

National Professional Development Grant Program 84.365Z
Cohort 2017 - Project Abstracts-Summaries

T365Z170163: California State University, CA

The CIELO Project: Community and Instruction for expanding English Learners' Opportunities in rural California schools

The Community and Instruction for expanding English Learners' Opportunities Project (CIELO) will meet the purposes of the National Professional Development Program by responding to the dramatic need to improve instructional practice for English Learners (ELs) and educational outcomes for English Learners within Dual Immersion programs throughout rural northern California through a partnership established between the CSU, Chico Center for Bilingual/Multicultural Studies (CBMS) within the School of Education (SOE) and the Orland Unified School District (OUSD). The CIELO Project will be delivered over the five-year grant period to address four goals: 1) to increase the pool of state and district highly effective bilingual educators; 2) for CIELO scholars develop and deliver linguistically and culturally responsive lessons in Dual Immersion (DI) and English language Development settings; 3) to increase target language proficiency of bilingual CIELO scholars; and 4) increase bilingual pre-service educators' family-community engagement knowledge and skills.

T365Z170073: Texas A&M University, TX

Preparing Academic Leaders: Teachers of English Learners

Preparing Academic Leaders: Project PAL is a national professional development (NPD) project for 120 certified in-service teachers (three cohorts of 40 teachers each), who serve on campuses with large numbers of English learners (ELs), with the intent to improve instruction in order to improve academic achievement of ELs. The in-service teachers will *meet high professional standards* as they receive dual (two) advanced *professional certifications* in bilingual or English as second language (ESL) education and leadership. The 540 hours of professional development (PD) and 260 hours of professional practicum throughout the year (100 hours) and a summer residency (160 hours) on a campus that serves ELs is supported via a joint program with *Educational Leadership and Bilingual Education* in the College of Education and Human Development at Texas A&M University (TAMU). The intent is to train bilingual/ESL teacher leaders to "lead" efforts to increase instructional capacity on such campuses. Project PAL includes participants from an initial 26 districts and one state Education Service Center.

T365Z170190: University of Arkansas, AR

Project CONNECT - Creating Organized Networks Needed to Effectively Increase Early

Project CONNECT is an online project that includes micro-credentialed professional development in ESL for Pre-K-Grade 3 teachers and administrators. This project also includes a vital component of outreach efforts for parent, family and community engagement. Preservice and in-service teachers will be offered courses to add-on ESL endorsement and TESOL graduate certificate.

T365Z170223: The Regents of the University of California, CA

Project Adelante Moving Forward

Project Adelante Moving forward has been designed to provide professional development in-service opportunities for teachers, paraprofessionals and parents who are part of urban and rural program improvement schools have over 40% English learners. The goal of this project is to systematically address the challenge of

moving forward a large sample from multiple sites of 650 English learners (ELs) from Pre-K to third grade to academic and linguistic proficiency by enhancing in-service opportunities for the Early Learning Workforce. Professional development will focus on developing foundational skills including systematic vocabulary development, phonological awareness, mathematical and scientific inquiry skills and differentiated targeted instruction to the language and literacy levels of EL learners. The goal is to use the innovative RULE of 3 to provide clear evidence on the “active ingredients” of high quality professional development and the thresholds of curriculum implementation needed to achieve high levels of linguistic and academic growth for ELs.

T365Z170246: Georgia State University Research Foundation, Inc., GA

Equipping Schools, Communities, & Universities for Excellence in Lang. Acquisition—ESCUELA

ESCUELA will create durable structures for increasing the number of licensed early learning teachers in EL-serving DLI classrooms using a culturally and linguistically relevant approach. Major project activities include supporting pathways for bilingual community members to become teachers, DLI licensure programs, and ongoing support for current DLI teachers including the development of a MA concentration in Family and Community Engagement.

T365Z170037: Webster University, MO

Increasing Teacher Capacity through Communities of Practice to Serve English Learners

This project is designed to increase the individual and collective capacity to serve ELs in participating schools. In this project, 120 teachers from targeted schools will enroll in graduate course work leading to Missouri ELL Certification and participate in seminars to improve family, parent, and community engagement and activities to promote stronger self-efficacy and collective efficacy. By supplementing certification course work with activities that promote Communities of Practice, these schools will increase their teacher capacity to address the academic and cultural needs of their ELs.

T365Z170135: The Curators of the University of Missouri on behalf of UMSL, MO

Strengthening Equity and Effectiveness for Teachers of English Learners (Project SEE-TEL)

Project SEE-TEL will prepare 50 in-service content teachers in four Missouri school districts to earn TESOL certification through a course-based TESOL program and Summer Institute professional development. The project will also provide professional development to 5 LEA coaches, 120 school leaders and other educators, and 25 teacher education faculty, and provide onsite family engagement programs for 160 EL parent/family members, using approaches and strategies that build meaningful relationships with school community to support effective and equitable EL education. Project efficacy will be evaluated through ongoing quantitative and qualitative data collection and analysis, including a quasi-experimental study on the impact of the in-service teacher professional development.

T365Z170203: The University of North Carolina at Greensboro, NC

Engaging and Advancing Community-centered Teacher Development (EnACTeD)

This project proposes the integration of community engagement activities in professional development (PD) and teacher education programs to prepare preservice and in-service teachers with English-as-a-Second-Language (ESL) and dual language licensure. The goals of this project include 1) developing and providing online PD for educational professionals working with ELs; 2) developing an ESL/DL Second Academic Concentration (SAC) for undergraduate Elementary Education preservice teachers, 3) developing an ESL/DL add-on licensure program for in-service teachers; and 4) implementing family engagement activities led by participants in professional development.

T365Z170235: University of Arkansas, AR

SOAR-Strategically Organized for EL

SOAR-Strategically Organized for EL will offer online micro-credentialed professional development in ESL for K-12 teachers and administrators with outreach efforts for parent, family and community engagement. Preservice and in-service teachers will be offered courses to add-an ESL endorsement and TESOL graduate certificate. The goals of this project include

1) completing micro-credentialed PD to Improve Instructions to K-12 ELs; 2) offering a Summer EL PD Institute using the Knight Reflective Coaching Model; 3) completing PD and outreach activities for parents, family, and community members that will improve engagement in English Learner's education and social involvement; and 4) improving teacher preparedness to teachers of ELs through ESL courses toward ESL endorsement and TESOL Graduate Certificate.

T365Z170272: University of Arkansas, AR

REACH (Retooling Educators and Paraprofessionals to ACHieve Teacher Credentialing)

Project REACH (Retooling Educators and Paraprofessionals to ACHieve Teacher Credentialing) is an on-line and site-based professional development program for K-5 in-service teachers serving English learners to earn ESL endorsement or TESOL Certificate. It will prepare bilingual/bicultural paraprofessionals through a "Grow Your Own" program to earn an Associate of Arts or Bachelor's Degree and become certified teachers with an ESL Endorsement.

T365Z170189: Towson University, MD

English Learners Moving to Proficient Outcomes With Engagement and Rigor

EMPOWER integrates preservice, in-service and school-based professional development, directly serving 60 preservice teachers (enrolled in elementary and elementary/ special education programs) with intensive ESOL coursework, along with a cadre of 18 experienced educators who will complete intensive coursework in leadership and ESOL. In addition, EMPOWER provides intensive professional development to 250 personnel in EMPOWER site schools. In addition, EMPOWER will disseminate results and professional development resources widely, leading to sustained and system wide impact.

T365Z170074: The Regents of the University of Colorado, CO

Teachers Improving Learning in Dual Education (TILDE)

The main goal of Project TILDE is for the University of Colorado (CU) Boulder (IHE) to develop and provide 50 teachers an opportunity to earn a Master of Arts degree in Educational Equity and Cultural Diversity (EECD) and a Bilingual Specialist/ Culturally and Linguistically Diverse (CLD) Endorsement with an emphasis on Dual Language programs (also referred to as the Bilingual and ESL endorsement in Colorado). As a result of the large numbers of English Learners (ELs) in the district (over 46%) and a court order requiring dual language/bilingual programming in certain schools, Denver Public Schools, Colorado has been selected as the LEA partner as there is a need to provide bilingual teachers an endorsement that specifically addresses dual/bilingual and ESL education for ELs.

T365Z170058: University of Washington, WA

Project Bilingual Educator CAPacity (BECA): Preparing Spanish and Vietnamese Bilinguals in a Model Dual Language Teacher Education Program

Project Bilingual Educator CAPacity (BECA) aims to better serve English language learners (ELLs) in Washington state by improving preservice preparation and induction year supports for bilingual/dual language teachers over five years. Project BECA includes collaboration between the University of Washington's College of Education (UW) (IHE) and 9 districts (LEAs) with a high concentration of ELLs in the state. Project BECA will (a) provide research-based professional development preparation for preservice teachers applying dual language (DL) approaches to improve instruction for ELLs; (b) implement a model DL bilingual endorsement and induction support program that helps build a stable DL bilingual teacher workforce; and (c) develop

teachers' capacity with immigrant parents and. External reviewers (EdNW) will rigorously evaluate the impact of the project on student outcomes and document the project's trajectory to facilitate future replication efforts.

T365Z170226: Indiana University, IN

Partnering for Radical School Improvement: Preparing Every Teacher for English Learners

Partnering for Radical School Improvement: Preparing Every Teacher for English Learners provides professional development targets for ESL specialists, leaders, and general educators (coaches and teachers) in making individual and institutional change that is radical, measurable, and replicable for improving educational outcomes for ELs. This project offers university coursework, individual, peer, PFC team coaching interventions and coach preparation.

T365Z170160: Framingham State University, MA

Producing Reading and Oral Proficiency in ELLs (PROPELL)

The Producing Reading and Oral Proficiency in ELLs (PROPELL) project will effect wide-scale change in teacher leadership for ELL instruction across Central and Eastern Massachusetts by providing training resulting in the increase of highly qualified teachers (in TESOL) who are providing instruction to ELLs in Massachusetts. PROPELL will establish a system of change that will produce teachers who are experts in TESOL and who take leadership roles in their schools and districts, continuously sharing their expertise with other teachers, parents, families, colleagues, and the community.

T365Z170007: University of Washington, WA

TELL-PD

Project TELL-PD will serve 450 participants aiming at supporting educators and parents to improve academic performance for ELs. This project will 1) Increase the certification and EL endorsement rates of preservice teachers; 2) Increase direct and indirect outcomes for EL students by increasing the number of in-service teachers receiving EL PD and endorsements; and 3) Increase EL learner support by expanding and enhancing parent and school support staff communication and collaboration skills.

T365Z170122: The University of Akron, OH

NE Ohio ACHIEVE: Access to Curriculum and High-Quality Instruction for Educators Valuing English Language Learners (NEOA)

This project will provide professional development (PD) for teachers and school administrators. PD completers will be eligible to add a TESOL endorsement to their licenses, strengthening the credentials, expertise and practice of Northeast Ohio teachers and administrators who work with ELs. Additionally, a research study will be conducted to investigate the effect of on-site teacher coaching in word reading/meaning and reading comprehension on the reading achievement of elementary-level English learners and native English-speaking students. This project will enhance effective relationships between schools and families/parents using a Learner-Centered Professional Development (LCPD) Model.

T365Z170197: Kansas State University, KS

Project INSIGHT: (Implementing and Navigating Student Instructional Goals through High-quality Teaching)

Project INSIGHT will provide ESL endorsement to a total of **150** school educators (2 cycles of 75 teachers every 2.5 years) with an emphasis on inquiry based and site specific learning. Each of these participant educators will receive 9 credit hours of graduate-level coursework leading to an ESL [English as a Second Language] Endorsement. Through additional Professional Learning sessions available to participating schools, there will be a continued focus on academic language development; (b) contextualization of academic concepts

within the experience and knowledge that students bring from home, community, and school; and (c) student engagement through instructional conversations and continued parental outreach.

T365Z170181: University of North Texas, TX

Success in Language and Literacy Instruction

The purpose of this project is to prepare new teachers and improve the instruction of in-service teachers of English Learners. The University of North Texas (UNT) will work in partnership with Carrollton Farmers Branch Independent School District and Region 10 ESC to accomplish the goals of the project. Major project activities include delivering professional development for different teachers to match the needs of their students, carrying out a quasi-experimental study on the Small Group Instructional Intervention, teachers and pre-service teachers improving engaging with families and ELs to participate together in family literacy activities.

T365Z170170: AZ Board of Regents on behalf of Arizona State University, AZ

STEMSS CRUISE EL: Science, Technology, Engineering, Math and Social Studies

Content for Relational Understanding & to Integrate Strategies in E-learning for English Learners

The STEMSS CRUISE EL Project will support ELs and DLs in Arizona by providing effective PD to further educate, support, and empower teachers, administrators, staff and parents of ELs/DLs. This will build an equitable learning experience where teachers, parents and the community are provided with tools to support ELs/DLs and their academic language development. To do this ASU and AzGA will develop strong partnerships with LEAs that have large EL populations and that have established parent-school goals to support academic rigor and language acquisition opportunities for their children. As part of the PD, participants will design instructional materials that leverage the cultural and linguistic resources embedded in students' homes and communities and incorporate evidence-based approaches for engaging ELs/DLs in STEMSS practices and discourse. In addition, the program will include online PD training and resources as well as teacher-created instructional materials that will support long-term sustainability and larger-scale impact across the state.

T365Z170065: The Regents of the University of Colorado, CO

Adams 12 Five Star School District Master of Arts and CLD Endorsement Program

The Community and Instruction for expanding English Learners' Opportunities Project (CIELO) will meet the purposes of the National Professional Development Program by responding to the dramatic need to improve instructional practice for English Learners (ELs) and educational outcomes for English Learners within Dual Immersion programs throughout rural northern California through a partnership established between the CSU, Chico Center for Bilingual/Multicultural Studies (CBMS) within the School of Education (SOE) and the Orland Unified School District (OUSD). The CIELO Project will be delivered over the five year grant period to address four goals: 1) Increase the pool of state and district highly effective bilingual educators. 2) CIELO scholars develop and deliver linguistically and culturally responsive lessons in Dual Immersion (DI) and English language Development settings (Competitive Preference priority 1 – CPP 1). 3) Increase target language proficiency of bilingual CIELO scholars 4) Increase bilingual pre-service educators' family-community engagement knowledge and skills.

T365Z170089: California Association for Bilingual Education (CABE), CA

Dual Language Education Leadership Initiative Guided High-Quality Training (DELIGHT)

DELIGHT will utilize professional development (PD) for educators and families to create high-quality Dual Immersion (DI) programs, from elementary to middle school, at district and site levels, in full DI schools and in schools with a DI strand (at least one DI classroom per grade level). All teachers at the schools participate in PD modules based on CABE's successful PD programs and the *Guiding Principles of Dual Language Education*. The modules will be differentiated by program type for teachers, administrators, and families. Linked to this PD and DI program development is a Family Leadership Program, based on CABE's i3-funded Project 2INSPIRE.

Family members will move through four levels of family engagement and become leaders as part of the School Leadership Team, developing a school family engagement plan, serving as language models and instructional support, and becoming partners in the DI classroom. DELIGHT will collaborate with other agencies to develop tools and models for DI to create a DI Certification Program for teachers.

T365Z170121: University of Kentucky Research Foundation, KY

Project PLACE (Partnerships for Learning, Achievement, and Classroom Engagement)

This project will use the Culturally Responsive Instruction Observation Protocol (CRIOP) as a PD framework for classroom teaching and family collaboration. This PD framework structures project activities around the targeted Discourse, Instruction, Family Collaboration, and Critical Consciousness strategies and employs intensive yearlong PD including school-based coaching. Graduate coursework will be used to prepare a cadre of teacher leaders to support implementation of effective practices for ELs to serve as advocates in schools.

T365Z170236: The University of Central Florida Board of Trustees, FL

Dual Language Support through Technology Enhanced Programs and Strategies (DL STEPS)

The DL STEPS team will support Dual Language (DL) education in schools that educate English learners by offering a graduate DL Certificate to school partner teachers, providing professional development to school community members, and researching English learner academic outcomes in those partner schools. The DL certificate curriculum will use TeachLivE avatars and digital badging based on activities that meet criteria for Moderate Evidence of Effectiveness based on the What Works Clearinghouse reports.

T365Z170251: California League of Middle Schools, CA

THE PEDAGOGICAL PARADIGM: Instructional Routines and Family Engagement for Educators of English Learners

The overarching goal of PARADIGM is to help early learning teachers serving English learners dramatically advance their students' verbal and written command of academic English so they reclassify as English proficient and are better prepared for upper elementary learning.

PARADIGM takes an innovative approach to improving linguistic excellence for students by testing replicable, scalable instructional routines designed to generate significant, language-specific improvements in the most important in-school factor affecting English learner achievement and success. PARADIGM will build the language instruction capacities of teachers through the implementation of a set of unique, research informed instructional routines designed to dramatically increase early learners' verbal and written interactions with academic English.

T365Z170267: Regents of New Mexico State University, NM

Project ELevate: A Quality Professional Development Program for Teachers, Future Teachers, English learners, and Families of English Learners in New Mexico

NMSU's Project ELevate will support in-service teachers, preservice teachers, principals, English learners, students, and parents/families in three partner districts in developing knowledge and skills for improving the educational success of EL students, specifically in language and literacy acquisition in content areas. The evaluation features a quasi-experimental design (QED) for teachers receiving the professional development intervention in Year 4. Other components include parent and families' PD and will have a regular program evaluation.

T365Z170072: Purdue University, IN

Leveraging the Lectura y Lengua: A Collaborative Scale up of Literacy and Language for ELs in Central Indiana

The purpose of the Leveraging the Lectura y Lenguaje [Literacy & Language] project is to increase the overall literacy and English language development capacities of elementary pre- and in-service educators, administrators and family liaisons in Central Indiana. This project will create literacy and language bridges with a community agency that will positively contribute to EL family engagement, teacher quality and student achievement in literacy and English language learning. Overall, it aims to increase expertise and create a stable EL infrastructure for Central Indiana schools.

T365Z170138: Lesley University, MA

EL Teacher/Parent Training Certificate Project (ELTPTC)

The *ELTPTC* will offer a four course graduate certificate program to EL and mainstream K-12 teachers of ELs with a parent involvement focus. It will also provide ESL classes to EL parents. ESL Teacher Training Program and NPD staff will train up to **70** teachers from urban Brockton Public Schools via graduate-level coursework to improve teachers' knowledge of English language acquisition, the role and importance of parent participation, approaches for teaching academic English to both parents and EL students, strategies for improving parent/community involvement, and ways to increase teacher leadership with support from the MA Association of Bilingual Educators (MABE) and Parents for a Global Education Association (PANGEA) and the Cape Verdean Association Community Agency. Parent ESL classes and teacher training in parent involvement will strengthen EL parent/community involvement and improving EL student academic achievement. The evaluation will utilize a Quasi-Experimental non-randomized design.

T365Z170221: Texas Wesleyan University, TX

Texas Wesleyan University (TWU) National Professional Development Project

The **TWU NPD Project** will provide preservice training to 175 (about 35 per year) pre-service program participants to increase the number of bilingually certified in the 6 partner districts. The project will also provide in-service training to 250 teachers on vocabulary development strategies that are closely aligned to the study showing moderate levels of effectiveness as described in Carlo et al, 2004 and other recommendations offered in the What Works Clearinghouse, 2014: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Finally, the project will implement a Parent Academy to enhance the impact on parents of the ELs within the six partner districts.

T365Z170104: Kanu o ka Aina Learning Ohana, HI

Ho'okahi Ala, 'Oko'a Ka Meheu: One Road, With a Different Footprint

Kanu o ka 'Āina Learning 'Ohana (KALO) proposes to improve student outcomes for Native Hawaiian English language learners by improving pre-service and in-service teacher and school leader effectiveness. Activities will target 1) pre-service teacher candidates and future school leaders and 2) in-service teachers and principals at 17 high need target charter schools throughout the state of Hawaii. The project objectives are 1) to increase the supply of highly qualified teachers and school leaders who are trained in effective EL instruction; 2) to improve the effectiveness of existing teachers and school leaders to address the unique needs of ELLs, engage community and families in the learning process, and create systems that sustain these practices in their schools; and 3) to contribute to the body of research surrounding effective EL instruction for indigenous students, and the use of Hawaiian language instruction to support English language acquisition.

T365Z170126: Grand View University, IA

Project EMPOWER

Grand View University (GVU), in collaboration with 6 Local Education Agencies, and affiliated community based organizations, as well as the Moderate Evidence Advisory Panel, has developed an innovative program to provide pre-service and in-service teachers with GVU's state approved K-12 ESL Endorsement; and in-service

classroom teachers with an annual Intensive Institute infused with IES Practice Guide Recommendations 1 and 4 to increase academic achievement of ELs. The project staff will carry out a number of activities including a) identifying research to determine best teaching and assessment practices for ELs in content areas designing instructional materials and assignments to improve teaching EL students, b) delivering training for pre and in-service teachers in content areas, and c) providing training to parents/families of EL students to engage them in their children's academics.

T365Z170213: Purdue University, IN

Professional and Parental Understanding for Equity in Dual Language Education or Project PUEDE: An Indiana Scale up of Dual Language Education

The purpose of Project PUEDE is to increase the overall instructional and family engagement capacities of pre- and in-service teachers, administrators and family liaisons in Indiana, serving in dual language (DL) education by improving DL staffing quality through licensure and adequate Spanish proficiency. This project will foster bi-literacy bridges with community agencies, improving EL family engagement, teacher quality and student achievement in English language arts and increased language proficiency in Spanish and English as measured by a quasi-experimental study. Dissemination and policy advocacy are addressed.

T365Z170114: Teachers College, Columbia University, NY

Early Language and Literacy Professional Development for Teachers of English Learners

This project will implement ExCELL (Exceptional Coaching for Early Language and Literacy), a web-based PD model for PreK and kindergarten teachers, assistant teachers (ATs), and administrators to implement evidence-based language and literacy strategies with young ELs and to engage families and communities in these efforts. In Year 1, the extant ExCELL PD will be expanded and refined. In Year 2, the PD will be implemented to ensure effectiveness and fidelity. In Years 3-5, teachers and assistant teachers will be trained through ExCELL. An independent evaluation of the PD will be conducted through a fully powered randomized controlled trial. Thereafter, information about ExCELL and results of the RCT will be disseminated and used to guide replication of the PD and to promote sustainability.

T365Z170196: Regents of the University of California, Los Angeles, CA

UCLA Center X: The ExcEL Peer Network

This project is proposing the development of the *ExcEL Peer Network* as an extension of the existing *ExcEL Leadership Academy*. The Peer Network will develop and implement an integrated, thoughtful approach to expanding and applying proven ExcEL strategies and practices in new schools and districts. The *ExcEL Peer Network* extends the capacity of the project by forging partnerships between new (expansion) and existing (mentor) locations, creating an effective mechanism for peer-to-peer learning.

T365Z170048: The Ohio State University, OH

Educators and Families for English Learners (EFs4ELs)

Project Educators and Families for English Learners (EFs4ELs) will (1) provide pre-service, in-service teachers & school support staff with on-site professional development (PD) & coaching that are reinforced by online content packages, which will (2) support implementation with fidelity of evidence-based EL-specific and other critical pedagogical practices to support proficiency across multiple domains including enrich ELs' academic language skills and overall English proficiency; (3) provide turnkey training for all instructional specialists in participating schools to sustain the project's outcomes beyond federal funding; and, (4) with the support of school staff and community organizations, enhance family member involvement.

T365Z170233: University of Kansas Center for Research, Inc., KS

Supporting Technology, Educators, and Parents for Upward Progress (STEP-UP)

This project will provide evidence-based strategies for achieving four complementary goals: **1)** increasing the use of evidence-based early literacy instruction of teachers serving EL students; **2)** strengthening and expanding EL family engagement; **3)** increasing teachers' capacity to instruct ELs utilizing evidence-based pedagogies shown to be effective for working with ELs; and **4)** improving school support staff's knowledge of best practices for working with ELs.

T365Z170070: Santa Clara University, CA

Mathematics and Language, Literacy Integration (MALLI) in Dual Language Settings

Santa Clara University has partnered with the University of Texas San Antonio, University of California, Santa Cruz and Education Northwest (Evaluator) to construct a teacher and parent professional development program. Project MALLI offers an innovative approach to preparing bilingual pre-service (B-PSTs) and Bilingual Cooperating Teachers (B-CTs) to build language and literacy across languages of instruction with Kindergarten-5th grade Emergent Bilingual Learners (EBLs) in mathematics. Math offers an authentic context to acquire the academic register that often eludes EBLs. To further optimize language and math learning for EBLs in and out of the classroom, parents are also provided with professional learning opportunities in developing math knowledge and language development at home. The iterative nature of MALLI will allow us to modulate elements of the intervention (e.g., number and type of professional activities, observations) to optimize the experience of participants. An advisory board and evaluation team will provide timely feedback to enhance B- PST, parent and CT learning.

T365Z170082: Los Angeles County Office of Education, CA

Teaching English Learners through the Arts (TELA) Project

The Los Angeles County Office of Education (LACOE) will implement and evaluate the Teaching English Learners through the Arts (TELA) Project. Activities include capacity building PD for principals, coaches, and in-service teachers related to family engagement, and integration of effective practices with arts/technology in the content areas, using visual and performing arts, dance, music and theatre arts as focus areas in years 2, 3, 4 and 5 of the project. It also includes arts events for educators, students and families at Los Angeles arts venues of community partners. Families are involved in classroom, school and community activities. TELA Units will be part of four required preservice courses at a local university. TELA will serve over 7,000 students, 250 in-service teachers, 50 site and district administrators, 1,000 families, and 200 preservice teachers, during the five years of the project. Each year the project will serve approximately 4,900 students, 200 in-service teachers, 35 site and district administrators, 700 families, and 60 preservice teachers.

T365Z170162: University of Louisiana at Lafayette, LA

English Transformation Center for Sustainable and Scalable Success (ETCS3)

The University of Louisiana at Lafayette (UL Lafayette) with the Lafayette Parish School System (LPSS) as its primary partner proposes the creation of an *English Transformation Center for Sustainable and Scalable Success (ETCS3)* to be located in Lafayette Parish. Objectives for this goal include 1) ensuring that teachers working with ELs are ESL certified, 2) training and mentoring teachers in integrating English language instruction in content area teaching as recommended by WWC using SIOP as teachers in the August et al. (2009) study, 3) launching, maintaining and expanding two-way dual language immersion (Spanish/English) in Louisiana by training teachers and administrators in immersion pedagogy (Valentino & Reardon, 2015; Thomas

& Collier, 1997, 2002; Lindholm-Leary, 2001) (IP1), 4) analyzing instruction, linguistic achievement and academic achievement of students taught in the traditional ESL, content-based, and two-way dual language immersion settings. Each year teachers and pre-service teachers will be given stipends toward tuition and fees for ESL certification courses, for a five-year total of approximately 35 teachers. Priority will be given to current teachers of EL that are working without ESL certification. Of the ESL certified teachers, 55 will be trained and mentored in content-based language instruction. Of these, 20 will be trained to mentor and evaluate the content-based teaching. In addition, 18 teachers and three administrators will be trained in immersion methodology to ensure that the new LPSS two-way dual language immersion program is staffed with immersion-trained teachers and that new two-way programs throughout the state have access to knowledgeable staff and opportunities for relevant PD. Performance outcomes will include the number of trained and certified teachers, the assessment of their instruction, the linguistic and academic achievement of their students, and the number of new two-way programs established in the state.

T365Z170217: Western Michigan University, MI

Project English Learners and Teacher Education (ELATE)

The project will improve instructional services for ELs and their families through a comprehensive professional development (PD) program. Michigan's high number of English learners (ELs) and its shortage of certified ESL teachers specifically in southwest Michigan create a significant need for Project ELATE. The goals of this project include 1) increasing knowledge, skills, and dispositions of preservice teachers to serve ELs, 2) preparing K-12 in-service teachers (ISTs) to teach ELs more effectively, and 3) strengthening parent, family, and community engagement in partnering LEA districts.

T365Z170256: Roosevelt University, IL

Illinois Dual Language Teacher Leadership Project (IDLTLP)

The IDLTLP will form a consortium of one university and five school districts to build instructional and leadership capacity in support of dual language programming. The main project activities include enrolling eight cohorts of nineteen consortium teachers of ELs in Roosevelt's MA degree in Dual Language Teacher Leadership; creating and delivering an annual dual language summer program for ELs and their families as part of the MA practicum; organizing a bi-annual symposium that addresses the instruction of ELs and parent, family, and community engagement; and fostering collaboration and engagement among school leaders for the purpose of strengthening dual language professional development and instruction within the partner districts.

T365Z170192: Education Leadership Research Center at Texas A&M University, TX

Massive Open Online Professional Informal Individual Learning (MOOPIL) for Bilingual and ESL Teachers, Paraprofessionals, Administrators, and Families

MOOPIL will serve elementary bilingual/ESL and regular classroom teachers who teach English learners (ELs). There is the potential to serve over 15,000 Texas teachers within the five-year grant in order to improve their pedagogy and the academic achievement of ELs. The target number of teachers is at least 20 hours of professional development (PD) with 2500 total teachers and 50,000 combined hours of PD over the life of the grant. Professional development certificates for each MOOPIL will be issued through TAMU (an approved higher education institution in Texas). PD will be aligned to English language proficiency standards and other content standards by grade level. MOOPIL will improve the quality and effectiveness of the early learning level (K-3) teachers, so that they have the necessary knowledge, skills, and abilities to improve ELs' cognitive and social-emotional well-being.

