: none">• Academic language and science instructional interventions for ELs• Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none">• Training Early Learning Workforce
Description	
Project CREST will assist in presenting courses for preservice and inservice teachers (K-12 and early learning) to earn degrees and/or certification. It will also present professional development (PD) opportunities for K-12 educators, the early learning workforce and institute of higher education (IHE) faculty. In addition, there will be outreach activities for parents, families and community members.	
Goals	
<ul style="list-style-type: none">• Assist preservice teachers (K-12 and early learning) in being prepared to teach English learners (ELs)• Prepare inservice educators (K-12 and early learning) to work effectively with ELs• Guide parents, families and community members in supporting ELs' educational needs• Support higher education faculty to prepare educators for effectively serving ELs	
Objectives	
<ul style="list-style-type: none">• Assist 18 preservice teachers in completing programs to earn a degree and/or certification• Guide 48 inservice teachers toward earning a graduate degree and English as a Second Language (ESL) certification• Present advanced ESL degree or administration certification courses for eight inservice teachers• Provide PD related to serving ELs for 30 inservice teachers• Engage 250 parents, family members and community members in PD• Present outreach activities for 75 family and community members• Increase fidelity to EL issues through seminar attendance and syllabi revisions for 25 IHE faculty members	
Outcomes	
A number of assessment results will be compiled and analyzed, including the following: <ul style="list-style-type: none">• Praxis, ESOL Praxis, edTPA, lesson observations, self-reported satisfaction surveys• ACCESS for ELs, TELLS and employer surveys• Principal surveys, self-reported efficacy and satisfaction surveys• Pre-post surveys regarding content of PD• Faculty report on instructional fidelity to EL practices	
Evaluation	
<ul style="list-style-type: none">• Evaluation of the project goals will be measured by data gathered using the CIPP model and from surveys, measures of self-efficacy, edTPA and ESOL praxis scores. Methodological approaches such as group comparisons and GPRA measures will be used to analyze the data.	

<i>T365Z160008</i> New Mexico Highlands University <i>2 + 2 Career Ladder Teacher Licensure Program</i>	
Partnerships	<ul style="list-style-type: none"> Espanola Public Schools Santa Fe Public Schools
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers Paraprofessionals
Number of Personnel Served	<ul style="list-style-type: none"> 60
Competitive Preference Priorities	<ul style="list-style-type: none"> Prepare paraprofessionals and teachers to utilize research-based ESL and content-area teaching strategies Embedded parent, family and community involvement components in coursework
Additional Priorities	<ul style="list-style-type: none"> Supporting Early Learning Workforce to serve ELs
Description	
<p>The 2 + 2 Career Ladder Teacher Licensure Program is a program developed by New Mexico Highlands University (NMHU), a Hispanic Student Serving Institution, for 30 paraprofessionals from the Espanola and Santa Fe Public Schools. Paraprofessionals selected for this program will begin coursework at Santa Fe Community College (SFCC), where they will earn their associate of arts (AA) degree. Upon completing the AA degree, the paraprofessionals will then transfer to NMHU, where they will earn a bachelor of arts (BA) degree in elementary education, an elementary teaching license and English as a Second Language (ESL) endorsement. The proposed project will also recruit and select 30 tenured teachers from the above stated districts to serve as mentor teachers for selected paraprofessionals. As an incentive for becoming mentors, tenured teachers will be provided an opportunity to earn an ESL endorsement.</p>	
Goals	
<ul style="list-style-type: none"> Alleviate the shortages of ESL teachers in two partner school districts 	
Objectives	
<ul style="list-style-type: none"> Review BA and master of arts (MA) course syllabi to ensure that teacher education courses are aligned with K-12 content and ESL state standards and assessments Embed supervised mentorship into all BA education and ESL courses and all MA endorsement courses Develop and refine a student services component specifically targeting services for paraprofessionals Recruit and select 30 paraprofessionals (15 from Española Public Schools and 15 from Santa Fe Public Schools) to participate in the program Recruit and select 30 mentor teachers Develop, implement and refine an onsite elementary teacher licensure program for paraprofessionals with an emphasis in ESL at NMHU Provide course offerings that do not interfere with the paraprofessionals' or mentor teachers' work schedules Provide a Fall Institute for parents 	
Outcomes	
<ul style="list-style-type: none"> Successful completion of course assignments in all courses by paraprofessionals and mentor teachers Successful implementation of teaching strategies as measured by practicum visits made by the director and site coordinator Analysis of elementary and secondary student test scores yearly Successful completion of licensure programs and ESL endorsement programs 	
Evaluation	
<ul style="list-style-type: none"> Evaluation of this project will consist of various quantitative and qualitative analyses 	

T365Z160009 University of Colorado Boulder <i>MA and CLD Endorsement Program</i>	
Partnerships	<ul style="list-style-type: none"> • Poudre Valley School District
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • School administration • Community liaisons
Number of Personnel Served	<ul style="list-style-type: none"> • 60
Competitive Preference Priorities	<ul style="list-style-type: none"> • University of Colorado Boulder faculty and Poudre Valley School District staff agreed to a plan that provides teachers an opportunity to earn a master's degree in Educational Equity and Cultural Diversity (EECE) and a Culturally and Linguistically Diverse (CLD) endorsement • Professional development provided to 25 community liaisons
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>The MA and CLD Endorsement Program at the University of Colorado Boulder develops and implements a master of arts (MA) degree program in Educational Equity and Cultural Diversity (EECD) with a Culturally and Linguistically Different (CLD) endorsement for 60 teachers from the Poudre Valley School District in Fort Collins, Colorado. The project will recruit 30 preschool through second grade elementary teachers in the fall of 2016. These teachers will begin their program in the spring of 2017 and will graduate with their MA and CLD endorsement in the spring of 2019. Cohort 2 teachers, grades 3-12, will be recruited in the spring of 2019 and will begin their program in the summer of that year. Cohort 2 teachers will graduate in the summer of 2021.</p>	
Goals	
<ul style="list-style-type: none"> • Provide two cohort teachers from the Poudre School District an opportunity to earn an MA and a CLD endorsement (also referred to as the English as a Second Language [ESL] endorsement) 	
Objectives	
<ul style="list-style-type: none"> • Revise existing courses to ensure that content, ESL standards and assessments are included • Recruit teachers for Cohort 1 • Recruit teachers for Cohort 2 • Offer courses each semester throughout the project that accommodate program participants' work schedules • Embed and revise supervised practicum experiences into each of the 10 courses within the MA degree and CLD endorsement programs • Meet with 25 district Community Liaisons to develop a plan for increased parent and community involvement • Conduct a Leadership Academy for principals from the Poudre School District, and by the end of the fifth project year, build program capacity and disseminate and replicate program successes to other institutes of higher education (IHEs) 	
Outcomes	
<ul style="list-style-type: none"> • Gather baseline data via the state-mandated ACCESS test in the fall of 2016 and complete yearly comparison analyses • The evaluator, working with program staff, will use a randomized controlled trial to determine students' growth in acquiring English is attributed to effects of the project 	
Evaluation	
<ul style="list-style-type: none"> • A randomized controlled trial will be used to determine whether students' growth in acquiring English is attributed to effects of the project. The state of Colorado Partnership for Assessment of Readiness for College and Careers test (PARCC) will be used to assess students' language arts/literacy and mathematics skills in grades 3-12. • A quasi-experimental design (QED) will be used to determine whether professional development opportunities provided to teachers throughout this project are having a positive effect on English learners' ability to speak, read and write English and on their success in academic content areas. 	

<i>T365Z160016</i> Texas Woman’s University <i>Project PIONERAS</i>	
Partnerships	<ul style="list-style-type: none"> Denton Independent School District
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 66
Competitive Preference Priorities	<ul style="list-style-type: none"> Compare two groups of dual language elementary school teachers in the same district: an intervention group of PIONERAS teachers and a comparison group
Additional Preferences	<ul style="list-style-type: none"> Dual language approaches Supporting the Early Learning Workforce to serve ELs
Description	
<p>Project PIONERAS’s purpose is to improve instruction for Spanish-speaking English learners (ELs) in dual language (DL) elementary schools in north Texas. The main path to this improvement is to strengthen current and future DL teachers’ professional development as it applies to their Spanish language and content pedagogical knowledge. Project PIONERAS takes a bipartite approach to DL teacher training by serving inservice teachers and their Spanish-speaking EL families through high-quality graduate coursework on methods, theories and research-based DL strategies; completion of a master’s or PhD degree; and family engagement activities. It also serves preservice teachers through high-quality Spanish language coursework promoting a strong theoretical research base and research-based methods in DL education as well as a study-abroad component to include language and pedagogical coursework for further instruction in the Spanish language.</p>	
Goals	
<ul style="list-style-type: none"> Improve the Spanish proficiency and content pedagogy in Spanish of 24 PreK-5 inservice DL teachers Improve parent, family and community engagement Improve the proficiency and content pedagogy in Spanish of 42 preservice DL teachers 	
Objectives	
<ul style="list-style-type: none"> PIONERAS teachers’ ELs will improve their scores on the standardized SELI or STAAR exam Inservice PIONERAS teachers will increase their level of academic Spanish in the areas of reading, writing, speaking and listening Inservice PIONERAS teachers will increase their pedagogical knowledge of bilingual education The graduate curriculum will be developed and redesigned to ensure alignment of content to local, state and national competencies for bilingual certification and to include high levels of academic Spanish Inservice PIONERAS teachers will complete a series of three specially designed graduate courses taught in Spanish Inservice PIONERAS teachers will complete a higher education degree Inservice PIONERAS teachers will improve their knowledge and skills about supporting parents of ELs in creating a home environment conducive to the ELs’ improvement of reading skills in L1 The time and effectiveness of parental involvement in children’s schoolwork at home will be improved The achievement of the inservice PIONERAS teachers’ ELs will improve Preservice PIONERAS teachers will increase their overall level of academic Spanish, as evidenced by the BTLPT exam Preservice PIONERAS teachers will increase their level of academic Spanish in the areas of reading, writing, speaking and listening Preservice PIONERAS teachers will increase their pedagogical knowledge of bilingual education The undergraduate curriculum will be developed and redesigned to ensure alignment of content to local, state and national competencies for bilingual certification and to include high levels of academic Spanish Preservice PIONERAS teachers will complete a series of three specially designed graduate courses taught in Spanish and participate in a three-week summer study-abroad program; the series will include two Texas Woman’s University (TWU) undergraduate pedagogy courses required for certification and an intensive Spanish language course 	
Outcomes	
<ul style="list-style-type: none"> In Years 2 and 3, DL students in grades PreK-5 will have a statistically significant increase in SELI or STAAR scores compared to the same number of non-PIONERAS DL teachers’ students In Years 2 and 3, inservice PIONERAS teachers will have significantly increased scores in each of the four competencies tested in the BTLPT, as measured by a pre and post test (a released test will be used for the pre test) In Years 2 and 3, inservice PIONERAS teachers will score significantly higher on the TExES Bilingual Supplemental than on the pre test (released tests will be used for the pre and post tests) In Year 1, three graduate course syllabi will be developed to ensure alignment of content to local, state and national competencies and to include high levels of academic Spanish as measured by a matrix In Years 2 and 3, 90 percent of PIONERAS teachers will complete the three classes with high academic achievement by maintaining a minimum of 3.0 GPA each semester 	

- In Years 4 and 5, up to 10 (of the selected 24) teachers will be funded to complete a master's or PhD in education
- In Years 4 and 5, PIONERAS teachers at intervention schools will increase their knowledge of creating a home environment conducive to the improvement of reading skills in L1 as measured by a survey determining parents' knowledge and skills. Pre and post assessment will reflect a statistically significant increase in knowledge
- In Years 2-5, pre and post assessment will reflect a statistically significant increase in parental involvement by parents in the intervention
- In Years 4 and 5, PIONERAS teachers' ELs who receive family engagement intervention scores on the SELI or STAAR will have statistically higher scores than those who do not receive the intervention
- In Years 2, 3 and 4, 90 percent of preservice PIONERAS teachers will pass the BTLPT
- In Years 2, 3 and 4, 90 percent of preservice PIONERAS teachers will have significantly increased scores from pre test baseline scores in each of the four competencies tested in the BTLPT
- In Years 2, 3 and 4, 90 percent of preservice PIONERAS teachers will score significantly higher on the competencies tested in the TExES Bilingual Supplemental than on the pre test
- In Year 1, three undergraduate course syllabi, including scope and sequence, will be developed to ensure alignment of content to local, state and national competencies and to include high levels of academic Spanish
- In Years 2, 3 and 4, at least 90 percent of PIONERAS teachers will complete coursework with high academic achievement, maintaining a minimum 3.0 GPA each semester
- In Years 2, 3 and 4, at least 90 percent of preservice PIONERAS teachers will complete a three-week course to include two TWU courses and an intensive Spanish course. Participants will achieve a "B" or better on the TWU coursework

Evaluation

- This project will be evaluated using various qualitative and quantitative analyses

T365Z160017
Texas Woman's University
ELLevate!

Partnerships	<ul style="list-style-type: none"> • Denton Independent School District
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators • School staff
Number of Personnel Served	<ul style="list-style-type: none"> • 319 per year
Priorities	<ul style="list-style-type: none"> • Interventions for EL educators • Promote parent, family and community engagement through professional development • Support all educators in understanding ELs
Additional Priorities	<ul style="list-style-type: none"> • The project will support all educators in understanding ELs' bilingualism and how to foster biliteracy development at the high school level.

Description

ELLevate! will implement a four-tiered, whole-school reform approach for English learners (ELs) within two high schools. Tier 1 entails nine whole-school professional development (PD) sessions over five years for all educators, including faculty, administrators and professional support staff. Tier 2 provides a summer institute to 80 educators, Tier 3 consists of three graduate courses for 30 educators, and Tier 4 offers a graduate degree for 10 participants. Each of the four tiers of PD will consist of three areas that research indicates as necessary in educating adolescent ELs: language, literacy and engagement. The language component focuses on applying bilingual and second language acquisition theories to practice; the literacy component entails incorporating written and oral language across all content areas; and the engagement component encompasses ELs' engagement in meaningful academic activities and families' engagement with the school.

Goals

- Increase educators' knowledge of teaching ELs in the areas of language, literacy and engagement
- Increase educators' engagement with ELs' families
- Increase EL student academic achievement

Objectives

- Train educators across the entire school (faculty from all content areas, administrators and professional support staff) to effectively educate ELs
- Provide intensive training in a five-day summer institute to 80 educators
- Develop educator leaders on teaching ELs at each school through three graduate courses at Texas Woman's University (TWU)
- Increase the number of educators at each intervention school with a graduate degree in educating ELs
- Strengthen PD so that educators rate all tiers as effective
- Increase the number of educators with English as a Second Language (ESL) certification at each intervention school
- Increase educators' knowledge on areas of language, literacy and engagement relevant to teaching high school ELs
- Support the systemic family engagement initiatives of intervention schools
- Prepare educators on engaging ELs and their families in education and school-related activities
- Increase the number of times educators report having a positive interaction with an EL's family member
- Increase the number of times parents of ELs report having a positive interaction with an educator
- Improve passing rates for ELs for the end of course state assessment Composite Score
- Improve passing rates for ELs on each individual End of Course assessment: English I, English II, Algebra I, U.S. History and Biology

Outcomes

- In Years 1-5, 90 percent of educators at each school will complete each PD training
- In Years 2 and 3, 72 participants will complete the entire five-day summer institute training
- In Years 2 and 3, 90 percent of educators selected for Tier 3 training will successfully complete the three graduate courses
- By the end of Year 5, 60 percent of the Tier 4 participants will have completed course requirements of their graduate degree
- At least 80 percent of the participants will rate the professional development in all tiers as effective or highly effective on a five-point scale
- By the end of Year 4, a higher number and percentage of educators at the intervention schools will have their ESL certification than those at the comparison schools
- In Years 2-5, participants' scores on the language, literacy and engagement survey (LLES) will have a statistically significant increase from the previous years' scores
- In Years 1-5, the family engagement needs of EL parents in intervention schools will be identified, and interaction with

educators will be measured through the family engagement survey (FES)

- By Year 5, 90 percent of all educators at the intervention schools will complete at least two PD sessions on family engagement
- In Years 2-5, educators will report a statistically significant increase of positive interactions with ELs' families compared to a baseline identified by the LLES of the previous year
- In Years 2-5, parents of ELs will report a statistically significant increase of positive interactions with educators at their child's school compared to a baseline identified by the FES of the previous year
- In Year 5, there will be an increase in the Composite Score of the End of Course assessments with a statistically significant change from baseline scores in Year 1
- In Year 5, there will be an increase in each End of Course assessment with statistically significant change from baseline scores established in Year 1

Evaluation

- Evaluation for this project is based on various qualitative and quantitative analyses

T365Z160021 Salisbury University <i>TARGET Phase III: Training and Retaining Grades K-12 Eastern-Shore Teaching Professionals</i>	
Partnerships	<ul style="list-style-type: none"> • Nine independent, high-need, rural school districts in Maryland
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators • Support staff • Parents
Number of Personnel Served	<ul style="list-style-type: none"> • 500
Competitive Preference Priorities	<ul style="list-style-type: none"> • Structured interviews to provide qualitative evidence for the need for culturally relevant models of PD training inclusive of parental input • Inclusive, co-sustained joint-fostering paradigms of family inclusion
Additional Priorities	<ul style="list-style-type: none"> • Early workforce teachers given priority admittance • Dual language focus, and community-based, language maintenance focus
Description	
<p>TARGET—Phase III is a high-incentive, long-term, research-based program accommodating the needs of three distinct groups. The first is educators who could potentially seek a post-baccalaureate certificate in TESOL, for whom we are developing a spring session: Academic Career Choices Ensuring Student Success (ACCESS)—a concatenation of six graduate courses designed to ensure expedient access to a state-approved certificate program. The second is educators desiring targeted academic skills training embedding culturally relevant, family-centric learning, for whom we are designing a summer program: Enhancing Newcomer Competencies On Required Education (ENCORE)—a compendium of five graduate courses focused on enhancing English learner (EL) performance in productive (speaking and writing) and receptive (reading and listening) skills. Finally, and more specifically, the third group is administrators and support staff aiming to achieve focused training on improving the quality of parental inclusion. We are offering them a third program: Comprehensive Community-building Opportunities Maximizing Parental Knowledge and Administrator Skills for School-wide Success (COMPASS).</p>	
Goals	
<ul style="list-style-type: none"> • Provide in-depth, accessible and high-incentive professional development (PD) to teachers, school administrators/staff, teachers and families of EL learners • Provide a beneficial, credential-bearing PD program specific to the local needs of EL populations on the Eastern Shore of Maryland that permits expedient access to upgraded credentials and state EL endorsement • Increase the overall effectiveness of EL-focused teaching outcomes while equipping trainees with explicit course-based training on curricular enhancements instigating meaningful, long-term EL parental involvement • Increase administrator/school support staff effectiveness in EL student social/cultural integration and academic achievement via the implementation of an explicit strategies-based protocol in which schoolwide programmatic enhancements instigate meaningful parental involvement in rural schools • Increase the knowledge and skills of participating EL parents/guardians in the schooling practices of their children as well as improve long-term parental involvement and advocacy in rural schools • Operationalize a Funds of Knowledge approach to improved EL academic achievement and EL school integration in the form of an intervention protocol (MAPS) leveraged through mobile technologies, and with evidence-based outcomes whose multiplier effects and causal efficacy at both the curricular level (lesson design) and programmatic level (schoolwide) are gauged via statistically significant outcomes stemming from a rigorous experimental randomized controlled trial (RCT) study design meeting minimal WWC specifications 	
Objectives	
N/A	
Outcomes	
<ul style="list-style-type: none"> • 80 percent of participants will rate satisfaction with accessibility (pre and post measures) and PD training quality at or above benchmark scores (3.5 out of 5) (90 percent target) • 80 percent of participants will demonstrate mean gains in pre/post knowledge surveys in all three programs • 80 percent of participants will reflect gains in pre/post Supervisor Observation Protocols and pre/post Parental Involvement measures. Student achievement outcomes will be measured pre/post intervention via the normed WIDA ACCESS/PARCC assessments in site schools. • 80 percent of participants will demonstrate gains in pre/post knowledge surveys and 80 percent of ACCESS participants will pass the Praxis II examination • 80 percent of parents/guardians will demonstrate mean gains in knowledge of schooling and meaningful parental 	

involvement as measured by mean gains on pre/post program Cultural Awareness/Heritage Preservation measures

- 80 percent of parents/guardians will demonstrate mean gains in knowledge of active co-sustaining parental involvement/monitoring strategies as measured by mean gains on pre/post program Family Involvement at Home measures
- Parents/guardians will demonstrate mean gains in knowledge of active co-sustaining parental involvement strategies as measured by mean gains on pre/post program Family Advocacy at School measures
- 80 percent of parents/guardians will demonstrate mean gains in knowledge of active co-sustaining parental involvement strategies as measured by mean gains on pre/post program Family Aspirational Goals measures
- By the end of Project Year 3, site schools involved in an RCT experimental study investigating the causal effects of a comprehensive, Funds of Knowledge–premised intervention protocol (MAPS) on improved EL academic achievement (curricular), as well as social integration (programmatic/schoolwide) in treatment versus control groups, will demonstrate statistically significant gains on normed and researcher-derived measures gauging the efficacy of PD outcomes
- By the end of Project Year 4, site schools involved in an RCT experimental study investigating the causal effects of a multimodal/device-based cultural integration intervention protocol (MAPS) on improved parental involvement, increased EL self-efficacy and enhanced cross-cultural awareness in treatment versus control groups will demonstrate statistically significant gains on normed and researcher-derived measures as to the efficacy of leveraged technology-enhanced PD interventions

Evaluation

- Evaluation for this project is based on various qualitative and quantitative analyses

<i>T365Z160027</i> Brown University <i>Project Engage</i>	
Partnerships	<ul style="list-style-type: none"> • Rhode Island Department of Education
Education Personnel Served	<ul style="list-style-type: none"> • Preservice but employed, early-learning, emergency certified teachers
Number of Personnel Served	<ul style="list-style-type: none"> • 20
Competitive Preference Priorities	<ul style="list-style-type: none"> • Quasi-experimental study, based on Pathway toward Fluency: Using "disaggregate instruction" to promote science literacy • Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> • Supporting the Early Learning Workforce to serve ELs
Description	
Project Engage is designed to improve the capacity of Rhode Island (RI) in providing high-quality instruction to K-5 English learners (ELs) in high-incidence districts.	
Goals	
<ul style="list-style-type: none"> • Improve the capacity of Rhode Island to provide high quality instruction to K-5 English learners (ELs) in high-incidence school districts 	
Objectives	
<ul style="list-style-type: none"> • Recruit 20 emergency certified teachers—considered preservice, early-learning educators—who have completed a bachelor’s degree and are employed as instructors in K-5 classrooms in high-incidence RI districts • Document participants’ delivery of high-quality, rigorous instruction to ELs through observations, coaching, teacher portfolio and ELs’ achievement data • Complete Brown University master’s degree in English as a Second Language (ESL) and cross-cultural studies and meet RI standards for ESL certification • Complete a yearlong leadership project on parent and family engagement • Complete a quasi-experimental study on “disaggregate instruction” to promote science literacy 	
Outcomes	
<ul style="list-style-type: none"> • 20 K-5 teachers obtain Brown University masters’ degrees in ESL and cross-cultural studies • 20 K-5 teachers meet RI requirements for certification in ESL • 20 leadership projects on parent and family engagement are completed • The results of the quasi-experimental study of disaggregate instruction will be documented, contributing to the knowledge base on effective instruction for ELs 	
Evaluation	
<ul style="list-style-type: none"> • Evaluation for this project is based on various qualitative and quantitative analyses, including a quasi-experimental study on disaggregate instruction 	

T365Z160034

Washington State University

Equity for Language Learners—Improving Practices and Acquisition of Culturally Responsive Teaching (ELL-IMPACT)

Partnerships	<ul style="list-style-type: none"> Evergreen, Grandview, Kennewick, Pasco, Prosser and Richland School Districts
Education Personnel Served	<ul style="list-style-type: none"> Paraprofessionals
Number of Personnel Served	<ul style="list-style-type: none"> 52 or more
Competitive Preference Priorities	<ul style="list-style-type: none"> Advance current understandings of EL instructional strategies by developing and testing the efficacy of small-group instructional strategies aimed to improve student reading skills Prepare candidates to use approaches and strategies that build meaningful relationships with students’ parents, families and communities
Additional Priorities	<ul style="list-style-type: none"> Thirty percent of program participants will obtain an endorsement in bilingual education.
Description	
<p>ELL-Impact, an alternative route program, will build on the strengths and knowledge of paraprofessionals and provide candidates with the comprehensive education needed to engage in linguistically and culturally responsive teaching. Rigorous coursework, summer institutes, annual conferences, mentor teachers, ongoing academic counseling, Advisory Board input and ongoing data collection and analysis are key components of this program.</p>	
Goals	
<ul style="list-style-type: none"> Increase the number of K-8 teachers with a bilingual education (BE) or English learner (EL) endorsement Improve parental, family and community engagement in partnering districts Improve EL literacy and biliteracy outcomes by using small-group strategies Build resources for project extended local outreach and national replication 	
Objectives	
N/A	
Outcomes	
<ul style="list-style-type: none"> Graduate 52 paraprofessionals working with ELs in partnering districts from a high-quality alternative route program leading to K-8 certification with either an EL or BE (at least 30 percent) endorsement Increase family/community engagement practices and reduce EL gaps in participating schools following program participation Create descriptive and quasi-experimental studies documenting, enhancing and testing the efficacy of small-group strategies Make public findings on program effectiveness, parent and community involvement and small-group instructional strategies via program-sponsored professional development (PD) activities 	
Evaluation	
<ul style="list-style-type: none"> Evaluation for this project is based on various qualitative and quantitative analyses 	

T365Z160061 Hamline University <i>ELM (English Learners in the Mainstream)</i>	
Partnerships	<ul style="list-style-type: none"> SEA: Minnesota Department of Education LEA: Minneapolis Public Schools, Roseville Area Schools, School District 197, Mounds View Public Schools, Summit Charter School, Minnesota Math and Science Academy, St. Helena, Risen Christ School, Pope John Paul II
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 2,725
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness from IES publications Participating teacher will interview adult EL about his or her immigration and education experiences and ask parents for their perspectives on EL education
Additional Priorities	N/A
Description	
English Learners in the Mainstream (ELM) will provide preservice and inservice K-12 teachers with the tools they need to facilitate the academic language proficiency students need to succeed in school and higher education	
Goals	
<ul style="list-style-type: none"> Improve academic language skills of English learners (ELs) 	
Objectives	
<ul style="list-style-type: none"> Increase EdTPA scores by 10 percent over baseline Train 225 licensed English as a Second Language (ESL) teachers with a one-credit, 12-hour “train-the-trainer” course Provide professional development to 2,250 inservice teachers 	
Outcomes	
<ul style="list-style-type: none"> Teachers will meet the requirements for the renewal of existing Minnesota teaching licenses. Inservice teachers will be prepared to teach the ELs in their classes and meet the Minnesota LEAPS Act relicensure requirements Preservice teachers will be prepared to meet the linguistic needs of ELs 	
Evaluation	
<ul style="list-style-type: none"> Evaluation for this project is based on various qualitative and quantitative analyses, including repeated measures design and factor analyses 	

T365Z160071
The College of New Jersey
Success for English Language Learners (SELL)

Partnerships	<ul style="list-style-type: none"> Linden School District (SD), Perth Amboy SD, Trenton SD, Elizabeth SD, Franklin SD, Jamesburg SD, North Plainfield SD, Plainfield SD
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers Administrators Staff
Number of Personnel Served	<ul style="list-style-type: none"> 990
Competitive Preference Priorities	<ul style="list-style-type: none"> Use the practice guide “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School” Complete student projects in the Curriculum and Methods class and Field Practice class, and as a critical feature of in-district workshops for administrators
Additional Priorities	<ul style="list-style-type: none"> Focused workshops at the ESL Summer Academy and focused assignments in the Curriculum and Methods course

Description

Success for English Language Learners (SELL) is designed to support K-12 English learners (ELs) by providing professional development and paths to English as a Second Language (ESL) and bilingual certification for school instructional, administrative and support staff, and by developing community outreach strategies. It is also designed to strengthen The College of New Jersey (TCNJ) ESL/bilingual program, increase enrollment, create variations on licensure and revise syllabi.

Goals

- Enhance the long-term economic and social opportunities of immigrant communities in New Jersey

Objectives

- Provide inservice content teachers with ESL/bilingual endorsement
- Provide a preservice ESL/bilingual certification program
- Provide inservice enrichment programming
- Conduct Summer ESL Academy workshop series
- Improve TCNJ’s on-campus enrollment and resources
- Disseminate project information

Outcomes

- Prepare content-area teachers for ESL endorsement
- Prepare paraprofessionals and community members for their first New Jersey certification
- Provide in-district workshops for administrators, paraprofessionals and community members
- Recruit secondary education and other majors to get ESL certification
- Invite teachers and preservice teachers statewide to participate in summer ESL academies and workshops

Evaluation

- Data will be analyzed through GPRA measures in addition to course schedules, syllabi, grade sheets, course binders, student portfolios, course evaluations, surveys, self-reported questionnaires and pre and post surveys

<i>T365Z160082</i> The University of Memphis <i>LASER Focused</i>	
Partnerships	<ul style="list-style-type: none"> • Denver Public Schools • Aurora Public Schools • Smithsonian Science Education Center
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> • 225
Competitive Preference Priorities	<ul style="list-style-type: none"> • Moderate evidence of effectiveness • Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> • Dual language approaches • Supporting the Early Learning Workforce to serve ELs
Description	
<p>Through LASER Focused, the University of Memphis Center for Research in Educational Policy (CREP) will partner with the Smithsonian Science Education Center (SSEC) to add an English learner (EL) focus to its successful Leadership Assistance for Science Education Reform (LASER) model for professional development (PD), along with Family Connections, a method for involving parents, family and community in EL learning.</p>	
Goals	
N/A	
Objectives	
<ul style="list-style-type: none"> • Build on the SSEC's unique, research-based PD model for IB science by developing an EL focus component for this model appropriate for delivery to nine grade levels (K-8), including PD to enhance teacher communication and involvement with the parents and community of ELs • Provide this newly enhanced PD to EL teachers in Denver Public Schools and Aurora Public Schools in Colorado, focusing on specifically targeted strategies for engaging in inquiry science for students for whom English is a second language 	
Outcomes	
<ul style="list-style-type: none"> • Gaps in achievement between ELs and non-ELs will decrease in science • Proficiencies based on IB learning will lead to enhanced learning in other core academic areas, such as reading and math • Teachers will possess additional cultural knowledge and techniques to work with the parents of ELs and facilitate greater parental and community engagement in EL science learning 	
Evaluation	
<ul style="list-style-type: none"> • Evaluation for the project will be based on descriptive statistics, analysis of trends, statistical comparisons and surveys 	

T365Z160084

Regents of the University of Minnesota

Dual Language and Immersion Pathways to English Learner Success Through Professional Development and Parent Engagement (DLI3P) Project

Partnerships	<ul style="list-style-type: none">• LEA: Eastern Carver County Schools, Minneapolis Public Schools, Northfield Public Schools, Richfield Public Schools, Risen Christ Catholic School, Roseville Public Schools, Saint Paul Public Schools• IHE: University of Minnesota Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota Center for Applied Research on Educational Improvement (CAREI)
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Inservice teachers• Dual-language immersion parents
Number of Personnel Served	<ul style="list-style-type: none">• 2,240
Competitive Preference Priorities	<ul style="list-style-type: none">• Creation of dual language immersion parent/family education and engagement curriculum modules
Additional Priorities	<ul style="list-style-type: none">• Elementary education licensure program specifically designed for ELs in dual language immersion contexts• Inservice professional development certificate program targeting ELs for licensed dual language immersion teachers
Description	
The DLI3P Project proposes to improve instruction for English learners (ELs) by developing and implementing (1) a two-year elementary education licensure program specifically designed for ELs in dual language immersion (DLI) contexts; (2) a two-year inservice professional development (PD) certificate program targeting ELs for licensed DLI teachers; and (3) a DLI parent/family education and engagement curriculum module that can be accessed to supplement existing, district-sponsored parent education programs or to inform the creation of programs in participating districts and in the United States.	
Goals	
<ul style="list-style-type: none">• Prepare teacher candidates to meet high professional standards and improve instruction for ELs in DLI• Prepare DLI teachers to meet high professional standards and improve instruction for ELs in DLI• Expand the skills, strategies and knowledge of DLI parents and families and improve engagement	
Objectives	
<ul style="list-style-type: none">• Recruit, enroll and graduate teacher candidates in a two-year (six-term) preservice licensure and master's of education program that prepares them to meet high professional standards and improve instruction for ELs in DLI classrooms• Recruit, enroll and graduate DLI teachers in a two-year (five-term) inservice certificate program that prepares them to meet high professional standards and improve instruction for ELs in DLI classrooms	
Outcomes	
<ul style="list-style-type: none">• Improve dispositions toward knowledge and skills in teaching EL• Demonstrate improved and high-quality instruction for ELs in DLI programs• Increase involvement in supporting children's education	
Evaluation	
<ul style="list-style-type: none">• Evaluations will include surveys, focus groups and individual interviews	

T365Z160094 University of Florida <i>Project STELLAR (Supporting Teachers of English Language Learners Across Rural Settings)</i>	
Partnerships	<ul style="list-style-type: none"> Levy County School Board
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 24
Competitive Preference Priorities	<ul style="list-style-type: none"> Using the Community of Practice (CoP) structure, participants will acquire the knowledge and skills to use student achievement data to improve vocabulary development for elementary students.
Additional Priorities	<ul style="list-style-type: none"> CoPs include early childhood educators of ELs
Description	
<p>Project STELLAR will prepare 24 educators from three “town-based” teams from grades PreK-12 in Communities of Practice (CoPs). The CoPs will follow a two-year evidence-based, job-embedded, hybrid program Teacher Leadership for School Improvement (TLSI), which will be adapted for educators of English learners (ELs) as the TLSI-ESOL program. The participants will subsequently prepare 72 (three each) mainstream educators of ELs in site-based CoP settings.</p>	
Goals	
<ul style="list-style-type: none"> Build and extend the knowledge, skills and dispositions of rural educators to work with ELs in grades PreK-12 Provide ELs in rural areas with increased access to high-quality PreK-12 learning environments Strengthen home-school-community partnerships Demonstrate an increase in English language proficiency and student achievement 	
Objectives	
<ul style="list-style-type: none"> Participants will complete a job-embedded TLSI-ESOL certificate program of six courses and participate in team CoPs in Phase I. In Phase II, the 24 completers will coach 72 educators of ELs. Six TLSI-ESOL certificate completers (25 percent of the total) will enroll in and complete a master’s or education specialist degree in ESOL education in the University of Florida’s College of Education All project participants (Phases I and II) will demonstrate knowledge and use of data to guide instructional decision making for ELs using an EL-modified teacher evaluation tool All project participants will demonstrate the ability to consistently engage in effective practices for PreK-12 ELs using an EL-modified teacher evaluation tool Participants will understand and implement the newly developed district- and school-based articulation plans for ELs transitioning across PreK to elementary, elementary to middle, and middle to secondary schools All participants in the TLSI-ESOL certificate program will participate in parent-school-community partnership-building activities and demonstrate collaboration with ELs’ families in their schools. All participants will rate this aspect of the project “effective.” ELs will demonstrate an increase in English language proficiency in listening, speaking, reading and writing skills on the WIDA ACCESS 2.0 assessment in classrooms of teachers who participated in the project Objective 4.2. ELLs will demonstrate an increase in academic content areas using the FSA in grades 3-11 in classrooms of teachers who participated in the project 	
Outcomes	
<ul style="list-style-type: none"> Modify course for TLSI-ESOL Recruit participants Conduct CoPs Expand website Present findings 	
Evaluation	
<ul style="list-style-type: none"> Evaluation for this project is based on various qualitative and quantitative analyses 	

T365Z160351 Board of Regents of the University of Nebraska <i>the eCALLMS project</i>	
Partnerships	<ul style="list-style-type: none"> IHEs: Indiana University-Purdue University, Indianapolis, Boston University, Montclair State University, University of Nevada, Las Vegas LEAs/SEAs: San Leandro Unified School District, Aurora Public Schools, Denver Public Schools, Summit County Public Schools, Colorado Department of Education, Metropolitan School District of Washington Township, Amherst, Pelham & Amherst-Pelham Regional Public Schools; Fall River Public Schools, Nye County School District
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 1,930
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness
Additional Priorities	<ul style="list-style-type: none"> PD of EL teachers
Description	
<p>Over the last five years, the eCALLMS project (http://ecallms.ucdsehd.net/; NPJ grant PR/Award # T365Z110177) designed eWorkshops (eWs) to support the professional development (PD) of K-12 content teachers of English learners (ELs), particularly in mathematics and science classrooms. Since eWs were released for public use in 2014, there has been a steadily growing interest for their use both nationally and internationally, as these eWs are high quality, easily accessible and popular with teachers and administrators. The eCALLMS project focused on eW design and small-scale formative evaluation (mainly to affect ongoing design). Therefore, the opportunity for rigorous large-scale evaluation of the eWs in terms of the impact on teachers and students remains. This proposed project builds off of the success of eCALLMS to expand the use of eWs as professional learning aimed to improve the teaching of ELs in more states/areas of the United States. This proposed project also designs more eWs to affect additional groups of educators (e.g., administrators, school psychologists, etc.) and rigorously evaluates the impact of eWs on teacher competencies and positive student outcomes.</p>	
Goals	
<ul style="list-style-type: none"> Expand the use of eWs with K-12 educators across the United States Design new eWs for additional groups of educators Evaluate the impacts of eW participation on teachers' competencies regarding effective practice with ELs and on desired EL student outcomes 	
Objectives	
<ul style="list-style-type: none"> Obtain a minimum of 1,930 eW completers Continue ongoing work to ensure free access to eWs through MOUs with IHEs, LEAs, and/or SEAs Design a minimum of 21 new eWs over the first three years of the grant Collect and be informed by formative data throughout the design process to ensure the development of high-quality eWs Design and carry out rigorous evaluation of new eWs in Years 4 and 5 Measure change in eW completer competencies working with ELs using pre/post measures Test eW use to establish the most impactful length of delivery and use Measure change in eW completer impact on positive student outcomes for ELs Determine reliability and validity of two new measurement tools related to the competencies of effective teachers of ELs Measure perceptions of effectiveness of eWs by program completers and their supervisors 	
Outcomes	
<ul style="list-style-type: none"> Short-term outcomes: <ul style="list-style-type: none"> Increased awareness of eWs across 10 states Annually release eWs Annually collect and analyze data; disseminate results/adjust as necessary Mid-term outcomes: 	

- Solidify procedures for eW sharing through MOUs with IHEs, LEAs, and/or SEAs
- Release 21 new eWs
- Research base on impacts of eWs; two new tools
- Long-term outcomes:
 - Offer no-cost access to eWs for educators
 - Offer no-cost eWs for additional groups of educators
 - Provide empirical basis for use of eWs; provide field with two new tools to impact teacher development for working with ELs

Evaluation

- Use both qualitative and quantitative measures in a quasi-experimental design to assess the impact of the eWs on the teachers
- Use surveys, including the “Cultural Intelligence Survey,” to determine the extent of knowledge both pre and post exposure to the topics
- Use surveys to test teachers’ linguistically responsive teaching methods and use the WIDA assessments for students

*formerly grant number T365Z160102 – University of Colorado - Denver

T365Z160106 Southern Methodist University <i>Project CONNECT: Creating the Ongoing Network Needed to Engage Communities and Teachers</i>	
Partnerships	<ul style="list-style-type: none"> • Dallas Independent School District
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> • 180 teachers (90 inservice, 90 preservice) • 180 families • 4 community program sites
Competitive Preference Priorities	<ul style="list-style-type: none"> • Moderate evidence of effectiveness • Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>The proposed project will increase the number of teachers certified in English as a Second Language (ESL) in the Dallas Independent School District. It will also evaluate the impact of a community-based professional development (PD) model that focuses on two things: (1) It anchors graduate coursework within a community-based, after-school intervention through the implementation of evidence-based English learner (EL) instructional strategies of providing explicit oral and written English instruction in content area learning, and (2) it creates sustained partnership networks among families, communities, schools and teacher education providers through frequent and collaborative connections made among these stakeholders in EL children's education.</p>	
Goals	
<ul style="list-style-type: none"> • Recruit, train and provide ESL supplemental certification to 180 teachers • Ensure that participant teachers who complete the program of study deliver high-quality, research-based instruction to ELs • Engage families in greater frequency of attendance and a wider variety of involvement as partners in supporting their students' academic learning • Develop Community Connect, a website offering multilingual educational resources 	
Objectives	
<ul style="list-style-type: none"> • Provide coursework based on What Works Clearinghouse practices that discuss explicit oral and written English instruction in content-area learning, and mentor as participants deliver instruction to ELs at four community-based sites • Ensure high-quality implementation of the interventions at after-school sites • Create collaborations between parents and teachers as they co-develop workshops on effective parent and family engagement strategies • Create a database of videos that exemplify high-quality instructional practices and outreach activities for families of ELs 	
Outcomes	
<ul style="list-style-type: none"> • There will be a 90 percent completion and passing rate • EL students served at treatment sites by participants will show steady or improved growth in attendance and academic outcomes as compared to students at control sites • Parents at treatment sites will show greater involvement in school activities and in understanding ways to support their children academically than parents in control sites • The website will feature 60 videos annually 	
Evaluation	
<ul style="list-style-type: none"> • Follow-up surveys of teachers one to three years post-graduation • Reflective log of teacher experiences • Classroom observations • Pre/post surveys of teachers' perceived self-efficacy during the treatment coursework • Teacher rating by community site staff and principals of schools where the teachers are employed • Website metrics 	

T365Z160110 University of Iowa Advocacy, Capacity, and Collaboration for English Learners (ACCEL) in Iowa	
Partnerships	<ul style="list-style-type: none"> • State Education Agency Title III Director Jobi Lawrence • Iowa City Community School District • West Liberty School District • Marshalltown Community School District • Williamsburg Community School District
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> • 355
Competitive Preference Priorities	<ul style="list-style-type: none"> • Moderate evidence of effectiveness • Improving parent, family, and community engagement
Additional Priorities	<ul style="list-style-type: none"> • PD of EL teachers
Description	
<p>The project includes several programs of professional development (PD) for pre- and inservice teachers to increase teacher capacity, effectiveness, advocacy and leadership in (1) content-area instruction, (2) home language/dual language (DL) support and (3) family and community engagement.</p>	
Goals	
<ul style="list-style-type: none"> • Improve effectiveness and increase capacity, advocacy and leadership of preservice teachers working with English learner (EL) students through evidence-based practice in the three key grant areas: (1) content area instruction, (2) home language support and (3) family and community engagement • Improve effectiveness and increase capacity, advocacy and leadership of preservice teachers for DL approaches • Improve the effectiveness and increase capacity, advocacy and leadership for DL programming in Iowa schools • Improve effectiveness of inservice content-area teachers working with ELs through PD based on research in the three key grant areas • Collect, analyze and use high-quality and timely data to improve EL instructional practices 	
Objectives	
<ul style="list-style-type: none"> • Revise EL-related coursework with research on the three key grant areas, recruit preservice content teachers for English as a Second Language (ESL) endorsement, develop and deliver revised coursework and create a six-session certificate on ELs for all teacher education students • Develop DL specialization in the ESL endorsement, recruit for specialization and deliver coursework and experiences for DL specialization • Create consortium with DL programs in Iowa, develop and deliver summer PD on DL approaches • Collaborate with schools on PD planning, develop and deliver six-session PD for all content-area teachers and follow up with observation • Establish an advisory committee, collect and analyze project data for evaluation and research, integrate results into programming and disseminate research and logic model 	
Outcomes	
<ul style="list-style-type: none"> • Increased content teacher knowledge to support ELs, build home language and engage with families and communities • Increased capacity and knowledge for DL approaches to ELs • Increased use of strategies to support ELs in content areas • Increased effectiveness of DL approaches for ELs • Improved instruction for ELs • Increased DL teacher capacity for bilingual language pedagogy 	
Evaluation	
<ul style="list-style-type: none"> • The evaluation will approach the research questions from a mixed-method standpoint, utilizing and intertwining both quantitative and qualitative data collection and analyses to find useful, pragmatic results. Most instruments and measures will be analyzed using quantitative methods, initially with descriptive statistics. • Data consist of documents, assignments, surveys, knowledge measures, field experiences, observations and academic achievement measures 	

T365Z160111 Eastern Michigan University <i>Writing Research Intervention in Teaching English Language Learners (WRITELL)</i>	
Partnerships	<ul style="list-style-type: none"> Washtenaw Intermediate School District, Washtenaw County, Michigan
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 200 preservice teachers 300 inservice teachers 50 licensed EL teachers 150 school administrators and counselors 1,250 parents 500 students 250 adult ELs
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> Providing PD to improve instruction for ELs
Description	
<p>The WRITELL project will dramatically improve services to English learners (ELs) in Michigan's Washtenaw and Livingston counties. Undergraduate and graduate students at Eastern Michigan University will provide after-school tutoring services to EL youth and to EL adults during morning and evening classes. School leaders, counselors and psychologists will increase their effectiveness with ELs. Intensive, yearlong professional development (PD) for 60 teachers per year will improve instruction for ELs and provide the subject for a quasi-experimental study of the effectiveness of scaffolding and writing strategy instruction for ELs, developed through teacher inquiry communities. Inservice will be a collaboration between Eastern Michigan University's Teachers of English to Speakers of Other Languages (TESOL) program and the English Education Program's Eastern Michigan Writing Project, inducting participants into the network of nearly 200 National Writing Project sites; these sites are renowned for their inquiry-based programs of teacher capacity building and have developed over 75,000 teacher-leaders since 1974. Preservice teachers will also be involved with PD through induction opportunities for those soon to enter the field. The inservice program will offer teachers or paraprofessionals undergraduate or graduate credit toward TESOL credentials, followed by eligibility for scholarships to further their credential coursework. The project will serve 40 preservice teachers per year (200 total); 60 inservice teachers per year (300 total); 50 newly licensed EL teachers by the project's end; 30 school leaders, counselors and school psychologists per year (150 total); 100 EL students in after-school tutoring programs per year (500 total); 250 parents and children in family literacy workshops per year (1,250 total); and 250 adult ELs in the community per year (1,000 total). Project goals, objectives and performance outcomes include completion of QED, high-quality PD for a wide variety of educators; enhanced preservice and teacher induction programs; tuition for TESOL certification; and tutoring/educational services to youth and adult ELs in the community, documented by GRPA measures, randomized controlled trial findings and 50 additional TESOL-certified teachers in the region.</p>	
Goals	
<ul style="list-style-type: none"> Support completion of QED, high-quality PD for a wide variety of educators Enhance preservice and teacher induction programs Improve tutoring and educational services to youth and adult ELs in the community 	
Objectives	
<ul style="list-style-type: none"> Teachers begin to collaborate with coaches and colleagues around instruction for ELs Teachers explore the professional literature on writing instruction and teaching ELs as they explore their inquiry questions Teachers experience effective instruction, pose questions and share practices within and among schools Teachers utilize and adapt numerous strategies and scaffolding for writing instruction for ELs, especially as related to their area of inquiry Teachers learn characteristics of effective writing, writing strategies, scaffolding, effective feedback and assessment Scaffolding and strategy instruction for ELs increases; teachers experiment with research-based solutions to their inquiry questions Teachers use formative assessment of writing to gauge the impact of their instruction on their area of inquiry 	
Outcomes	
<ul style="list-style-type: none"> Increased teacher understanding of linguistic and cultural demands for writing and high levels of expertise in writing and ELL instruction Improved student writing proficiency Increased use of scaffolding instruction, teaching strategies and offering feedback to improve student performance 	
Evaluation	
<ul style="list-style-type: none"> Analytic Writing Continuum assessments, both formative use in PD and formal summative assessment WIDA scores 	

- Analytic Writing Continuum assessments, both formative use in PD and formal summative assessment Interviews and surveys of teacher practice
- Instructional Coaching Scale logs
- Formal observations of lessons

T365Z160115

Regents of the University of Minnesota

Improving Instruction for English Learners Through Improved Accessibility Decisions

Partnerships	<ul style="list-style-type: none"> West Virginia Department of Education
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 1,700 students 300 inservice teachers 350 families
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> Providing PD

Description

The project will develop two professional development (PD) modules, one for educators and one for parents/guardians and families. These modules will be designed to improve decisions about accessibility supports used by English learners (ELs) and to increase the use of these supports in the classroom to improve instruction. The efficacy of these PD modules will be examined by conducting a pre/post analysis of EL test scores on content and English language proficiency assessments. Additional measures will include a pre/post survey of student perceptions of testing and educator understanding of accessibility supports for ELs.

Goals

- Improve the participating teachers' understanding of how to select, implement and evaluate the use of accessibility features and accommodations by ELs, including ELs with disabilities, for instruction and assessment
- Create a school culture that values the learning of all students, including ELs
- Improve outcomes for ELs in the math and English language arts (ELA) content areas and in English language proficiency

Objectives

- Collect baseline data in the intervention and comparison groups of students (baseline data analysis, baseline information on student experiences with testing, baseline understanding of educators' knowledge of accessibility decision making)
- Develop a training module on accessibility decision making for educators (a training module on accessibility decision making; module exit survey results from educators)
- Develop a training module on accessibility decision making for parents and guardians (a training module on accessibility decision making; module exit survey results from parents)
- Conduct a state data analysis after the module has been administered (information on the effectiveness of the training module for the intervention groups of educators and parents)
- Ensure the project is managed efficiently and that information from the project is disseminated widely

Outcomes

- Teacher knowledge and skill in selecting accessibility features and accommodations will improve
- ELs will have better access to instruction and assessments.
- Parents and guardians will have a better understanding of how to meaningfully participate in accessibility decision making for their children
- Student experiences with testing will improve and performance will increase

Evaluation

- A variety of methods, including document reviews, surveys and interview questions, will be used to identify overall quality and efficacy of the PD modules
- Evaluation will be focused on the effectiveness of implementation, progress toward achieving outcomes, impact and stakeholder satisfaction
- English language proficiency and ELA test scores will be collected to determine the baseline prior to the intervention (the two PD modules) and again at the close of intervention to assess student gains
- Pre and post intervention data will be collected from participating teachers to determine knowledge and skill levels related to accessibility decision-making processes and strategies

T365Z160116 Lehman College of the City University of New York <i>Project ALPHA Two</i>	
Partnerships	<ul style="list-style-type: none"> New York State Education Department Office of Bilingual Education and World Languages
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 150
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> Dual language approaches Supporting the Early Learning Workforce to serve ELs
Description	
<p>ALPHA Two prepares 30 content-area teachers each year for a certificate in English as a Second Language (ESL) / English as a New Language (ENL) or an advanced certificate in bilingual extension. At the end of the five-year grant cycle, 150 teachers will assist English learners (ELs) with strategies to keep in school, gain academic content and literacy skills and graduate high school and enter college.</p>	
Goals	
<ul style="list-style-type: none"> Enhance Lehman College’s capacity to train teachers to serve ELs Increase teacher effectiveness in using evidence-based practices for ELs and in engaging parents of ELs Improve academic outcomes of ELs 	
Objectives	
<ul style="list-style-type: none"> Recruit sufficient early learning teachers Provide coursework and provide field experiences Build effective parent engagement Provide a sustainable professional development (PD) model including professional learning communities (PLCs) and co-teaching Build greater understanding of dual language programs and the early learning workforce Provide for replication 	
Outcomes	
<ul style="list-style-type: none"> At least 90 percent of participants and stakeholders will rate ALPHA as effective and successful A total of 90 percent of participants will complete the program, and 90 percent will (1) increase competencies to serve ELs, (2) receive ESOL certification, (3) gain experience in co-teaching, (4) support parental engagement and (5) serve ELs with different learner profiles and interventions EL students will show growth in English language development, math, and science achievement, retention, promotion and graduation rates in relation to a rigorously selected comparison group 	
Evaluation	
<ul style="list-style-type: none"> The evaluation plan is designed to provide a “best practice” evaluation that will be rigorous, participatory, systematic and cumulative with links between activities, outcomes and contexts that yield definitive insights into the nature and extent of implementation fidelity and program impact. The proposed evaluation plan will include formative and summative components and use multiple sources of quantitative and qualitative data and methods of analysis. 	

T365Z160128

The College of New Rochelle

Rigor for the Education of Successful ELLs Through Their Teachers (RESET)

Partnerships	<ul style="list-style-type: none">• Southern Westchester Board of Cooperative Educational Services• Yonkers Public Schools• Ossining Union Free School District• Nyack Public Schools• Monticello Central School District
Education Personnel Served	<ul style="list-style-type: none">• Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none">• 275
Competitive Preference Priorities	<ul style="list-style-type: none">• N/A
Additional Priorities	<ul style="list-style-type: none">• N/A
Description	
By educating at least 55 teachers every year for five years, RESET will create pathways for teachers in over five densely-populated counties in New York State, and help to advance best practices in educating ELLs, including co-teaching strategies, and integrating language and content instruction for ELLs.	
Goals	
<ul style="list-style-type: none">• Improve the capacity of a dual-certification teacher preparation program for candidates to be bilingual and provide special education teachers with skills to address ELs with special needs• Incorporate research-based special education and bilingual instructional curriculum and methods in preservice teacher candidates• Graduate highly skilled teachers to address a vulnerable EL population	
Objectives	
<ul style="list-style-type: none">• Promote satisfaction with the professional development (PD) experience (e.g., format, curriculum, delivery of instruction)• Support acquisition of knowledge and skills to improve EL instruction in classroom (e.g., increased knowledge of EL theories and methods)• Help RESET teachers to provide EL students with high-quality EL instruction• Increase support for RESET within participating districts and across New York State and the northeast region• Implement the RESET program (or components) in other districts	
Outcomes	
<ul style="list-style-type: none">• Scores on teacher self-efficacy (confidence in implementing best practices in EL instruction) will be significantly higher for RESET teachers than for non-RESET teachers at the end of the year• ELL students' language achievement scores (on the NYSESLAT) will be significantly higher for RESET teachers than for non-RESET teachers at the end of the year• A significantly higher percentage of certification and licensure will be attained by RESET compared to non-RESET teachers• EL academic progression rates (the percentage of EL students who advance to the next language proficiency level) will be significantly higher for RESET teachers than for non-RESET teachers at the end of the year	
Evaluation	
<ul style="list-style-type: none">• The College of New Rochelle will execute periodic assessments with partners to review progress and budget and evaluate the short- and long-term impact of RESET on teacher and student preparedness. (1) It will measure the satisfaction with the experience through questionnaires, in order to improve the program design. (2) It will measure new knowledge acquisition and application through simulations and demonstrations, in order to improve program content and organization. (3) It will measure facilitation and support through structured interviews, in order to improve implementation. (4) It will measure student and/or school records through data collection, in order to improve effectiveness.	

T365Z160134

Oregon State University

Teachers Educating All Multilingual Students (TEAMS)

Partnerships	<ul style="list-style-type: none"> • Beaverton School District • Bend-LaPine School District • Corvallis School District • Greater Albany School District • Springfield School District
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Administrators
Number of Personnel Served	<ul style="list-style-type: none"> • 70 inservice teachers • 10 preservice teachers • 15 school administrators • 150 parents • 50 community members
Competitive Preference Priorities	<ul style="list-style-type: none"> • Moderate evidence of effectiveness • Parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> • Dual language approaches
Description	
<p>The TEAMS project will support clusters of teachers in five partner districts in developing knowledge and skills for effectively educating English learner (EL) students, particularly in integrating language acquisition into content-area courses. Participating teachers will complete online coursework leading to state endorsements for serving EL students, supported by facilitators within each district. In addition, each cluster will partner with a local community organization to co-design and co-plan education-focused community events, deepening participants' knowledge and skills in parent, family and community engagement.</p>	
Goals	
<ul style="list-style-type: none"> • Increase teachers' knowledge and skills for effectively teaching EL students, particularly in integrating language acquisition into content-area courses • Deepen parent, family and community engagement in partner districts 	
Objectives	
<ul style="list-style-type: none"> • Establish clusters in five partner districts, in which teachers complete online coursework leading to state licensure for teaching ELs, increasing EL achievement across content areas • Support participating teachers through on-site meetings with facilitators to deepen connections between coursework and district initiatives • Refine and expand existing dual language coursework • Formalize sustained partnerships between districts and local community organizations serving EL families • Hold two education-focused events in each district each year co-created by educators and community partners 	
Outcomes	
<ul style="list-style-type: none"> • 86 percent of inservice teachers (60 out of 70) and 90 percent of preservice teachers (9 out of 10) will earn state certification in EL education • 90 percent of completers will rate the program as effective in preparing them to serve EL students • 90 percent of school leaders/employers will rate the program as effective in preparing teachers to serve ELs effectively • 90 percent of program completers will rate the program as effective in increasing their knowledge and skills related to parent, family and community engagement 	
Evaluation	
<ul style="list-style-type: none"> • Both quantitative and qualitative methods will be used, including but not limited to surveys, teacher observations and feedback, student statewide assessment scores and the creation and evaluation of coursework related to the program 	

T365Z160146

California State University System

College-Ready English Learners: Preparing Teachers to Foster English Language Development Using the Expository Reading and Writing Curriculum

Partnerships	<ul style="list-style-type: none"> Partners in the Fresno area: Firebaugh-Las Deltas Unified School District (USD), Mendota USD, Fresno County Office of Education, CSU Fresno, Kremen School of Education Partners in the Sacramento area: Elk Grove USD, Natomas USD, San Juan USD, Twin Rivers USD, Sacramento County Office of Education, CSU Sacramento, College of Education WestEd
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers Administrators Coaches
Number of Personnel Served	<ul style="list-style-type: none"> 70 inservice teachers 35 preservice teachers 10 school leaders 11 coaches
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness
Additional Priorities	<ul style="list-style-type: none"> N/A

Description

This project focuses on preparing practicing and incoming high school English language arts (ELA) and English language development (ELD) teachers to develop English learner (EL) students' academic literacy and language through integrated ELA/ELD instruction and paired designated ELD instruction using the Expository Reading and Writing Course (ERWC) curriculum modules. The modules will be modified to include both integrated and designated ELD with the aim of increasing EL students' English language proficiency and college readiness. Classroom instruction will feature interactive exchange of ideas, close reading, learning about how English works, building metalinguistic and cultural awareness and analytical writing. Teacher professional learning will feature summer institutes, quarterly school-year sessions, classroom coaching and ongoing professional collaborations.

Goals

- Equip EL students in grades 9-12 with strong academic literacy and language skills using the ERWC curriculum as the basis for integrated and designated ELD instruction
- Improve teachers' ability to teach critical reading, discussion, language and writing using the ERWC/ELD curriculum

Objectives

- Promote participation of ELA/ELD teachers and teacher candidates in professional learning in order to engage students in ERWC/ELD instruction using ERWC curriculum modules with integrated and designated ELD instruction

Outcomes

- EL students will exhibit increased English proficiency, higher rates of reclassification as fluent English proficient and higher rates of college readiness by the end of grade 12

Evaluation

- The evaluation of this project will use both qualitative and quantitative methods. The qualitative evaluation will consist of the following data collection instruments: semi-structured interviews, teacher surveys, attendance/participation logs and classroom observations. The quantitative evaluation will use a quasi-experimental design to assess the effectiveness of the ERWC/ELD curriculum; this evaluation is designed to meet What Works Clearinghouse standards with reservations. EL students enrolled in high schools that received instruction (i.e., "treated students") will be analytically matched to comparison students enrolled in high schools that did not receive ERWC/ELD instruction. All matched students (treated and comparison) will be included in an ordinary least squares regression equation that will include the same variables as covariates that were used in the matching process.

T365Z160151

Old Dominion University

Preparing Teams of Educators to Assess and Instruct English Language Learners With and Without Disabilities

Partnerships	<ul style="list-style-type: none">• Virginia Department of Education, Office of Special Education and Office of Program Administration & Accountability—ESL Professional Development Coordinator
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none">• 628
Competitive Preference Priorities	<ul style="list-style-type: none">• Moderate evidence of effectiveness• Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none">• Dual language approaches• Supporting the Early Learning Workforce to serve ELs
Description	
The project will accomplish four goals. (1) It will provide high-quality professional development (PD) to 100 inservice participants from high-need school divisions in Virginia to improve assessment, identification and instruction of English learners (ELs) with and without disabilities. (2) It will create a 12-hour graduate credit special education/English as a Second Language (ESL) certificate. (3) It will promote collaboration among parents, teachers, administrators and related personnel involved in the education of ELs with and without disabilities. (4) It will redesign Old Dominion University's undergraduate preservice special education program to include specific content on the assessment, identification and instruction of ELs with disabilities.	
Goals	
<ul style="list-style-type: none">• Prepare 100 highly qualified inservice and 528 preservice participants to appropriately assess and identify ELs within a three-tiered model (i.e., response to intervention, or RtI) of support• Prepare 100 inservice educators and 528 preservice special education teachers to provide appropriate and effective research-based instruction to ELs with or without disabilities	
Objectives	
<ul style="list-style-type: none">• Prepare participants to become highly qualified in using and interpreting multiple methods of assessment and data sources appropriate for ELs with and without disabilities• Prepare participants to be part of RtI school teams in which ELs are being supported• Prepare participants in collecting progress-monitoring data to design data-driven interventions• Prepare participants to include parents of ELs in the RtI process• Prepare participants in differentiating instruction based on ELs' language proficiency and disability• Prepare participants in the seven sociocultural factors that may influence ELs' linguistic and academic development• Prepare participants to choose and implement effective, appropriate research-based practices, strategies and interventions for ELs with and without disabilities• Prepare participants to involve families and community in the education of ELs	
Outcomes	
<ul style="list-style-type: none">• Trained participants will improve the assessment, identification and instruction of ELs with and without disabilities• ELs with and without disabilities from participating schools will increase their language proficiency and academic achievement• ELs with disabilities from participating schools will have language goals included in their Individualized Education Programs (IEPs)	
Evaluation	
<ul style="list-style-type: none">• The evaluation will address a series of formative and outcome questions. To measure the effectiveness of the inservice PD, a quasi-experimental comparison design will be implemented. A variety of data collection strategies will be used to measure the outcomes of the project, including document review, extant data, surveys, and EL family surveys. Descriptive statistics (e.g., frequencies) will be used to analyze the survey data.	

T365Z160155 Butler University <i>Project PACE (Prepare, Advocate, Collaborate, & Empower)</i>	
Partnerships	<ul style="list-style-type: none"> MSD Washington Township Indianapolis Public Schools Kokomo School Corporation Indiana Department of Education Immigrant Welcome Center
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers Paraprofessionals
Number of Personnel Served	<ul style="list-style-type: none"> 80
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> Providing PD to improve instruction for ELs
Description	
<p>The urgent needs of English learner (EL) students will be addressed through a comprehensive professional development (PD) program. The program will be directed toward increasing the capacity of both practicing public school teachers and paraprofessionals, as well as university preservice teacher licensure candidates, to serve the growing number of EL students in central Indiana, thereby increasing the academic engagement, achievement and language development of Indiana's EL students</p>	
Goals	
<ul style="list-style-type: none"> Revise the English as a New Language (ENL) training program Graduate new ENL teachers Partner with ENL families in school and outside of school 	
Objectives	
<ul style="list-style-type: none"> Recruit candidates from partnership schools, with priority given to bilingual candidates Provide initial content-area licensure and ENL licensure coursework that is grounded in state and national professional standards (content area and TESOL) as well as on research-based instructional practices for EL students, as identified by the What Works Clearinghouse Provide licensure candidates with instructional coaching in implementing research-based instructional practices for EL students Develop and refine course modules to integrate ENL theory, research and practice into the reading, special education and early childhood curriculum Collaborate with Natural Helpers from the Immigrant Welcome Center to create, pilot and refine parent and family involvement and cultural competency modules/workshops to support EL student college and career readiness Develop a protocol of research-based practices for EL students based on the research in the What Works Clearinghouse in addition to other research-based instructional practices for EL students that are aligned with the TESOL K-12 Teacher Education Standards Revise teacher education courses and research-based practices protocol to address findings from the teacher education curriculum evaluation 	
Outcomes	
<ul style="list-style-type: none"> A total of 60 practicing, licensed teachers from partnership schools will add an ENL license to their existing content-area license An additional 20 unlicensed teachers or paraprofessionals from partnership schools who currently hold bachelors' degrees in licensable content areas will earn a content-area teaching license with an ENL dual license A minimum of five course modules and a parent and family involvement workshop series to support EL student college and career readiness will be developed. College of Education faculty will engage in ongoing licensure program assessment and improvement for supporting K-12 EL students. 	
Evaluation	
<ul style="list-style-type: none"> The project evaluation will use a quasi-experimental design that meets the What Works Clearinghouse evidence standards with reservations. The team will engage in an eco-behavioral analysis of classroom instructional practices and analyze the data in three ways: molar descriptions, molecular descriptions and product-process analysis. This analysis will show the probability relationships between instructional practices, EL student language and academic behavior and EL student outcomes on the WIDA ACCESS 2.0 language proficiency assessment. The project will compare outcomes for EL students of project participants with similar nonparticipants using an analysis of covariance (ANCOVA). 	

T365Z160159 Temple University <i>Transforming School L.I.F.E. (Leadership, Instruction, Family Engagement) for ELs</i>	
Partnerships	<ul style="list-style-type: none"> • The School District of Philadelphia • Center for Innovations in Learning • Providence Center
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • School leadership • Parents
Number of Personnel Served	<ul style="list-style-type: none"> • 300
Competitive Preference Priorities	<ul style="list-style-type: none"> • Train content teachers to improve text-based writing instruction in their content areas as part of a four-course teacher education program adapting evaluation of the Pathways Project • Support EL parent leaders as they conduct an assessment of local parents' needs and wants for their children's education, to provide on-site English language classes and homework help workshops for parents
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>The Transforming School L.I.F.E. project's goal is to implement a comprehensive, systematic and replicable professional development (PD) model for improving the school experiences, retention and academic achievement of English learners (ELs) enrolled in middle and secondary grades in Philadelphia's public schools.</p>	
Goals	
<ul style="list-style-type: none"> • Improve teacher quality through a PD program that will result in Pennsylvania's Program Specialist: English as a Second Language (ESL) certificate • Improve school environment for EL teaching and learning through leadership training and change management • Improve parent and family involvement through community-school-university partnership initiatives 	
Objectives	
<ul style="list-style-type: none"> • Create four graduate-level courses leading to Pennsylvania's Program Specialist: ESL certificate • Provide on-site teacher coaching to support implementation of newly learned strategies • Support needs assessment and schoolwide improvement planning • Provide ongoing leadership coaching and change management support • Develop teacher capacity to collaborate with ELs' parents and families • Develop school leadership capacity to engage ELs' parents and families • Provide sustainable adult English language classes at each school site via a local, community-based educational organization • Provide technological resources, such as iPads, to participants to support efforts in school-parent communication 	
Outcomes	
<ul style="list-style-type: none"> • At least 90 percent of all participating teachers will obtain their Pennsylvania Program Specialist: ESL certificate • ELs in the participating schools will demonstrate at least a 25 percent increase in ACCESS test reading, writing and literacy scores • ELs in participating schools will demonstrate at least a 25 percent increase in PSSA or Keystone exam scores • ELs in participating schools will score at least "proficient" or above on the text-based writing assessment • All participants (inservice teachers, principals, EL school-family liaisons and instructional leaders) will rate the program as at least "effective" • Parents and family members of ELs will rate school efforts to communicate and involve them in school activities 30 percent higher at the end of the intervention • Parents and family members of ELs will demonstrate a 30 percent increase in involvement in school activities, as evidenced by participation in school events and/or via self-reporting on involvement in academics at home • Of the EL adults attending at least 100 hours of English classes, 80 percent will demonstrate increased proficiency in targeted English language skills and increased satisfaction in providing homework assistance to their children 	
Evaluation	
<ul style="list-style-type: none"> • Evaluation for this project is based on various qualitative and quantitative analyses 	

T365Z160163 Montana State University <i>Montana Teachers of English Language Learners (MontTELLs)</i>	
Partnerships	<ul style="list-style-type: none"> • Arlee, Box Elder, Browning, Great Falls, Hardin, Heart Butte, Lame Deer, Lodge Grass, Rocky Boy and Wyola • Northern Cheyenne Tribal School (BIE) and St. Labre Indian Catholic School District (Private)
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators • Community leaders
Number of Personnel Served	<ul style="list-style-type: none"> • 226
Competitive Preference Priorities	<ul style="list-style-type: none"> • Circles of Trust approach and the Family Education Model to honor American Indian (AI) heritage languages and cultures • Moderate evidence of effectiveness: My Teaching Partner-Secondary WWC Intervention Report
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>The primary purpose of the MontTELLs project is to improve the capacity of general secondary school teachers who teach English learners (ELs) in high-density American Indian (AI) schools to increase the academic English language proficiency, academic achievement in content areas and college readiness for these Montana EL students.</p>	
Goals	
<ul style="list-style-type: none"> • Provide professional development (PD) for 80 to 100 Montana general secondary teachers serving significant proportions of AI students and others identified as ELs, thereby improving the pedagogical capacity of these teachers and facilitating the academic achievement of these students • Increase family/community engagement and trust between secondary school educators and AI communities • Rigorously demonstrate the efficacy of an intervention for AI ELs 	
Objectives	
<ul style="list-style-type: none"> • Demonstrate increased (1) knowledge and pedagogical skills of participants, (2) positive interactions between teachers and ELL students, and (3) trust between AI community members and schools through quantitative measures using validated instruments 	
Outcomes	
<ul style="list-style-type: none"> • Provide PD to improve instruction for ELs for up to 100 teachers with potential for certifying 50 teachers in culturally and linguistically diverse education, doubling the current number of qualified EL teachers in Montana • Generate recommendations for improving instructional strategies for educators who work in schools with high AI EL populations • Increase family/community engagement in schools 	
Evaluation	
<ul style="list-style-type: none"> • Collect pre-test/post-test and next-year follow-up data for each cohort in both Interventions 1 and 2 in a clustered randomized clinical trial design. Evaluation instruments for teachers include Classroom Assessment Scoring System—Secondary (CLASS-S, classroom observation instrument), Praxis II ESOL, Sheltered Instruction Observatory Protocol (classroom observation) and the Academic Optimism Instrument. Evaluation instruments for students include WIDA ACCESS for ELLs 2.0 and the Smarter Balance/ACT Exam used for state measure of academic achievement. Evaluation instruments for parents include the Parental Trust in Schools Scale and the American Indian Family Engagement Survey (BIE). 	

T365Z160166 University of Alabama at Birmingham <i>IMPACT-PD: Improving Preschoolers' Acquisition of Language Through Coaching Teachers and Professional Development</i>	
Partnerships	<ul style="list-style-type: none"> Alabama Department of Early Childhood Education (ADECE)
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers Preservice teachers Parents
Number of Personnel Served	<ul style="list-style-type: none"> 548
Competitive Preference Priorities	<ul style="list-style-type: none"> What Works Clearinghouse (2015). My teaching partner, What Works Clearinghouse (2015). Shared book reading PD for parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> N/A
Description	
<p>Online and site-based professional development (PD) will be provided for PreK teachers, in addition to PD and outreach for parent, family and community engagement. Preservice and inservice teachers will have access to courses to earn degrees or certification.</p>	
Goals	
<ul style="list-style-type: none"> Provide online PD to improve instruction for PreK English learners (ELs) Promote the In-field Summer EL PD Institute using the Alabama Reflective Coaching Model Provide PD and outreach activities for parent, family and community engagement Improve teacher preparedness to teach ELs though English as a Second Language (ESL) degree-seeking coursework 	
Objectives	
<ul style="list-style-type: none"> 15 EL coaches will receive training on the Coaching Model for EL Summer Institute 40 preservice teachers will participate in the five-week In-Field Summer Institute 60 inservice teachers will participate in the five-week In-Field Summer Institute 15 EL coaches will receive training on the Coaching Model for the EL Summer Institute 40 preservice teachers will participate in the five-week In-Field Summer Institute 60 inservice teachers will participate in the five-week In-Field Summer Institute 150 educators will attend ongoing PD symposiums 18 inservice teachers will earn graduate degree and ESL certification 40 preservice early childhood education candidates will take four ESL courses toward ESL degrees 	
Outcomes	
<ul style="list-style-type: none"> Statistically significant differences between intervention and control groups of teachers' performance on CLASS and ESL observation instrument; teacher self-efficacy 80 percent of teachers will recall two or more issues; 70 percent will describe implementation activity 80 percent of inservice teachers increase their score on the pre/post ESL Praxis; 90 percent of preservice teachers will pass EdTPA; increased teacher self-efficacy 	
Evaluation	
<ul style="list-style-type: none"> Evaluation for this project is based on various qualitative and quantitative analyses 	

T365Z160177 Houston Baptist University <i>Assistance and Development in Language Acquisition for Novice Teachers of English Learners (Project ¡ADELANTE!)</i>	
Partnerships	<ul style="list-style-type: none"> • Aldine Independent School District • Fort Bend Independent School District • Houston Independent School District • Alvin Independent School District
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals
Number of Personnel Served	<ul style="list-style-type: none"> • 250
Competitive Preference Priorities	<ul style="list-style-type: none"> • Training and practice in evidence-based vocabulary instruction • Family engagement
Additional Priorities	<ul style="list-style-type: none"> • Dual language
Description	
<p>Project ¡ADELANTE! will prepare 150 pre-service and in-service teacher candidates to earn EL certification. The project will also provide professional development to 100 in-service novice teachers of English learners and evaluate the effects using a quasi-experimental design.</p>	
Goals	
<ul style="list-style-type: none"> • Increase the number of certified teachers for English learners (ELs) in English as a Second Language (ESL) and dual language settings (Invitational Priority 1) in the Houston metropolitan area • Provide professional development (PD) in evidence-based instructional practices 	
Objectives	
<ul style="list-style-type: none"> • Prepare 50 undergraduate preservice teachers to earn bilingual education (BE) or ESL supplemental certificate; prepare 50 paraprofessionals to earn initial certificate along with the BE supplemental certificate • Prepare 50 preservice or inservice graduate students to earn BE or ESL supplemental certificate • Assist BE and ESL certification candidates by providing preparation resources and reimbursing certification-related expenses • Develop a yearlong, job-embedded Novice EL Teacher Academy (NELTA) to include evidence-based vocabulary instruction, language and content integration and family engagement • Recruit 100 novice EL teachers to participate in NELTA • Provide an online and face-to-face professional learning community (PLC) to support the treatment (Year 2) and waitlist comparison (Year 3) groups of novice EL teachers • Provide online and face-to-face NELTA to the treatment (Year 2) and waitlist comparison (Year 3) groups • Evaluate the teacher-level and student-level effects of NELTA 	
Outcomes	
<ul style="list-style-type: none"> • N/A 	
Evaluation	
<ul style="list-style-type: none"> • Evaluation for this project is based on various qualitative and quantitative analyses including quasi-experimental design 	

T365Z160178 Boise State University <i>Rural Endorsement and Development Opportunities (REDO) Project</i>	
Partnerships	<ul style="list-style-type: none"> • Rural Idaho Schools
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Paraprofessionals
Number of Personnel Served	<ul style="list-style-type: none"> • 132
Competitive Preference Priorities	<ul style="list-style-type: none"> • Comprehensive educational opportunities will be provided to REDO educators targeting literacy instruction through the explicit use of cognitive strategies with demonstrated evidence of effectiveness. • Teachers will conduct home visits and create and participate in literacy workshops.
Additional Priorities	<ul style="list-style-type: none"> • Online endorsement delivery
Description	
<ul style="list-style-type: none"> • The Rural Endorsement and Development Opportunities (REDO) project will meet the purposes of the National Professional Development Program by providing access to 120 inservice teachers (20 English as a New Language [ENL] and 20 bilingual) in grades 3-5 for Years 1-4 and 12 paraprofessionals in Year 5 to participate in a 20-credit online program leading to the attainment of an ENL or bilingual endorsement. The program will ensure rigorous coursework that meets the professional preparation standards, resulting in improved academic achievement for English learners (ELs). 	
Goals	
<ul style="list-style-type: none"> • Increase the Pool of Highly Qualified Culturally Responsive Teachers • Educators Demonstrate Use of Evidence-based Interventions with Fidelity and Improve ELs progress in reading and writing • Increase educator’s knowledge and expertise with co-teaching • Provide professional development to improve parent, family, and community engagement • Demonstrate use of evidence-based interventions with fidelity and improve ELs’ progress in reading and writing • Increase educators’ knowledge and expertise with co-teaching • Provide professional development (PD) to improve parent, family and community engagement 	
Objectives	
<ul style="list-style-type: none"> • A total of 120 inservice educators (80 ENL and 40 bilingual) will receive an endorsement in ENL or bilingual education • Twelve paraprofessionals will become highly qualified in linguistically diverse education by receiving 20 credits toward their ENL or bilingual credentials • Inservice educators and paraprofessionals will engage in self-reflective work around their own and their students’ cultural frames of reference to examine who they are as cultural beings, thereby informing an understanding of the importance of culturally responsive pedagogy • Inservice educators and paraprofessionals will engage in culturally responsive pedagogy within the context of their own practice • Inservice teachers and paraprofessionals will demonstrate expertise in the use of several English as a Second Language (ESL) evidence-based practices • Educators will acquire knowledge and expertise in the universal design for learning (UDL) • Educators will gain a deeper knowledge of the advantages and limitations of assessments, including accommodations • Altogether, 132 participants will have delivered 25 hours of co-teaching with colleagues in linguistically diverse education to meet the needs of diverse learners • The frequency and productivity of communication among educators and families will increase through the use of structured home visits • Five sessions of family literacy workshops will be created and delivered 	
Outcomes	
<ul style="list-style-type: none"> • 90 percent of the selected participants complete all seven courses, obtaining a “B” or better • 90 percent of the selected participants pass the Praxis exam • All participants develop and deliver a unit using the targeted interventions • All participants obtain a rating of 8 or higher on the unit rubric used to assess planning of the interventions • All participants obtain a rating of 8 or higher on the observation rubric used during the lesson demonstration of the interventions • All participants receive an average of 4 or higher for all co-teaching sessions combined • All participants record their experiences by submitting weekly entries titled Response (Part A) on Discussion Board • All participants respond to their peers’ experiences by responding to weekly entries titled Replies (Part B) on Discussion Board 	

- All participants reflect on their experiences by submitting an entry titled Response (Part A) on Discussion Board
- All participants respond to their peers' experiences by responding to their peers' reflection entries titled Replies (Part B) on Discussion Board
- All participants submit a workshop design
- All participants conduct a workshop

Evaluation

- Evaluations will be conducted using various questions and data measures such as student reading and math assessment schools and GPRA measures

T365Z160187 University of North Texas at Dallas <i>Bilingual Educators of Communities and Schools (BECAS)</i>	
Partnerships	<ul style="list-style-type: none"> School Districts: Dallas, Grand Prairie, Cedar Hill, Duncanville Business Partner: Dallas Concilio
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers Parents
Number of Personnel Served	<ul style="list-style-type: none"> 425
Competitive Preference Priorities	<ul style="list-style-type: none"> Small-group literacy intervention strategies Building parent-family-school-community partnerships that support students' academic success
Additional Priorities	<ul style="list-style-type: none"> N/A
Description	
<p>The University of North Texas at Dallas project addresses the National Professional Development "Absolute" priority of providing funding to pre- and inservice programs for the purpose of improving classroom instruction" for English learners (ELs). A parent education plan complements the teacher education program.</p>	
Goals	
<ul style="list-style-type: none"> Implement a baccalaureate-level professional education studies program correlated with the rigorous state standards Implement an inservice professional development (PD) program of studies for inservice primary grade teachers focused on early literacy development Build parent-school partnerships that support EL academic success 	
Objectives	
<ul style="list-style-type: none"> Assist future teachers of bilingual/English as a Second Language (ESL) education to meet high professional standards Recruit and select five cohorts of early literacy teachers Strengthen the ability of parents to support their children's education 	
Outcomes	
<ul style="list-style-type: none"> The bilingual/ESL education faculty will implement an instructional delivery plan for preservice students Teachers will learn how to use both formal and informal assessment data for planning early literary intervention strategies with struggling ELs Parents and school personnel will rate the program as effective in meeting the parent education goal 	
Evaluation	
<ul style="list-style-type: none"> This project will use various statistical analyses and GPRA measures for evaluation purposes 	

T365Z160194 The George Washington University N/A	
Partnerships	<ul style="list-style-type: none"> Virginia Department of Education
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 740
Competitive Preference Priorities	<ul style="list-style-type: none"> Demonstrates moderate evidence of effectiveness Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> N/A
Description	
The goal of the project is to deepen educators' knowledge and skills related to language, culture and pedagogy, thereby improving their ability to effectively serve English learners (ELs) and produce positive EL outcomes.	
Goals	
<ul style="list-style-type: none"> Provide 100 teachers in Virginia schools with coursework in a graduate TESOL certificate program Provide 740 educators (teachers, administrators, specialists) with inservice professional development services in the ExC-ELL model Plan and implement a research design based on What Works Clearinghouse guidelines 	
Objectives	
<ul style="list-style-type: none"> Prepare educators to respond to the linguistic and cultural diversity of ELs Build knowledge and skills necessary to improve ELs' language and literacy Develop educators' capacity to collaborate in the interest of ELs 	
Outcomes	
<ul style="list-style-type: none"> 100 teachers complete courses on English as a Second Language (ESL) endorsement 100 teachers hone EL instructional methods 640 participants engage in Whole School Model 740 participants learn value of community for EL education Identify lessons learned and best practices Increase overall EL achievement 	
Evaluation	
<ul style="list-style-type: none"> Project evaluation will be based on various EL achievement data points 	

T365Z160205 Missouri State University <i>iELT-Ozarks (Improving English Language Teaching in the Ozarks)</i>	
Partnerships	<ul style="list-style-type: none"> • Springfield R-XII • McDonald County • Monett R-I
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> • 75
Competitive Preference Priorities	<ul style="list-style-type: none"> • Provides teacher professional development embedded in the TESOL graduate certificate coursework on recommended instructional practices based on moderate to strong evidence by the What Works Clearinghouse. Inservice teacher completers of the iELT-Ozarks project will implement an intervention focused on systematic teaching of academic vocabulary. • This project infuses the family and community involvement component into three courses within the TESOL graduate certificate program in the form of a required service learning course component designed to enhance family and community engagement with ELs.
Additional Priorities	<ul style="list-style-type: none"> • Forty percent of completers will be teachers of ELs in PreK-3 settings.
Description	
<p>The overarching goal of the iELT-Ozarks project is to provide access to affordable, customizable, state-of-the-art English language teacher training to better the educational outcomes of the language minority student population within the Ozarks region.</p>	
Goals	
<ul style="list-style-type: none"> • Seven of the TESOL graduate certificate courses will be developed for online delivery with course syllabi aligned with the TESOL/CAEP P-12 Professional Teaching Standards • 60 inservice teachers will complete a graduate certificate in TESOL and Missouri English learner (EL) endorsement at no financial cost • Ninety-five percent of completers of the Missouri ELL endorsement will be effective in an instructional setting with ELs, implement an evidence-based academic vocabulary improvement program with fidelity and engage constructively and proactively with linguistically diverse families 	
Objectives	
<ul style="list-style-type: none"> • Missouri State University (MSU) faculty will seek input from the LEA partners and prospective inservice teacher participants about the local requirements, needs and technical specifications that the online program should meet in order to be fully successful with its outcomes • MSU faculty will develop new syllabi for seven TESOL courses to reflect input from project partners, including—as applicable—key approaches that have been reviewed by the What Works Clearinghouse, and align with the TESOL/CAEP P-12 Professional Teaching Standards • MSU faculty will embed into the coursework teacher professional development on a target intervention strategy identified by the What Works Clearinghouse as having moderate evidence of effectiveness: teaching an academic vocabulary program (Carlo et al., 2004) • MSU faculty will infuse into the TESOL coursework project-based instruction on family and community engagement with language minority caregivers • MSU faculty and instructional designers will create new online courses for iELT-Ozarks and obtain external review from expert reviewers for each of these courses, as well as for the overall course of study toward the TESOL certificate • MSU will provide customized, high-quality courses online to cohorts of teachers in the partner districts, with a priority given to applicants in the early learning workforce • MSU will make up to 50 percent of seats available to various inservice educator applicants • MSU will coordinate across the College of Arts and Letters and the College of Education to ensure that three non-TESOL courses required for the Missouri ELL endorsement will be accessible and open to participants in the iELT-Ozarks project • Completers of the ELL endorsement will create, teach and evaluate a teacher work sample of a sequence of lessons within a unit of study for EL students • Completers of the ELL endorsement will implement the target intervention strategy (teaching academic words intensively across several days; Carlo et al., 2004) with fidelity • Completers of the ELL endorsement will carry out a service learning project with practitioner inquiry to study the 	

outcomes of a family and community engagement project designed with the purpose of improving parent, family and community involvement with their own teaching context

- Participants will complete pre and post surveys of self-reported skills and attitudes toward teaching culturally and linguistically diverse students
- The project coordinator will collect and track the following classroom data of limited English proficient (LEP) students for each participant (in grades where applicable): ACCESS for ELLs test scores, MAP scores, Desired Results Developmental Profile (DRDP) scores, districts' developmental reading level test scores and benchmark assessment scores
- Caregivers of LEP students will complete a survey of teachers' skills and attitudes toward engaging them in their children's education
- A trained external reviewer of the completer's choice (a school leader, supervisor, instructional coach or critical peer) will complete a validated observation protocol in the completer's classroom

Outcomes

- Outcomes will be reported using various self-report measures and EL achievement data

Evaluation

- Evaluations will be made using both qualitative and quantitative data analysis

T365Z160212

Georgia State University

Todos Juntos: Uniting Communities to Improve Practice for English Learners (Juntos)

Partnerships	<ul style="list-style-type: none">• The Urban Accelerated Certification & Master's Program from Georgia State University• Atlanta Public Schools• DeKalb County School District• New American Pathways• Little Linguists/Green School• Georgia Department of Early Care and Learning• Best Practices Training Initiative
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Inservice teachers• Staff• Parents
Number of Personnel Served	<ul style="list-style-type: none">• 1,062
Competitive Preference Priorities	<ul style="list-style-type: none">• Moderate evidence of effectiveness• Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none">• Dual language approaches• Supporting Early Learning Workforce to serve ELs
Description	
The Juntos project provides school and community-based professional learning (PL) to improve instruction for English learners (ELs). Major project activities include the use of a collaborative educational consortium responsible for supporting preservice and inservice practices of teachers working with ELs. The Early Learning teacher certification and English as a Second Language (ESOL) endorsement program uses place-based guided learning, trained mentor teachers and culturally responsive curriculum. Inservice teacher PL includes alternative delivery modules and collaborative learning projects.	
Goals	
<ul style="list-style-type: none">• Prepare effective teachers of ELs• Increase the number of bilingual problem-solving teams (PSTs)	
Objectives	
<ul style="list-style-type: none">• Design and implement collaborative educational consortium responsible for supporting preservice and inservice practices of teachers working with ELs• Improve academic achievement of ELs by building a new teacher workforce that is committed, competent and collaborative through school and community-based training• Improve ELs' academic achievement by supporting inservice teachers through PL• Cultivate effective teachers responsive to dual language immersion models of instruction for ELs	
Outcomes	
<ul style="list-style-type: none">• Increase knowledge and skills• Develop curriculum• Increase involvement of families and the community• Increase use of academic language• Increase assessment scores• Increase teacher retention	
Evaluation	
<ul style="list-style-type: none">• Evaluations will take place using surveys and various qualitative and quantitative data	

T365Z160222

Texas A&M University

Eco-Resilience NPD program: Synergistically Connecting Multiple Environments for the Success of English Learners

Partnerships	<ul style="list-style-type: none">Dallas Integrated School District (ISD), Fort Worth ISD, Irving ISD, Mesquite ISD, Forney ISD and Garland ISD. Region 10 ESC, CREDE in Hawaii and Jefferson Parish School System in Louisiana; Entrepreneurs for Education in Guatemala; Magdaleno Leadership Institute in Dallas
Education Personnel Served	<ul style="list-style-type: none">Inservice teachersAdministratorsStaffParents
Number of Personnel Served	<ul style="list-style-type: none">3,900
Competitive Preference Priorities	<ul style="list-style-type: none">Providing PD to improve instruction for ELs by increasing the opportunities for high-quality professional development for teachers and other educatorsImproving parent, family and community engagementModerate evidence of effectiveness of the proposed PD program
Additional Priorities	<ul style="list-style-type: none">N/A
Description	
The proposed Eco-Resilience NPD program builds on those experiences on teacher PD as well as on the current needs to build capacity among other educators (e.g., principals, counselors, and instructional coaches). In addition, it seeks to engage parents and communities for the successful development of the whole child.	
Goals	
<ul style="list-style-type: none">Provide targeted and differentiated professional development (PD) activities for teachers, school principals and other school professionals (e.g., counselors, specialists, school psychologists and instructional coaches)Provide targeted and differentiated capacity-building activities for parents, students and locally serving community organizationsDevelop the “Eco-Resilience Synergetic App” as an integrated multiple environment technology tool for families, community, teachers, other educators and students	
Objectives	
<ul style="list-style-type: none">Provide English as a Second Language (ESL) certification to 20 inservice teachersDevelop nine K-12 school campus teamsProvide capacity-building activities to 468 parentsIdentify and engage three locally serving community organizations at each of the nine school sitesDevelop and test the app	
Outcomes	
<ul style="list-style-type: none">Teachers in UGPDP will be ESL certifiedTeachers in the ESL Academy will be ESL certifiedPD will be furthered through the ExcEL Institute and ESL AcademyParent/Family Academies and a Community School Network will be developedStudents’ Leadership & Empowerment Institute will be developedStudents’ Global Citizen Program will be developedEducational Summit will be held with partners	
Evaluation	
<ul style="list-style-type: none">Evaluations will consist primarily of a randomized controlled trial with a delay treatment control group design	

T365Z160228

California State University San Marcos Corporation

Project ACCEPT—Aligning the Common Core for English Learners, Parents and Teachers: A Professional Development Community in Dual Language Education

Partnerships	<ul style="list-style-type: none">• Fallbrook Union Elementary School District, Oceanside Unified School District, and Valley Center Pauma Unified School District
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Inservice teachers• Parents
Number of Personnel Served	<ul style="list-style-type: none">• 425
Competitive Preference Priorities	<ul style="list-style-type: none">• Bilingual cooperative integrated reading and composition• Vocabulary improvement program for ELs• Improving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none">• Dual language approaches

Description

The project goals for professional development (PD) will lead to improved academic achievement for English learners (ELs). (1) Preservice teachers will complete their California state licensure. (2) Inservice teachers/educators will complete the dual language certificate for advanced certification. (3) Inservice teachers/educators will complete PD activities to improve instruction. (4) Parents/families will develop knowledge and skills in instructional technology engagement. The project will establish a professional learning community (PLC) to plan effective PD activities and develop parent/family engagement in technology.

Goals

- Preservice teachers will complete bilingual authorization to educate ELs in dual language (DL)
- Inservice teachers/educators will complete DL certification to improve EL instruction
- Inservice teachers/educators will complete high-quality PD at LEAs
- Parent/family engagement will be improved through involvement in technological literacy

Objectives

- Certify preservice teachers
- Compare results of standardized assessments of preservice teachers with those of other licensure programs
- Compare long-term effectiveness of bilingual authorization (BILA) preservice teachers
- Train parent/families in technology
- Certify inservice teachers in DL
- Evaluate DL certification effectiveness
- Train inservice/other educators in high-quality PD
- Assess impact of PD on EL instruction
- Evaluate program effectiveness

Outcomes

- Preservice teachers will complete BILA
- Inservice teachers will complete DL certification
- Parents will increase their technological engagement

Evaluation

- The program will analyze longitudinal data, surveys and pre/post assessment data

T365Z160229 Texas A&M University <i>Project Empowering Teachers of English Language Learners (ETELL)</i>	
Partnerships	<ul style="list-style-type: none"> • 28 Texas LEAs/school districts
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> • 400
Competitive Preference Priorities	<ul style="list-style-type: none"> • Moderate evidence of effectiveness is based on previous research from two randomized controlled trial (RCT) projects. Two published studies from these RCT projects have been reviewed by the What Works Clearinghouse (WWC) and will be included in the WWC-reviewed study database.
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
ETELL will increase the number of highly qualified bilingual education and English as a Second Language (ESL) certified teachers working with English learners (ELs) across Texas schools.	
Goals	
<ul style="list-style-type: none"> • Increase the number of certified bilingual/ESL teachers for PreK-12 classrooms • Investigate the impact of online mentoring and feedback incorporated into the online program on teachers' instructional practice and their EL students' academic achievement • Design and implement collaborative bilingual/ESL teacher education that is online and engages inservice bilingual/ESL teachers in learning through technology and action/advocacy research • Design and implement collaborative bilingual/ESL online teacher education programs • Increase opportunities for involvement for success in higher education and teacher certification for diverse groups 	
Objectives	
<ul style="list-style-type: none"> • Project objectives are aligned with the state standards for certification and licensure for bilingual/ESL teachers who work with ELs 	
Outcomes	
<ul style="list-style-type: none"> • Multiple valid and reliable outcome measures will be employed to evaluate the quality and effectiveness of instruction 	
Evaluation	
<ul style="list-style-type: none"> • The project will be evaluated based on various qualitative and quantitative analyses 	

T365Z160230
Aquinas College

Using CLE-SIOP Model to Improve Paraprofessional and Content Teacher Instructions for English Learners

Partnerships	<ul style="list-style-type: none"> • Grand Rapids Public Schools • Kellogsville Public Schools • Kentwood Public Schools • Wyoming Public Schools • The Diocese of Grand Rapids • Godfrey-Lee Public Schools • Godwin Public Schools
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Preservice teachers • Paraprofessionals
Number of Personnel Served	<ul style="list-style-type: none"> • 169
Competitive Preference Priorities	<ul style="list-style-type: none"> • The proposed project model is designed based on listed literature
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>The proposed project will address the English as a Second Language (ESL)/bilingual teacher shortage in Michigan. The professional development (PD) initiatives outlined in this grant proposal are based upon an existing program of Culturally and Linguistically Embedded Sheltered Instructional Observation Protocols (CLE-SIOP), which has been successfully implemented by the Aquinas College School of Education. The primary goal of the CLE-SIOP model is to improve classroom instruction for English learners (ELs). The key components of this grant include funding for a series of nine ESL/bilingual PD courses to preservice teachers and to partner LEAs' paraprofessionals and inservice teachers. The series of courses will lead to State of Michigan ESL/bilingual endorsements for teaching ELs. The project also encourages and supports the efforts of LEAs to host school-community activities that will strengthen participants' relationship building with their ELs' parents, families and community members.</p>	
Goals	
<ul style="list-style-type: none"> • Improve classroom instruction for ELs • Produce a number of highly qualified preservice content teacher candidates to obtain their ESL/bilingual endorsement who will offer language instruction in educational programs or serve ELs in K-12 schools in the future • Produce endorsed paraprofessionals who service ELs and their partner classroom teachers from the LEAs, with an ultimate goal of strengthening their collaboration to facilitate increased student achievement • Provide school leaders with proven strategies that create better, meaningful relationships and communication between the LEAs and ELs' parents/families and community members 	
Objectives	
<ul style="list-style-type: none"> • By the end of Year 5, at least 14 preservice teachers will earn either ESL or bilingual endorsements • By the end of Year 5, at least 120 paraprofessionals and inservice teachers will earn either ESL or bilingual endorsements • By the end of Year 5, at least 35 schoolwide teacher-parents/community communication activities will be conducted 	
Outcomes	
<ul style="list-style-type: none"> • CLE-SIOP outcomes revolve around various outcomes for ELs 	
Evaluations	
<ul style="list-style-type: none"> • Evaluation consists of descriptive and inferential statistics and various quantitative and qualitative analyses 	

T365Z160244 Regents of the University of California, Los Angeles <i>Exc-EL Leadership Academy</i>	
Partnerships	<ul style="list-style-type: none"> • Shelton (CT) Public Schools • Center for Secondary School Redesign, Plumb Library, Boys & Girls Clubs of Lower Naugatuck Valley, Plus Alpha Research Consulting
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators • Staff • Parents
Number of Personnel Served	<ul style="list-style-type: none"> • 540
Competitive Preference Priorities	<ul style="list-style-type: none"> • Vocabulary development programs that have been proven effective through experimental studies with overlapping populations • Development of a model family literacy program
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>The Exc-EL Leadership Academy codifies a successful, holistic program of school reform that builds educator skill and leadership into an easily replicable, sustainable "package" that dramatically transforms the educational landscape and outcomes for English learners (ELs) within their schools. The Exc-EL Leadership Academy will enhance the professional growth of teachers as they gain the knowledge and skills needed to become teacher leaders in their own schools.</p>	
Goals	
<ul style="list-style-type: none"> • Educators and partners will possess the knowledge and skills needed to effectively educate ELs within a framework of tiered interventions • Structural elements of each school will ensure EL students are part of a smaller learning community with a common team of teachers and personalization supports • Community partnerships will be formed to leverage and share resources and provide support for at-risk EL students and their families • Community partnerships will be formed to leverage and share resources and provide support for at-risk EL students and their families • Create a virtual (online) Exc-EL Leadership Academy to promulgate the wide dissemination and replication of successful practices 	
Objectives	
<ul style="list-style-type: none"> • Teams will participate in professional development (PD) devoted to developing instructional strategies for use with ELs in the content-area classroom • Teams will participate in PD devoted to tiered interventions, including the development and use of Dynamic Language Learning Progressions (DLLPs) • School teams will meet at least monthly during the school year to continuously improve their practice • School teams will participate in a year-end data fair to highlight and share lessons learned from the school year • Schools will implement appropriate personalization supports to meet their specific needs, including the development of personalized learning plans and student-led conferences • Community partners provide wraparound supports and services • A comprehensive family literacy and leadership program will be developed 	
Outcomes	
<ul style="list-style-type: none"> • Teachers will demonstrate increased proficiency in the use of scaffolding and intervention techniques in the classroom • EL students will receive differentiated supports and enrichment activities based on their demonstrated progress and goals • EL students will demonstrate proficiency on state assessments in core content areas • EL students will engage in ongoing and effective long-term planning and access the resources needed to ensure they succeed • EL students will be known well by a team of teachers who meet regularly to explore their strengths and challenges and adjust their instructional approaches • EL students with critical needs will receive needed intervention and support through collaborative community-wide efforts • Family members of EL students will be active partners in the education of their children 	
Evaluation	
<p>Evaluation of the program will consist of various measures, including GPRA.</p>	

T365Z160249

Loyola-Marymount University

Rigorous Opportunities for Young Children to Accelerate Language and Literacy (ROYAL): Effects of the Sobrato Early Academic Language (SEAL) Model

Partnerships	<ul style="list-style-type: none">• Los Angeles Unified School District
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Administrators• Parents
Number of Personnel Served	<ul style="list-style-type: none">• 1,622
Competitive Preference Priorities	<ul style="list-style-type: none">• Strengthening home and school partnerships
Additional Priorities	<ul style="list-style-type: none">• Increasing the pipeline of highly qualified bilingual teachers of young ELs
Description	
Project ROYAL has two goals: (1) improve and increase the use of evidence-based and research-based strategies in grades TK-3 classrooms to improve outcomes for English learners (ELs) and other students and (2) conduct evaluation and research to support continuous improvement of the program and support a replicable model. To achieve the two goals, ROYAL will engage district administrators, school principals and other school leaders, as well as 1,200 ELs.	
Goals	
<ul style="list-style-type: none">• Improve and increase the use of evidence-based and research-based strategies in grades TK–3 classrooms to improve outcomes for ELs and other students• Conduct evaluation and research to support continuous improvement of the program and support a replicable model	
Objectives	
<ul style="list-style-type: none">• N/A	
Outcomes	
<ul style="list-style-type: none">• Districts and schools will make systemic changes that create an affirming culture and implement policies and practices to support ELs and engagement of their families• Teachers will have a knowledge base and skills based on research and standards to make curriculum, instructional plans and decisions that support young ELs• Students will be engaged in language-rich interactive content and literacy learning that increase their interest in and love of learning• Families will increase engagement in their children’s education, classroom and school activities• The model will be tested for effectiveness to support implementation, advocacy, expansion and communication	
Evaluation	
<ul style="list-style-type: none">• Evaluations for this project are based on a combination of qualitative and quantitative analyses	

T365Z160263

Board of Regents, University of Nevada Las Vegas

Project E3³: Enhancing, Engaging, and Empowering Teachers for the Next Generation of English Learners

Partnerships	<ul style="list-style-type: none">• The Nevada Department of Education
Education Personnel Served	<ul style="list-style-type: none">• Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none">• 30
Competitive Preference Priorities	<ul style="list-style-type: none">• Moderate evidence of effectiveness
Additional Priorities	<ul style="list-style-type: none">• Supporting the Early Workforce to serve ELs
Description	
Project E3 ³ is a professional development (PD) model designed to improve academic language instruction for English learners (ELs) in early childhood (EC) settings. Project E3 ³ will prepare 30 inservice teachers (10 in each two-year cohort) to serve as teacher leaders (TLs) to support improved academic language and content instruction for ELs.	
Goals	
<ul style="list-style-type: none">• Increase the understanding of typical instructional practices in Nevada EC settings and create high-quality PD experiences• Increase the number of highly qualified EC TLs to coach peers on best EL academic language (vocabulary) and content-related instructional practices• Increase statewide and national collaboration, exposure and access to knowledge related to best EL practices• Determine the results, outcomes and impact of the E3³ programmatic intervention	
Objectives	
<ul style="list-style-type: none">• Document and analyze typical EC instructional practices• Align coursework and PD to scaffold E3³ teacher learning• Provide a hybrid master's in education (MEd) degree in English language learning (endorsement and license)• Provide MyTeachingPartner Coaching training• Provide six SAPLI sessions for ILTs• Develop a Project E3³ website• Measure the nature of shifts in teachers' pedagogical knowledge and practices• Measure the effectiveness of Project E3³ on TLs' coaching skills• Measure the effectiveness of Project E3³ on statewide collaboration• Measure the percentage of Project E3³ participants who rate the program as effective in preparing TLs to serve ELs effectively	
Outcomes	
<ul style="list-style-type: none">• 80 classroom observations will guide course and PD alignment• 30 EC TLs will earn an MEd, endorsement, license and coaching credential• 80 percent of ILTs will rate Project E3³ as effective in improving knowledge and collaboration• 100 percent of TLs will complete the program and indicate positive shifts in knowledge, practices and interactions• 80 percent of ILTs will rate the program as effective	
Evaluation	
<ul style="list-style-type: none">• Evaluation of this program will be based on a combination of qualitative and quantitative analyses	

T365Z160269

The Research Foundation CUNY—The City College

Improving Instruction for Secondary English Learners: TESOL Certification & Team-Based Professional Development in Content-Area Literacy

Partnerships	<ul style="list-style-type: none">• New York City Department of Education• New Visions for Public Schools
Education Personnel Served	<ul style="list-style-type: none">• Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none">• 80
Competitive Preference Priorities	<ul style="list-style-type: none">• Training teachers in the use of evidence-based cognitive instructional strategies• Increasing teachers' understanding of students' cultural backgrounds and encouraging them to proactively reach out to families of ELs
Additional Priorities	<ul style="list-style-type: none">• N/A
Description	
Over five years, the partners will work with teams of content-area teachers who will earn a Teachers of English to Speakers of other Languages (TESOL) certification and engage in a series of professional development (PD) opportunities organized in professional learning communities. This training will focus on the teaching of content-area literacy through cognitive instructional strategies and making connections to students' home culture, in order to improve academic experiences for high school English learners (ELs).	
Goals	
<ul style="list-style-type: none">• Help English Learners in high need NYC public schools strengthen their language and literacy skills and demonstrate increases in content knowledge, contributing to their progress to on-time graduation• Shift the instructional practices of teachers in high need public schools to employ cognitive strategies that support ELs' learning needs in content courses, with increased confidence in their understanding of ELs' language development and cultural needs	
Objectives	
<ul style="list-style-type: none">• School teams of two to five content-area teachers per school will be recruited from a network of NYC high-need public schools• Participants will demonstrate the ability to apply their newly gained skills in content literacy• Participants will be well prepared to meet the instructional needs of ELs with a cognitive strategies approach• Participants will be more confident in communicating with ELs' families• School leaders will see improvement in EL services provided by teachers• ELs will demonstrate gains in language and literacy development and content knowledge• ELs will report feeling a sense of belonging in school	
Outcomes	
<ul style="list-style-type: none">• 80 teachers will enroll in the program• 85 percent of (or 68) enrolled participants will complete courses and earn TESOL certification (GPRA 3)• 90 percent of (or 61) of certificate earners will complete PD• 100 percent of program completers will demonstrate the ability to modify curriculum by submitting a resource or strategy effectively adapted for ELs• 90 percent of program completers will rate the program as effective in preparing them to serve ELs• 90 percent of program completers will rate the program as effective in increasing their knowledge and skills related to family engagement• 90 percent of school leaders will rate the program as effective in improving teachers' abilities to serve ELs• There will be an increased progression rate on the NYSESLAT exam• 80 percent of ELs will report an increase in the sense of belonging at their schools, as measured by a validated survey	
Evaluation	
<ul style="list-style-type: none">• Evaluation for this study will come from a combination of qualitative and quantitative analyses	

T365Z160278 Winthrop University <i>NExT LEVEL: NETwork for Leading Education that Values English Learners</i>	
Partnerships	<ul style="list-style-type: none"> • Lancaster County School District • York School District 3 • York School District 4
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Parents
Number of Personnel Served	<ul style="list-style-type: none"> • 441
Competitive Preference Priorities	<ul style="list-style-type: none"> • Effects of academic vocabulary instruction for linguistically diverse adolescents • Parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none"> • N/A
Description	
<p>NExT LEVEL utilizes an established school-university partnership to provide systematic and embedded professional learning opportunities to teachers, administrators, parents and faculty to meet identified needs to support English learners (ELs).</p>	
Goals	
<ul style="list-style-type: none"> • Improve classroom instruction for ELs • Develop skills and competencies to support relationships with EL parents/families • Expand preservice teacher preparation opportunities to support ELs 	
Objectives	
<ul style="list-style-type: none"> • Improve academic achievement of partner school ELs (significantly higher achievement scores than non-partner comparison students) • Improve academic achievement of professional development (PD) school ELs (by three percentage points from baseline and each year thereafter) • Provide teachers/administrators with culturally responsive PIQE PD • Improve teacher and administrator skills used to support relationships with EL parents and families • Improve academic achievement of ELs whose parents/families complete the PIQE Parent Institute • Modify teacher preparation program courses to include EL competencies and teaching strategies Increase preservice teachers' competency and skill in EL instruction 	
Outcomes	
<ul style="list-style-type: none"> • Significantly higher achievement scores than non-partner comparison students • Increase of 3 percent on academic assessments • At least 75 percent professional development schools and 50 percent partner schools attendance at PD • At least 50 percent increase in parent relationship-building skills • At least 50 percent of ELs of parent participants will meet or exceed academic proficiency standards • All 14 programs have integrated EL components in courses • Higher levels of competency than preservice teachers without endorsement courses 	
Evaluation	
<ul style="list-style-type: none"> • Evaluation of this project is based on a combination of qualitative and quantitative analyses 	

T365Z160292

University of California, Davis

Building District Capacity to Support Mentors and Teachers in the Academic Language and Literacy Development of Young English Learners

Partnerships	<ul style="list-style-type: none">Los Angeles Unified School District, Robla School District, Sonoma County Office of Education, San Diego County Office of Education, Boston Public Schools and the California Department of Education
Education Personnel Served	<ul style="list-style-type: none">Inservice teachersMentors
Number of Personnel Served	<ul style="list-style-type: none">240
Competitive Preference Priorities	<ul style="list-style-type: none">Moderate evidence of effectivenessImproving parent, family and community engagement
Additional Priorities	<ul style="list-style-type: none">N/A

Description

The project will pilot, assess the impact of and scale an innovative professional development (PD) initiative that engages mentors and teachers in grades TK-2. The project will work with LEA partners to focus on young English learners (ELs) in grades TK-2, build mentoring capacity to support teachers' instruction of young ELs and develop a tested suite of essential practice frames, corresponding rubrics and an online professional learning platform focused on academic language and literacy development.

Goals

- Develop, implement and refine a high-quality Academic Literacy Teacher Support Program
- Test the feasibility of the model statewide

Objectives

- Articulate core practices for mentoring TK-2 teachers in developing the academic language and literacy of ELs in support of the CCSS
- Refine and test a PD initiative that builds mentor capacity to use a set of essential practice frames and corresponding rubrics to support TK-2 teachers in promoting academic language and literacy of young ELs
- Test the efficacy of this PD by measuring the impact of the program on mentor and teacher knowledge and practices, as well as on EL academic language and literacy growth
- Develop a suite of online tools that can be used by leaders, mentors, teachers, community organizations and parents to spread and sustain this model
- Establish the scalability and feasibility of the model through strategically working with state education agencies

Outcomes

- Improvements in measures of quality of professional learning, contributions to mentors
- Positive changes in teacher practice
- Enhancement of districts' capacity to support and sustain ELs

Evaluation

- Evaluation of this program will come from a combination of quantitative and qualitative analyses

<p>T365Z160305</p> <p>The University of Central Florida</p> <p><i>Micro-credentialing of English Learner Teaching Skills (MELTS)</i></p>	
Partnerships	<ul style="list-style-type: none"> Pinellas County Schools
Education Personnel Served	<ul style="list-style-type: none"> Preservice teachers Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 650
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness Improving parent, family and community engagement and invitational priority
Additional Priorities	<ul style="list-style-type: none"> Supporting the Early Learning Workforce to serve ELs
Description	
<p>The goal of MELTS is to improve training practices for teaching English learners (ELs), inservice teacher EL support skills and EL academic performance through enhanced PST training and credentialing.</p>	
Goals	
<ul style="list-style-type: none"> Develop in K-5 generalist teacher candidates a set of key instructional micro-skills for scaffolding ELs that are differentiated by level of proficiency and that have evidence of promoting second language development and achievement in academic subjects for ELs (referred to in this proposal as EL instructional micro-skills) 	
Objectives	
<ul style="list-style-type: none"> Develop a four-semester sequence of 10 increasingly complex instructional performance tasks that foster mastery of EL instructional micro-skills with evidence of effectiveness for scaffolding the learning of ELs at beginning, intermediate and advanced levels of English proficiency for use in micro-teaching sessions with peers or simulated elementary classroom sessions including EL avatars Compare the effectiveness of teacher candidates' EL instructional micro-skills between simulation and micro-teaching performance tasks Examine both groups' impact on ELs' gains on classroom-based unit tests compared to non-MELTS preservice elementary teachers during participants' final internship Analyze summative data and write manuscripts for publication of the research results 	
Outcomes	
<ul style="list-style-type: none"> Student performance by subgroups improves Teacher evaluation results improve Partners actualize key drivers and evaluate impacts using a continuous improvement model PSTs use EL teaching strategies and knowledge gained Partners meet their accountability and learning needs Performance improves 	
Evaluation	
<ul style="list-style-type: none"> Evaluation of this project will consist of qualitative and quantitative analyses 	

T365Z160307
University of Central Oklahoma
Project ENGAGE (Equipping a New Generation for Academic Growth and Excellence)

Partnerships	<ul style="list-style-type: none"> Oklahoma State Department of Education, Oklahoma City Public Schools, Oklahoma City Education Foundation, Putnam City Schools and Bethany Public Schools
Education Personnel Served	<ul style="list-style-type: none"> Paraprofessionals Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> 885
Competitive Preference Priorities	<ul style="list-style-type: none"> Moderate evidence of effectiveness Improving parent/family engagement
Additional Priorities	<ul style="list-style-type: none"> Dual language approach

Description

Bilingual paraprofessionals will receive college coursework leading to the completion of degrees and certification in teacher education. Inservice teachers will receive support for college coursework leading to an master’s in education (MEd) degree and English as a Second Language (ESL) teacher certification. In addition, teachers will participate in a model of schoolwide professional development (PD) on effective strategies for teaching English learners (ELs) in mainstream classes. Also, intervention schools will participate in schoolwide school/parent engagement to impact the level and quality of school-home interactions. Lastly, an intervention school will receive training, consultation, monitoring and materials for implementing the dual language model to develop bilingualism and biliteracy across the curriculum.

Goals

- Improve the instructional services provided to ELs in the Oklahoma metropolitan school districts through PD opportunities to inservice teachers and preservice bilingual paraprofessionals working with ELs
- Improve EL student outcomes in low-performing schools in the Oklahoma City (OKC) metropolitan area by strengthening the abilities of school or program staff to work with parents and families and of parents and families to support their children’s education
- Improve professional learning for inservice teachers working in dual language programs in the OKC metropolitan area to support effective instruction for ELs

Objectives

- 80 percent of the project bilingual paraprofessionals who are working with ELs in partner LEAs in the OKC metropolitan area will have completed the ENGAGE Bilingual Paraprofessionals Pipeline, consisting of a minimum of 48 credit hours toward the completion of an undergraduate degree in teacher education
- 80 percent of the project’s inservice teachers who are working with ELs in partner LEAs in the OKC metropolitan area will have completed the University of Central Oklahoma’s master’s degree program in bilingual education/Teaching English as a Second Language (TESOL), maintaining a minimum GPA of 3.0 with no grade below a “C” and no more than six credit hours of “C” grades, and will have successfully passed the Oklahoma ESL Teacher Certification Test
- 80 percent of inservice teacher candidates working in two intervention schools will score “proficient” or above on the observation protocol for effective practices after receiving 30 hours over two years of PD inservice training provided by project personnel
- A model for school/parent/community engagement will be developed (based on school and student needs) and implemented in two targeted schools, yielding positive impact on the schools’ teachers, families and ELs
- 80 percent of the faculty and staff involved in the process of planning, implementing or participating in the SPICE model will report confidence in interacting with parents as educational resources, satisfaction with designing programs to meet their own needs and satisfaction with the outcomes of their efforts
- 80 percent of the parents participating in the program’s training or informational sessions will report growth in their knowledge and skills for supporting their children’s academic experiences
- ELs whose teachers and/or parents have participated in the program will have improved scores on standardized measures of language and literacy development when compared to ELs without this intervention
- 32 inservice dual language teachers in the OKC metropolitan area will have completed the ENGAGE Professional Development Program for Dual Language Teachers
- 80 percent of project dual language teachers, after receiving 15 hours of PD each year in effective instruction for ELs in dual language programs, will receive a rating of “outstanding” or “proficient” on the ENGAGE Observation Protocol of Effective Strategies for EL Students in Dual Language Programs
- Students who have participated in dual language schools for four years whose teachers have participated in ENGAGE professional activities will have equivalent or better scores in English literacy and content achievement when compared with ELs who have received regular EL services

Outcomes

- Inservice teachers will demonstrate mastery of effective skills in teaching ELs; some will receive MEd/ESL certification

- Mainstream teachers will score “proficient” or above on the observation protocol measuring the use of effective practices for ELs
- Dual language teachers will score “proficient” or above on the observation protocol measuring the use of effective practices for dual language
- Teachers and parents will have greater knowledge and skills to collaborate in supporting EL academic achievement.
- A model will be developed to use at a second site
- Bilingual paraprofessionals will demonstrate increased ability to effectively instruct ELs
- Inservice teachers in both cohorts will have received MEd/ESL certification
- EL students of trained teachers will demonstrate growth in English literacy and increased content achievement
- Bilingual paraprofessionals entering the program with significant hours will receive teaching degrees/certification

Evaluation

- This project will be evaluated based on various quantitative and qualitative analyses

T365Z160311

The Pennsylvania State University

Science 20/20: Bringing Language Learners into Focus Through Community-School-University Partnership

Partnerships	<ul style="list-style-type: none">• Hazleton Area School District, Hazleton, Pennsylvania• Hazleton One Community Center
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Inservice teachers• Administrators• Parents• Community educators
Number of Personnel Served	<ul style="list-style-type: none">• 142
Competitive Preference Priorities	<ul style="list-style-type: none">• Improving parent, family and community engagement• Moderate evidence of effectiveness
Additional Priorities	<ul style="list-style-type: none">• Supporting the Early Learning Workforce to serve ELs
Description	
Science 20/20 will develop and implement a professional development (PD) model that connects community-school-university partners to foster ambitious and equitable science teaching practices in Hazleton Area School District (HASD) elementary classrooms that contribute to the academic success of English learners (ELs).	
Goals	
<ul style="list-style-type: none">• Foster ambitious and equitable science teaching practices in HASD elementary classrooms that contribute to ELs' academic success through a PD model that connects community-school-university partners• Build capacity among teachers, administrators and teacher educators to support the preparation of preservice elementary teachers• Develop relationships among project partners by including parents and community educators in PD activities and supporting parents' participation in their children's education• Create an online platform that houses PD resources associated with the project	
Objectives	
<ul style="list-style-type: none">• Develop a PD model that draws on family and community resources and evidence-based practices to support ELs' academic achievement• Using a three-phase evaluation plan, assess the impact of the model on (1) teacher and administrator attitudes and practices in service of ELs' achievement, language proficiency and attitudes in science and (2) interactions between and among schools, parents and community members, as measured by increased activity in networks of instructional support over time• Support the preparation of preservice teachers of ELs through establishing structures for student teaching internships and creating pathways toward English as a Second Language (ESL) certification• Enhance district-wide capacity to serve ELs through the creation of an online platform that houses PD resources	
Outcomes	
<ul style="list-style-type: none">• Positive changes in attitudes toward teaching ELs and engaging parents and community leaders• Increased use of research-based teaching practices• Sustained interaction and collaboration between schools and community• Established structures for preservice teacher internship placement• Improved EL outcomes• Development of online resource library	
Evaluation	
<ul style="list-style-type: none">• Evaluation of the project will consist of qualitative and quantitative analyses	

T365Z160324

University of Colorado - Colorado Springs

Improving Instruction for English Learners: Preservice and InService Preparation for Educators in Southern Colorado

Partnerships	<ul style="list-style-type: none">• Colorado School Districts: 2, 8, 22, 38, 49
Education Personnel Served	<ul style="list-style-type: none">• Preservice teachers• Inservice teachers• Paraprofessionals
Number of Personnel Served	<ul style="list-style-type: none">• 172
Competitive Preference Priorities	<ul style="list-style-type: none">• Moderate evidence of effectiveness• Parent, family, and community engagement to support the achievement of ELs.
Additional Priorities	<ul style="list-style-type: none">• NA
Description	
This project focuses on preparing educators to work more effectively with ELs and their families through coursework, fieldwork, and professional development.	
Goals	
<ul style="list-style-type: none">• Prepare preservice teachers to work with ELs• Develop curriculum for preservice program with EL needs in mind• Create a sustainable fieldwork model for coaching/supervision• Prepare in-service teachers to work with ELs• Training and professional development for paraprofessionals	
Objectives	
<ul style="list-style-type: none">• Create an innovative pathway for prospective teachers to earn a B.A. degree in Inclusive Elementary Education that would lead simultaneously to a K-6 Elementary Education License, and two specialized endorsements: (a) Culturally & Linguistically Diverse (CLD) Education Endorsement (Colorado’s English as a Second Language endorsement) and (b) Special Education Generalist Endorsement (GRPAs 1 and 3)• Create an established pathway of intentionally designed coursework, professional development, and practicum experiences for in-service teachers to meet state requirements for an endorsement in CLD Education (GRPAs 2 and 3) and for paraprofessionals to earn a Teaching English as a Second/Foreign Language Certificate (GRPA 2)	
Outcomes	
<ul style="list-style-type: none">• 120 pre-service candidates, over the project’s five-year period (30 per year for Project Years 2-5), will complete the B.A. in Inclusive Elementary Education, demonstrating attainment of competencies needed to serve a continuum of ELLs and their families• 100% (or 10) faculty members from the BA IEE program will engage in professional development (PD) which focuses on issues of language and diversity that affect the learning of ELs, including those with special needs• 100% (or 10) faculty members will have increased knowledge and understanding of (a) how to reach students from diverse backgrounds and (b) teaching practices and strategies—including attention to visuals and nonlinguistic modes of communication, emphasis on academic language and vocabulary, opportunities to connect L1 to L2, and the merging of content and language learning—which can foster the learning of ELs, including those with special needs• Five coaches and 15 cooperating teachers will be prepared to implement the new supervision and coaching model for fieldwork• 40 in-service teachers will complete the program and meet the state’s CLD endorsement requirements, while demonstrating attainment of competencies needed to serve a continuum of ELLs, including those with special needs, and their families (GRPA 2 & 3)• K-6 EL students of 40 in-service teachers will demonstrate improvement in language development and student achievement• 12 paraprofessionals (3 paraprofessionals for Project Years 2-5) will enroll in coursework leading to a certificate in TESL/TEFL (12 credit hours)	
Evaluations	
<ul style="list-style-type: none">• The project will use a quasi-experimental design to measure the ability of the teachers to incorporate the lessons learned in the coursework. Strategically administered surveys, classroom observations, and artifacts (lesson plans, case studies, action plans) will enable us to quantify—the extent possible—our efforts.	

T365Z160339 University of North Florida <i>ESOL Career Ladder for Student Success (ESOL CLASS)</i>	
Partnerships	<ul style="list-style-type: none"> • Duval County Public School District (DCPS)
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
Number of Personnel Served	<ul style="list-style-type: none"> • 160
Competitive Preference Priorities	<ul style="list-style-type: none"> • Moderate evidence of effectiveness • Parent, family, and community engagement to support the achievement of ELs
Additional Priorities	<ul style="list-style-type: none"> • Dual Language Education • Early Childhood
Description	
<p>The ESOL Career Ladder for Student Success project addresses the chronic and growing demand for motivated and well-trained teachers who are equipped to support the ever-growing number of English Language Learners (ELLs) in the Duval County Public Schools. DCPS has experienced a huge influx of ELL students while its ESOL-certified teaching force has remained very low (DCPS Executive Summary, 2014). This project is modeled after an extant partnership between the university and DCPS: the Jacksonville Teacher Residency (JTR) program. JTR prepares state-licensed STEM teachers via a grant funded “resident” graduate cohort model. ESOL CLASS will both borrow heavily from as well as build upon the JTR model. Our model will provide a career ladder for bilingual paraprofessionals who wish to complete their degrees and to meet the requirements for becoming certified ESOL teachers within the district. The success of this type of program and each of its aggregate parts is supported by a wealth research; it has been shown as a means to improve ELL student educational outcomes and to improve teacher retention (National Center for Teacher Residencies, 2014).</p>	
Goals	
<ul style="list-style-type: none"> • Recruiting pre-service teachers and paraprofessionals to pursue ESOL certification • Retention and Completion of students pursuing ESOL certification • Teaching Certification of students pursuing ESOL certification • First-Year Mentoring and Induction of teachers who went through the program • Student Outcomes – teachers who went through the program have obtained employment 	
Objectives	
<ul style="list-style-type: none"> • Students accepted into the certification program successfully complete the program • Students accepted into the program gain their certification and obtain employment in DCPS 	
Outcomes	
<ul style="list-style-type: none"> • 160 Candidates achieve ESOL certification • 160 Candidates contracted to teach in DCPS for 2+ years 	
Evaluations	
<ul style="list-style-type: none"> • The evaluation for this project will consist of multiple methods and perspectives to guide continuous program monitoring and improvement as well as a summative evaluation of the stated objectives and outcomes of the project. The quantitative measures will consist of project specific surveys and existing data sources maintained by the university, district, and state. These quantitative measures will be used to examine overall trends (positive and negative) during program implementation as well as inferring as to the program’s potential success in similar school districts and states. The qualitative measures will consist of focus groups and semi-structured interviews to examine more deeply how and why facets of the program facilitate the residents’ preparation for the classroom and ultimately improve their students’ learning outcomes. 	