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ABSTRACT

Name of the IHE: **Northeastern Illinois University**

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

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

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

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

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

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

PROJECT NARRATIVE

(A) QUALITY OF THE PROJECT DESIGN

(1) The goals, objectives, and outcomes are clearly specified and measurable

INTRODUCTION

In order to address the needs of teachers under the National Professional Development (NPD) program, Northeastern Illinois University (NEIU) is entering into a partnership with the Chicago Public Schools District 299, and the J.S. Morton High School District 201 to target those in-service teachers who work with English learners (EL) in their classrooms and will benefit from professional preparation in Bilingual-Bicultural Education (BLBC) and/or Teaching English as a Second or Foreign Language (TESL). Project ENLITEN (English as a New Language: Improving Teachers' Educational kNowledge) will increase the number of highly qualified teachers obtaining teaching endorsements and/or approvals in BLBC, TESL, and/or English as a New Language (ENL) in alignment to the guidelines put forth by the National Board for Professional Teaching Standards (NBPTS, 2002, 2009) in the State of Illinois. Specifically, Northeastern's College of Education (COE) and College of Arts and Sciences (CAS) will work in tandem to (1) ensure that the NEIU's teacher preparation programs meet national and state standards regarding the instruction of ELs set for full implementation by 2013; (2) review and streamline the currently existing BLBC and TESL programs' endorsement/approval sequence; (3) utilize the revision and streamlining of the collaboration to develop and deliver a new, combined endorsement/MA in ENL; and (4) increase access to those endorsements and/or programs for in-service teachers through new and innovative delivery systems. To achieve these objectives, participants from NEIU's Chicago Teachers' Center (CTC), the Department of

Bilingual Bicultural Education (BLBC), Department of Teacher Education (TED), and TESL Program will collaborate with input from the Illinois State Board of Education and the Illinois Board of Higher Education to accomplish the goals of ENLITEN. Additionally, the immediate areas targeted for assessment and/or service delivery, ensuring that the work is grounded in and contextualized for specific local communities' needs are the Illinois communities of Chicago and Cicero. NEIU currently offers 14 baccalaureate programs leading the state certification and seven graduate-level certification programs, conferring over 600 undergraduate and graduate degrees in education annually.

Competitive Preference Priority 2--Enabling More Data-Based Decision-Making.

Project ENLITEN will collect, analyze, and use high-quality and timely data, in the carefully designed process for improving instructional practices, policies, and student outcomes in partner elementary and secondary schools. Student assessment data, identifying students' experience and history as English Learners will be a primary input informing needs to be addressed in course and program re-design and development for in-service teachers.

This project's focus is to redesign NEIU graduate Bilingual/Bicultural and TESL endorsement/approval programs and develop the new English as a New Language (ENL) endorsement leading to an MA, for in-service teachers, ensuring that they reflect the best instructional practices and understanding of effective programs and policies for addressing current needs of ELs within three developmental levels: early childhood (Pre-K – 3), elementary (3rd – 8th), and high school (9th-12th). ENLITEN plans to accomplish this through its university-school partnership design in which university specialists, faculty and lead teachers and administrators from partner schools work together to assess needs and measure the impact of professional development on student outcomes. Specifically, in addition to providing data for

students enrolled as ELs, ENLITEN will work with partner schools, and their corresponding data management systems, ensuring data collection and comparisons identifying all students who have exited or opted out of EL service programs so that teachers and schools are able to monitor the progress of both current and former EL students in relation to efforts for improving instructional practices and policies. Student data to be analyzed will include DIBELS, ISAT, ACCESS, PLAN, EXPLORE, and local content area assessments.

Invitational Priority—Improving Preparation of All Teachers to Better Serve ELs

Project ENLITEN is specifically designed to improve teacher education programs at Northeastern Illinois University so that all teacher education participants are better prepared to provide effective instruction to ELs. ENLITEN will take on this work as described in Objective 1, ensuring that NEIU teacher preparation programs meet the exigencies of Illinois' 2013 target for the implementation of new standards in Pre-K through 12 such that ENL standards and assessments are embedded into early childhood, elementary and secondary education teacher education courses.

OBJECTIVES

ENLITEN will accomplish the following four objectives:

OBJECTIVE 1: Ensure that NEIU teacher preparation programs meet the exigencies of Illinois' 2013 target for the implementation of new standards in Pre-K through 12.

Outcome for Objective 1: ENL standards and assessments embedded into early childhood, elementary and secondary education teacher education courses.

As measured by: *Revised course syllabi aligned to NBPTS standards (2002) and assessments (2009) for English as a New Language (ENL), approved by the Faculty Council.*

- Due to its strong presence in local schools through its faculty in the College of Education and its professional staff at its Chicago Teachers' Center, ENLITEN will be able to increase the "percentage of in-service [early childhood, elementary, and secondary] teacher completers who are providing instructional services to EL students" (Measure 1.6).

OBJECTIVE 2: Faculty in BLBC College of Education and TESL, College of Arts and Sciences will collaborate to develop a new, streamlined endorsement and approval in BLBC and TESL at Northeastern Illinois University.

Outcomes for Objective 2: *Streamlined BLBC/TESL endorsement/approval program available to in-service teachers.*

As measured by: *Revised syllabi and course sequence for parallel BLBC/TESL endorsement/approval, approved by the faculty council and ISBE and IBHE.*

- Through the intentional collaboration of its faculty in the two aforementioned programs (BLBC and TESL), NEIU, through the ENLITEN project, will be able to increase the "percentage of in-service teacher completers who complete State and/or local endorsement requirements in EL instruction as a result of the program" (Measure 1.5).

OBJECTIVE 3: Developing a new teacher endorsement at Northeastern Illinois University in English as a New Language (ENL) leading to an MA.

Outcomes for Objective 3: *New ENL endorsement program approved in Year 2; and new ENL Master of Arts degree program approved in Year 3.*

As measured by: *Revised and approved new course syllabi representing the 24-32 hour sequence for ENL endorsement leading to a Master's degree, aligned to a minimum performance level 3 (i.e. "clear evidence") of the NBPTS assessments, approved by ISBE and IBHE.*

- Again, because of the intentional collaboration and combined efforts of its faculty in the two aforementioned programs (BLBC and TESL) through the ENLITEN project, NEIU will be able to identify a course sequence and offer two new joint programs: a new endorsement in ENL at the graduate level aligned with state and federal standards (24 credit hours), as well as an advanced level MA degree in ENL (32 credit hours) in order to increase the "percentage of in-service teacher completers who complete State and/or local endorsement requirements in EL instruction as a result of the program" (Measure 1.5); and increase the "percentage of in-service teacher completers who are providing instructional services to EL students" (Measure 1.6).

OBJECTIVE 4: Increasing access to EL programs for in-service classroom teachers through the integration of innovative delivery models which take advantage of modern technologies.

Outcomes for Objective 4: *50 in-service teachers will complete the newly structured endorsement/approval/MA sequences in BLBC/TESL and/or English as a New Language*

As measured by: *The percentage of in-service teachers who complete endorsement requirements in EL instruction (GPRA 1.5) and the percentage of in-service teachers providing instruction to ELs (GPRA 1.6).*

- NEIU's impact on the local school districts cannot be minimized. The hundreds of completers it currently produces through its Early Childhood, Elementary, and Secondary Education teacher programs are currently working in the school systems with significant EL populations (e.g., Chicago Public Schools, Cicero/Berwyn School District,). Having this strong presence through its faculty in the College of Education and its professional staff at its Chicago Teachers' Center will give NEIU a unique opportunity to be able to

offer innovative delivery models of in-service teacher workshops and coursework to increase the "percentage of in-service teacher completers who are providing instructional services to EL students" (Measure 1.6).

- Ultimately, Northeastern has optimum potential for providing expanded opportunities for in-service teachers in fulfillment of both Measures 1.5 and 1.6.

ACTIVITIES

Completion of the work requires a well-considered plan of action. To that end, each objective of ENLITEN has very specific associated activities, as well as particular participants assigned to those activities in order to utilize their maximum potential.

For **Objective 1**, ensuring that NEIU's teacher preparation programs meet the exigencies of Illinois' 2013 target for the implementation of new standards in Pre-K through 12, the concomitant **activities are: a)** examining the new state and federal requirements and standards for working with EL students to ascertain actual differences between those currently addressed in the various curricula for teacher preparation programs (i.e., Early Childhood, Elementary, and Secondary). This work can best be accomplished by the Curriculum Development Team in coordination with faculty in the College of Education (COE) and the College of Arts and Sciences (CAS) at NEIU. At the same time, the outreach components of NEIU will **b)** assess the needs of the school communities NEIU serves, across early childhood, elementary and secondary programs. This work can most expediently and effectively be conducted by the NEIU Chicago Teachers' Center staff through its existing partnerships and professional development efforts with district administrators and teachers in the partnering schools. Lead teachers at each level will be designated to support the collection and analysis of data associated with activities to

improve instructional practice and policies for ELs. As preliminary findings for these two activities start to come forward, the Curriculum Development Team comprised of faculty from COE and CAS (i.e., TESL) will enlist additional COE faculty to **c)** develop best practices for the infusion of EL content into the Teacher Education programs. In turn, the respective faculty in the three areas of Teacher Education will begin reviewing and changing appropriate curricula in their respective areas to the extent that each unit will undertake the following: **d)** review and change curricula in Early Childhood Education for the identification and infusion of appropriate EL standards; **e)** review and change curricula in Elementary Education for the identification and infusion of appropriate EL standards; and **f)** review and change curricula in Secondary Education for the identification and infusion of appropriate EL standards.

For **Objective 2**, faculty in BLBC, in the College of Education and TESL, in the College of Arts and Sciences, will collaborate to develop new streamlined endorsements and approvals in BLBC and TESL at Northeastern Illinois University. That is, faculty in BLBC and TESL will integrate the findings from the first objective regarding needs assessment in the local contexts in order to **a)** construct and draft a sequence of courses that effectively streamlines the total number of required courses students need to take in order to achieve a combined BLBC/TESL endorsement/approval. This will entail ensuring that current courses are aligned with state and federal standards and may require the revision of existing courses and/or the development of new courses. Again, once the design is complete, the faculty from the two programs will work together to **b)** change titles, descriptions, and content, as appropriate, in readiness for bringing the new program and its concomitant courses through the governance process at the university. Once the drafting and revision is complete, the faculty, with the assistance of the respective college Deans and Associate Deans, will **c)** obtain necessary approvals for the implementation of

the program through the university governance committees, the Illinois State Board of Education and the Illinois Board of Higher Education.

For **Objective 3,** developing a new teacher endorsement at NEIU in English as a New Language (ENL) leading to an MA, the Curriculum Development Team, with identified faculty in BLBC and TESL will integrate the findings from the first objective regarding needs assessment in the local contexts in order to **(a)** construct and draft a graduate curriculum, including new and existing courses to be streamlined between the two programs to offer an elaborated teacher endorsement in ENL (24 credit hours) and MA in ENL (32 hours) at the university. Once the design is complete, the faculty from the two programs will work together to **(b)** change titles, descriptions, and content, as appropriate, in readiness for bringing the new program and its concomitant courses through the governance process at the university. Once the drafting and revision is complete, the faculty, with the assistance of the respective college Deans and Associate Deans, will **(c)** obtain necessary approvals for the implementation of the program through the university governance committees, the Illinois State Board of Education and the Illinois Board of Higher Education.

For **Objective 4**, increasing access to EL programs for in-service classroom teachers through the integration of innovative delivery models which take advantage of modern technologies, in addition to **(a)** reworking the curriculum between BLBC and TESL in order to streamline existing courses working toward an endorsement and approval in BLBC and/or TESL, the Curriculum Development Team will work with appropriate faculty to **(b)** develop a field-based model for offering the ENL endorsement/MA program, **(c)** develop a field-based model for offering the BLBC and/or TESL endorsement and approval at the graduate level, and **(d)** develop high quality in-service professional development options connected to these

programs for regular classroom teachers who work with EL students in order to assure that they are aligned to federal and state standards. The latter activity will also include the cooperation and participation of district administrators and teachers in the partner districts of Chicago Public Schools, and the Cicero/Berwyn School District.

STRUCTURE OF THE WORK

In order to achieve the objectives of the grant in a timely and efficient manner, participants in ENLITEN envision the work being conducted in three stages:

- Stage 1: Status Planning / Structuring
- Stage 2: Corpus Planning / Development
- Stage 3: Acquisition Planning / Implementation

Assessment will be conducted throughout the project to ensure the efficacy of its work.

In the first stage, "Structuring", the participating members identified under "Activities" will conduct a needs assessment in various site locations at the partner school districts (i.e., Chicago, and Cicero/Berwyn) to ascertain the impact of the grant and ensure that its aims meet the needs of the stakeholders who will be most affected, namely teachers—for the benefit of in-service professional development—and students by engaging in data collection within the community along the lines of "funds of knowledge" (González, Moll, & Amanti, 2005). It is anticipated that this stage will commence at the beginning of the project and continue throughout the first year. It will include a portion of the work identified under **Objective 1**. In fulfillment of **Objective 1**, another purpose of this stage will be to integrate information obtained through the needs assessment and begin review of the current curricula in Early Childhood Education,

Elementary Education, and Secondary Education as regards best practices for meeting the needs of EL students in the classroom.

Stage two, "Development", will also begin in the first year of the grant as soon as the initial data from the in-service teachers and community needs assessments come in and have begun to be analyzed, and will continue throughout the second year in order to ensure that all aspects are in place before the admission and assessment of students. It will consist of collaboration in curricular design between BLBC and TESL in fulfillment of **Objective 2** and the streamlining of pathways to achievement of individual and/or combined endorsements and approvals in the respective areas of BLBC and TESL. Furthermore, in fulfillment of **Objective 3**, collaboration will lead to the development of a graduate level sequence leading to an endorsement/MA in ENL. The development of the new program will also include the reexamination of the current programs and their courses in a way that focuses on a more streamlined delivery of these various teacher preparation programs, ensuring that federal and state standards are being met.

The third and final phase of the project will commence in year three with the induction of students into the new program and newly revised pathways to endorsement and/or approval via innovative approaches to the delivery of high quality in-service professional development for already certified teachers who are wishing to add a) the BLBC and/or TESL endorsement or approval (**Objective 2**) and/or b) the new endorsement/MA in ENL through the inclusion of some additional coursework (**Objective 3**). It will be accompanied by appropriate assessment to determine the efficacy of the curricular modifications.

Assessment is not only important for determining whether project objectives have been met, but also an important feedback mechanism to demonstrate direction and significance of

specific elements within projects. As such, evaluation strategies and procedures have to be carefully embedded in the elements of the projects from the initial stage of conceptualization. Evaluations that are done at the conclusion of the project only provide a general sense of the end product and provide feedback too little and too late. In addition, such evaluations fail to take into consideration important context, planning, implementation, outcomes and impact evaluation feedback that informs subsequent evaluations. Therefore, in order to assure the integrity of the project while maintaining a high degree of accountability for the stakeholders and grant-funding organization throughout, ENLITEN will include a comprehensive evaluation which considers all stages of the development of the project. Evaluation strategies and procedures will be embedded in the planning stage and evolve with the development of the project utilizing Stufflebeam's (2002) *Context-Input-Process-Product (CIPP) Model*. This model is preferred because it includes all stages of the proposed project. "The concept of evaluation underlying the CIPP Model is that evaluation should assess and report on an entity's merit, worth and significance and also present lessons learned" (p. 2). Specific questions targeting the context, input, process, outcome and impact and meta-evaluation will guide the evaluation process, so that each stage draws from the previous stage and informs the next stage of the life of the grant.

2) The project reflects up-to-date knowledge from research and effective practice.

Objective 1: In order to meet the demands of the State of Illinois in its plan to ensure quality education by implementing national standards (e.g., Common Core State Standards, 2010) while simultaneously meeting the needs of the local student populations within the state (i.e., the new Illinois Learning Standards incorporating the Common Core [ISBE, 2010]), ENLITEN seeks to ensure that in-service teachers already possessing certifications in Early Childhood, Elementary, or Secondary Education (Types 04, 03, or 09, respectively) receive comprehensive preparation in understanding those state and federal standards regarding ELs in the classroom and how they can best be integrated into teaching praxis and obtaining an endorsement, approval, and/or MA specific to working with the EL students in the US school system (i.e., in BLBC, TESL, and/or ENL).

Currently, more than five million children are classified as EL students and there are clear indications that the total number of these students in US classrooms will only continue to increase (NCES, 2004, 2005; US DOE, 2002). Furthermore, statistical data indicate that 67% of the EL school-aged population can be found in the five states--California, Texas, New York, Florida, and Illinois. With the number of EL students predicted to double by the year 2050, it is more than likely that every teacher will have ELLs in his/her classroom at some point in time. Facts such as these have prompted academic accrediting and state education agencies to require training in the many and complex issues related to linguistic-minority students (Fillmore & Snow, 2000, Samway & McKeon, 1999). By many accounts, however, the more complex and critical aspects of working with EL students have merely received lip service and are often subsumed under the umbrella of local efforts at "multiculturalism" (Cummins, 2000). Therefore,

there is a real and immediate need to provide appropriate, meaningful, and effective schooling so that EL students can be successful (August & Hakuta, 1998; Farr, 2004; García, Jensen, & Scribner, 2009; NEA, 2006; Nieto, 2002).

Objective 2: The collaboration of BLBC and TESL will guarantee that regular classroom teachers who are seeking a career ladder to increase their level of professional preparation for working with EL students can add the appropriate streamlined endorsement and/or approval in BLBC and/or TESL. The well-recognized programs at Northeastern Illinois University possess the faculty and networks to ensure that through the project design of ENLITEN, the preparation of in-service teachers is grounded in the research and context of multilingualism and multiculturalism that are essential for the development of a deeper understanding of the specific needs of the EL student population.

Objective 3: The joint efforts of the faculties in BLBC and TESL will lead to a new ENL endorsement (24 credit hours) and MA program (32 credit hours). In this manner, the collaboration of BLBC and TESL will guarantee that regular classroom teachers who are seeking a career ladder to increase their level of professional preparation for working with EL students can meet the highest standards. In recognition of the growing number of EL students in US schools and the concomitant necessity of ensuring that classroom teachers, regardless of their certification (i.e., Early Childhood, Elementary, Middle, or Secondary), are adequately prepared to meet the needs of these students (Fillmore & Snow, 2000), the National Board for Professional Teaching Standards has established standards in English as a New Language (NBPTS, 1998/2002) and identified assessments (NBPTS, 2009) to ensure that candidates are able to demonstrate clear evidence of ability to meet the needs of ELs in the classroom.

The State of Illinois approved the new teaching endorsement (ISBE, 2006) which is not currently being offered in the greater Chicagoland area. As the first area institution of higher education to seek approval, Northeastern Illinois University would be able to deliver a high quality program to the maximum number of teacher candidates. First, it is located in Chicago, the nation's third largest metropolitan area and it is consistently recognized as being the Midwest's most culturally-diverse university (*US News & World Report*, 2011); this indicates not only that it can attract a large number of in-service teachers from a broad cross-section of the population to complete the endorsement/MA program from its already diverse pool of incoming students, but also that it is uniquely positioned to ground teacher candidate preparation in a working context of multilingualism and multiculturalism because of its status and location. Second, Northeastern already possesses two strong and widely recognized programs: Bilingual-Bicultural Education (BLBC) in the College of Education and Teaching English as a Second or Foreign Language (TESL) in the College of Arts and Sciences. Through the collaborative efforts and combined expertise of the faculties of the two units, BLBC and TESL, NEIU will be able to create a signature ENL program which will meet the needs of the all stakeholders—state and federal education agencies, teachers, and the EL student population—in the greater Chicago area and far beyond. This will ensure that an increasing number of in-service teachers will possess the qualifications to deliver curricula that are differentiated to meet the specific needs of EL students.

Objective 4: In order to merge theory and practice in a more grounded preparation of teachers, ENLITEN strives to inform its program and course design and/or revision in the relevant contexts of the multilinguistic and multicultural realities of EL student populations. This entails a two part commitment from the participants in the project. First, the direction of the

work must derive from a needs assessment rooted in day to day practice of those individuals working in the schools with teachers and working in the communities where the schools are located to ensure that the development of the new programs and the endorsement and approval sequences are rooted in real world research and teacher and student need (González, Moll, & Amanti, 2005). Second, the faculty teams at Northeastern Illinois University must work innovatively to identify new methods for delivering these programs to ensure that the maximum number of in-service teachers can avail themselves of opportunities to complete the necessary endorsements and/or approvals in BLBC and/or TESL, or complete additional coursework to earn an endorsement/MA in ENL while continuing to earn a living. Among the models to be considered are traditional courses delivered onsite, online or hybrid courses utilizing new technologies (Perraton & Creed, 2000), and focused workshops and other forms of high quality professional development opportunities reflecting an aligned system of state and federal English language proficiency standards leading to the achievement of university credit for regular classroom teacher.

(B) QUALITY OF PROJECT PERSONNEL.

ENLITEN will encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. First, NEIU will conduct all hiring in accordance with the Institution's Affirmative Action and Equal Opportunity guidelines, addressing employment practices. NEIU is an equal opportunity employer. Second, in order to attract candidates from traditionally underrepresented populations, NEIU will advertise in a variety of local publications, including

those read by traditionally underrepresented populations. Search and screen committees that are diversified by race, ethnicity, and sex will be established to review applications, interview candidates, and make hiring recommendations. The Affirmative Action Officer of NEIU will assess that a complete search has occurred before approving hiring recommendations.

(1) The qualifications of the project director. (5 points)

Project Director Gina Gamboa at 100% time will have full authority to recommend the hiring of staff consistent with NEIU regulations, authorize and monitor expenditures, and administer activities. She will report to the Director of the Chicago Teachers' Center and will be accountable to the Cross Program Leadership Team. ***Qualifications:*** Gamboa is currently the Manager of Bilingual Outreach for the Chicago Teachers' Center, an academic unit within NEIU's College of Education. She holds a M.Ed. in Bilingual Education from the University of Illinois-Chicago and has 20 years experience as a multi-disciplinary teacher at the elementary, secondary and university levels. Gamboa has designed and managed the development and implementation of five bilingual partnership grants involving schools, community agencies, universities, and the school district offices to address: teacher education, certification for paraprofessionals and holders of temporary certifications, sustained professional development, whole school change and improvement initiatives. Notable among these are ACT4L, an innovative professional development program for teachers of English language learners funded by a DOE Training for All Teachers grant, and a successful Early Reading First grant *Roots of Language and Literacy*. Her professional practice centers on providing educational equity for language minority students across grade and developmental levels.

(2) The qualifications of key project personnel. (5 points-1.75 pages)

CAS Faculty Coordinator Lawrence N. Berlin, Ph.D. at 15% time overload and **COE Faculty Coordinator Joaquin Villegas, Ph.D. at 15% time overload** will organize and facilitate Curriculum Review & Development Teams to address updating existing courses and designing new programs. These teams will consist of appropriate faculty from the BLBC, TESL, and various teacher education programs as well as administrators or teachers from partner districts. ***Qualifications:*** **Berlin** is a Professor of TESL and Chair of the Department of Anthropology, Philosophy, and TESL in NEIU's College of Arts and Sciences. His experience at NEIU includes: leadership of grant programs supporting the success of ELs in postsecondary education; design of the Master of Arts Degree in Teaching English as a Second/Foreign Language, five upper level TESL courses, and a Minor in Interdisciplinary English Studies. His research interest is pragmatics, discourse, and English language learner issues. He presents frequently at local, national, and international conferences and is published widely. **Villegas** is an Associate Professor in the College of Education, Teacher Education Department. He is the Coordinator of the Bilingual/Bicultural (BLBC) elementary and master degree programs, as well as the advisor of the Master of Arts in Teaching for in-service teachers. His areas of research are teacher certification and teaching strategies for enhanced student comprehension and parental involvement in the education of their children.

BLBC/TESL Specialist at 100% time (TBA) will be hired upon funding to assist the Project Director and the Faculty Coordinators in the design, planning and implementation of the assessment and professional development program in partner schools and to support the faculty in their curriculum review and design work. ***Qualifications*** for this position will be a Masters

degree in Bilingual/Bicultural Education, TESL, or a related field; a minimum of five years teaching or program leadership experience in schools with large numbers of English learners; fluency in Spanish; and curriculum writing and program design experience.

External Evaluator Rita Brusca-Vega, Ed.D., will conduct the project evaluation with assistance from CTC's Director of Research and Evaluation. ***Qualifications:*** She is currently Associate Professor of Special Education at Purdue University Calumet. During her nearly thirty years of teaching and research in high education, Brusca-Vega has taught courses in the delivery of services and instruction to language minority students with disabilities, research methods, and second language literacy. She publishes regularly on adapting special education services for linguistically diverse students. Among other federally funded projects, she has authored and directed three OSEP personnel preparation projects to prepare teachers to serve ELs with disabilities at the graduate and undergraduate levels, including options for working paraprofessionals. Brusca-Vega is currently the co-chair of the State of Illinois Bilingual Special Education Subcommittee.

(C) QUALITY OF THE MANAGEMENT PLAN.

(1) The adequacy of the management plan to achieve the objectives on time and within budget.

Responsibilities. **A Cross-Program Leadership Team** (CPLT) consisting of the Project Director from CTC, the Deans of the Colleges of Education and Arts and Sciences, administrators and/or teachers representing the partner LEAs will oversee the implementation of project objectives and coordinate resource sharing among partners and programs. Representatives of the Illinois Board of Higher Education and the Illinois State Board of Education will be invited to join this group upon funding. The CPLT will develop an **annual workplan** each year of the grant period and monitor the implementation of that plan in bi-monthly meetings to ensure the accomplishment of project objectives on time and within budget. For effective administration, there will be a 100% time **Project Director** (PD) who will report to the CTC's Director and will be accountable to the CPLT. The PD will have full authority to recommend the hiring of staff consistent with NEIU regulations, authorize and monitor expenditures, and administer activities. The **two Faculty Coordinators (FCs),** one from the College of Education and one from the College of Arts and Sciences, will organize faculty from the BLBC, TESL, and various teacher education programs, as well as administrators or teachers from partner districts into Curriculum Review & Development Teams to update existing courses and design new programs. In Year 1, a 100% **BLBC/TESL Specialist (Spec)** will be hired to assist the PD and the Faculty Liaisons in the design, planning and implementation of the professional development program in partner schools as well as to support the faculty in their curriculum review and design work.

The evaluation process will be managed by CTC's Director of Research and Evaluation

(DRE) and an Evaluation Team (ET) consisting of the DRE, the **External Evaluator (EE)**, the Project Director, and the Faculty Coordinators. The Director of Research and Evaluation will chair the ET. Her leadership will ensure that data and documentation collected during the evaluation process will inform national as well as regional research agendas and best practices. The External Evaluator will ensure a project evaluation using best practices for BLBC/TESL programs and that project data is reported in an objective and comprehensive manner.

ENLITEN will be housed within the Chicago Teachers' Center (CTC), an academic outreach unit within NEIU's College of Education. CTC develops collaborative partnerships that engage the entire community in helping students to succeed academically and in life. Founded in 1978, with an annual budget of over $10 million, 80 full-time and over 200 part-time professional staff members, CTC creates and studies programs that translate visions for school improvement into concrete activities. This year CTC will serve over 20,000 students, their parents and teachers through federal, state, and privately funded programs.

A timeline of project activities, milestones and persons responsible follows.

How ENLITEN will meet each project objective by budget period.

In Year 1, upon funding, the Project Director will convene the Cross Program Leadership Team to develop the work plan in collaboration with the Faculty Coordinators. As part of this workplan, the search and screen process for the position of BLBC/TESL Specialist will be initiated so that hiring for this position can be completed in the fall of 2011. In November, the Faculty Coordinators will work with the Deans of the Colleges of Education and Arts and Sciences and various Department Chairs to engage appropriate faculty for the Curriculum Review & Development Teams. The first task of these teams will be to address

Objective 1 by examining the new requirements and standards for working with ELs, assessing the needs of the communities NEIU serves as they relate to ELs, and reviewing the courses in the endorsement and approval sequences for alignment with these findings.

By the middle of **Year 2,** recommendations for the integration of EL-related content will be completed and work on the curricula will begin on **the first outcome of Objective 1**. The CRDTs, with support from the Specialist, will then begin to write new content for the courses, completing the required updates in the Early Childhood program by the end of Year 2, the Secondary Program in Year 3 and the Elementary Program by Year 4, the **second, third and fourth outcomes of Objective 1**.

In Year 2, the CRDTs, under the direction of the Faculty Coordinators, will also begin to work on developing a sequence of courses for the new English as a New Language (ENL) endorsement/MA program **(Objective 3).** One of the key issues to be addressed is how this program and the ENL Masters Degree program will relate to the current BLBC programs, which reside in the College of Education, and the TESL programs, which reside in the College of Arts and Sciences. To pave the way for these larger discussions, the CRDTs will work first to resolve the issue of courses that the BLBC approval sequence and the TESL endorsement sequence could share but currently teach separately (**Objective 2**). This creates the need for our in-service teachers studying for both the BLBC approval and TESL endorsement at the same time to take essentially the same content twice. In most Illinois institutions, these courses are shared and count for both programs. The **first outcome of Objective 2** is to shorten the combined program by two courses and enroll the first cohort of ten in-service teachers in this streamlined sequence at the beginning of **Year 2**.

Timeline of Project Activities, Milestones and Persons Responsible

	Activities (#.#) and Milestones (M)	*Persons Responsible*	*Yr 1*	*Yr 2*	*Yr 3*	*Yr 4*	*Yr 5*
M	Organize CPLT to meet bi-monthly	PD	Oct				
M	Organize initial Curriculum Review & Development Teams	FCs	Nov				
M	Annual Workplan in place	CPLT, PD	Dec	Sep	Sep	Sep	Sep
M	Hire BLBC/TESL Specialist	PD	Fall				
1.1	Examine new requirements & standards	PD, FCs, CRDTs, Spec	X	X			
1.2	Assess needs/progress of school communities NEIU serves	PD, FCs, Spec	X	X	X	X	X
1.3	Develop best practice EL content for infusion in TED programs	FCs, CRDTs	X	X	X	X	
1.4	Review & change ECE, SED, Elem teacher preparation programs	FCs, CRDTs	X	X	X	X	
M	Early Childhood courses enhanced	FCs, CRDTs		X			
M	High School courses enhanced	FCs, CRDTs			X		
M	Elementary courses enhanced	FCs, CRDTs				X	
2.1-3	Streamline BLBC/TESL endorsements/approvals	FCs, CRDTs	X	X	X		
M	Enroll in-service teachers in redesigned BLBC/TESL	FCs		X	X	X	
3.1-3	Develop ENL endorsement/MA program	FCs, CRDTs	X	X	X		

M	Enroll graduate students in new ENL endorsement/MA program	FCs			X	X	
4.1	Align content BLBC Endorsement & TESL Approval courses	FCs, CRDTs	X				
M	Enroll in-service teachers in BLBC & TESL programs	PD, Spec		X	X	X	
4.2	Develop field-based model for ENL endorsement/MA program	FCs, CRDTs, Spec		X	X		
M	Teachers enrolled in field-based ENL MA program	PD, Spec				X	X
4.4	Develop in-service PD options connected to cert/degree programs	Spec, CRDT	X	X	X	X	X
M	In-service professional development offered in partner districts	Spec, Faculty	X	X	X	X	X
M	Submit APR, Formative Evaluation Report	PD, EE	May	May	May	May	May
M	Submit Formative Evaluation Report to CPLT	EE, ET					
M	Submit Final Report	PD, EE					Sep
M	Submit Summative Evaluation Report	EE, ET					Sep

KEY: *Program Director (PD); Faculty Coordinators (FCs); Cross Program Leadership Team (CPLT); BLBC/TESL Specialist (Spec); Curriculum Review & Development Teams (CRDTs), Evaluation Team (ET); External Evaluator (EE).*

In Year 3, the focus is on obtaining approvals for the ENL endorsement/MA program so that 10 in-service students can be enrolled beginning second semester. The CRDTs will also be completing the course sequence for the ENL Master Program (**Objective 3**) and readying it for the approval process in Year 4. A second cohort of 10 in-service teachers will also enroll in the streamlined BLBC/TESL sequence. We will also approach additional suburban Chicago districts with large enrollments of ELs, perhaps in Elgin and Waukegan, to assess their needs and interests in ENLITEN's field-based endorsement and degree programs as well as professional development options tied to them.

In Year 4, we hope to have field-based model for the ENL endorsement/MA ready for the enrollment of a cohort of 10 in-service teachers onsite, the second outcome of Objective 4. Our experience with this will inform the offering of a field-based model for the ENL MA so that a graduate cohort of 10 teachers can be enrolled during Year 5, **the third outcome of Objective 4.** In Year 4, we also add a third cohort in the BLBC/TESL sequence, this time field-based in one of our partner districts. The work of the CRDTs winds down in Years 4 and 5 with only two additional faculty working with the Faculty Coordinators on the final approvals and institutionalization of our work**, the second outcomes of Objective 2 and 3**.

In Year 5, we will focus on supporting our cohorts to finish their work during the grant period and institutionalizing the coursework we have developed and for which we have obtained approvals, per **outcome three of Objective 3**. We will also be collecting data for a Summative Evaluation so that we can share and disseminate results with colleagues, at conferences, and in juried publications. This plan for meeting project objectives is presented graphically in the project's Logic Model, which is included in the Evaluation Plan.

(2) The extent to which the time commitments are appropriate and adequate. (5 points)

The time commitments of the Project Director at 100% time and the other key personnel [two Faculty Coordinators at 15% time (a total of 30% time), the BLBC/TESL Specialist at 100%, and the Evaluator at 20% time] **total 2.5 full-time equivalents.** A 40% time Accounting/Administrative Clerk will support the project. This is adequate to manage the project, facilitate the review of existing courses and design new endorsement and masters programs, direct the provision of education services and support for 60 participants enrolled in coursework, and support the evaluation plan over the five years of the grant. In addition BLBC, TESL, and Teacher Education faculty (i.e., Early Childhood and/or Elementary) will commit a total of 960 hours each year in Years 1 and 2, 600 hours in Year 3, and 240 hours each year in Years 4 and 5 to work on Curriculum Review & Development Teams. Teachers and administrators from partner districts will also regularly provide input to these teams. NEIU's experience developing curriculum and CTC's 32 years experience providing educational services for teachers, administrators, students and parents in schools and districts support this level of commitment as appropriate and adequate to meet project objectives.

(D) QUALITY OF THE PROJECT EVALUATION

E.1 Program evaluation methods are thorough, feasible, and appropriate

ENLITEN will undertake a re-design of graduate programs for teachers of ELs, based upon an evaluation of teachers' instructional practice related to teacher preparation programs, and examining links between strengths and weaknesses in instructional practice and features of the preparation programs. ENLITEN will produce cohorts of in-service teachers with preparation to

provide effective instruction for ELs, through completion of the re-designed graduate programs.

ENLITEN's evaluation methods are thorough because measures are aligned to project objectives, and organized with short, medium, and long-range outcomes. The evaluation methods are feasible because they include student data collection methods currently in operation at the schools, and rubrics to be created for the alignment of instructional needs with state and NBPTS standards and course syllabi. For qualitative measures, evaluation methods build upon strong partnership programs sustained by NEIU CTC, the Colleges of Education and Arts and Sciences, and partner schools through various projects supporting comprehensive improvement. The evaluation methods are appropriate to the goals because they assure the relevance of project activities to needs assessed in school contexts, and provide for evaluating the impact of the project on instructional practice as measured by student data.

Data agreements specific to ENLITEN will be created with the partner school districts, which will allow student level data to be shared with the project for evaluation purposes. These data sets, to be used by the evaluation team, will include standardized assessments of student achievement, and project-level information from surveys, interviews, and focus groups, with teachers, administrators, NEIU faculty, students and parents, and including the leadership capacity of grant teachers and professional development staff. The External Evaluator will assist the ET in the analysis of data, and in the preparation of an annual report to the Department of Education, as well as other reports to other entities.

E.2 Evaluation methods use objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. ENLITEN includes a formative and summative evaluation focused on the

effectiveness of the newly designed BLBC/TESL/ENL teacher preparation programs and their outcomes. ENLITEN's provision for evaluation supports rigorous evaluation using quantitative and qualitative measures including the CIPP Evaluation Model, and records of in-service teacher participation and completion rates aligned to analysis of student data to determine the ability of project activities to improve the effectiveness of teaching and its impact on overall student achievement through the alignment of instructional practices and professional development to the NBPTS English as a New Language Standards.

At each of 3 levels, early childhood, elementary and high school, the project will work with partner schools to collect and analyze standardized literacy and level readiness assessments and assessment practices in the process of identifying priority needs for teacher education, certification and professional development programs. In addition, ENLITEN will collect pre, mid and post data using adapted versions of the US DOE LIEP (Language Instruction Educational Program) protocols for assessing overall impact of project activities within specific school contexts. Program specialists and faculty will provide support sessions for teachers as they interpret and address individual and classroom and context data, in turn helping to inform the knowledge and professional development needs necessary to improve EL student outcomes. Activities support the effective implementation of these data-informed decisions.

E.3 Evaluation methods provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Qualitative project evaluation will be conducted utilizing the CIPP Evaluation Model, a well-known and widely used model in program evaluation (Stufflebeam, 2002). This model matches the nature of the project, meets the stated criteria for evaluation, and can be easily

adapted to meet the specific needs of the project. CIPP, or Context, Input, Process, and Product Evaluation, emphasizes a multimodal, comprehensive measurement approach that is used to provide strong formative assessment data and summative evaluation. The value of a program, including its merit (excellence), worth (excellence and utility), probity (adherence to standards), and significance (reach, importance and visibility), is to be explored and evaluated.

Context evaluation refers to assessing the needs and opportunities related to the project that will help establish and assess goals. Within context evaluation, needs, assets, and problems within a defined environment are considered. Big picture contexts are considered, such as state changes in teacher certification and decreases in educational funding, as well as smaller picture contexts, such as the desires of bilingual parents in a particular school or district and the capacity of the university to provide distance education.

Input evaluation refers to assessing alternative approaches and budgets to help guide and assess planning. Competing strategies are considered in relation to work plans and budgets to promote efficiency and good decision-making. What are other institutions doing to address the issue? What various approaches have been tried? Who are the people who might provide insights? What does the research report? What are the benefits and risks if a particular plan is put in place? After exploring alternatives, informed decisions are made.

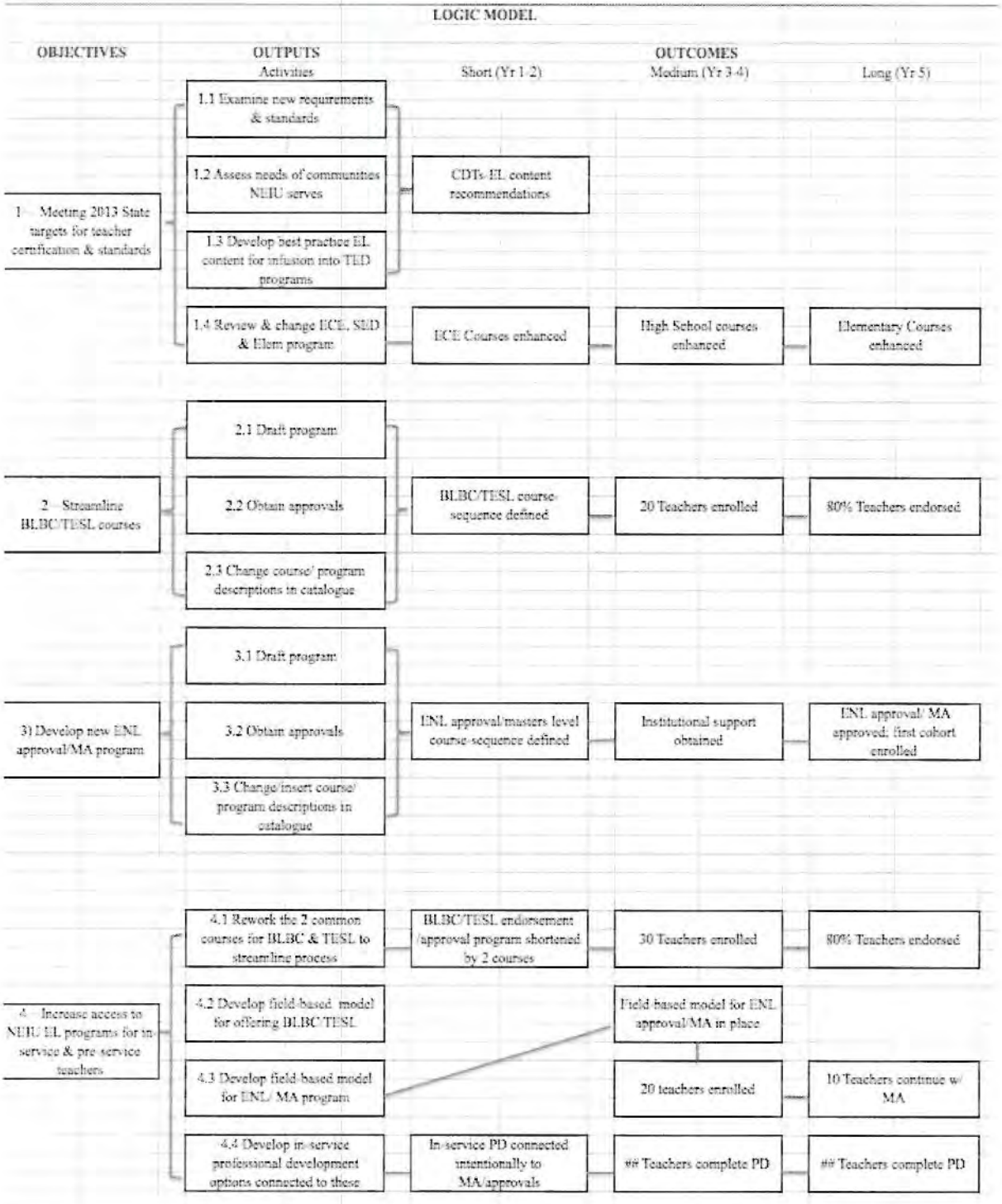
Process evaluation refers to assessing implementation to help guide efforts and interpret outcomes. This type of evaluation monitors, documents, and assesses program activities. In process evaluation, audiovisual, narrative and other documentation of events may be collected. Records of activities, problems, finances, and allocations are kept and inspected. Periodic reports on evaluation findings are provided and discussed by internal and external stakeholders.

Product Evaluation refers to assessing the outcomes of the project to help promote and document success. This part of the evaluation is divided into four parts:

- **Impact:** how well the project reached its target audience,
- **Effectiveness**: extent of quality and significant outcomes,
- **Sustainability:** the extent to which the program's contributions are successfully institutionalized and maintained over time; and
- **Transportability:** how well the project has or could be adapted or applied by others.

Product evaluation activities include periodic stakeholder interviews; follow-up studies of target population; in-depth case studies of selected beneficiaries; comparisons to similar programs; development of long-term plan for periodic institutional follow-up; interviews of staff representing accrediting or other supervisory agencies.

The following figures and tables, show how each of the project's objectives will be assessed. First, the reader is provided with the logic model used to develop the overall components of the project (See Figure 1). Then, the reader is provided with the evaluation plan for each project objective with measureable outputs and data collection plans.


LOGIC MODEL
OBJECTIVES
OUTPUTS
Activities
OUTCOMES
Short (Yr 1-2)
Medium (Yr 3-4)
Long (Yr 5)
1 Meeting 2013 State targets for teacher certification & standards
1.1 Examine new requirements & standards
1.2 Assess needs of communities NEIU serves
1.3 Develop best practice EL content for infusion into TED programs
CDTs EL content recommendations
1.4 Review & change ECE, SED & Elem program
ECE Courses enhanced
High School courses enhanced
Elementary Courses enhanced
2 Streamline BLBC/TESL courses
2.1 Draft program
2.2 Obtain approvals
2.3 Change course/ program descriptions in catalogue
BLBC/TESL course sequence defined
20 Teachers enrolled
80% Teachers endorsed
3) Develop new ENL approval/MA program
3.1 Draft program
3.2 Obtain approvals
3.3 Change/insert course/ program descriptions in catalogue
ENL approval/masters level course sequence defined
Institutional support obtained
ENL approval/ MA approved; first cohort enrolled
4 Increase access to NEIU EL programs for in service & pre service teachers
4.1 Rework the 2 common courses for BLBC & TESL to streamline process
BLBC/TESL endorsement /approval program shortened by 2 courses
30 Teachers enrolled
80% Teachers endorsed
4.2 Develop field based model for offering BLBC/TESL
Field based model for ENL approval/MA in place
4.3 Develop field based model for ENL/ MA program
20 teachers enrolled
10 Teachers continue w/ MA
4.4 Develop in service professional development options connected to these
In service PD connected intentionally to MA/approvals
Teachers complete PD
Teachers complete PD

Outcomes	*Measurable Outputs*	*Data source and Collection*
Objective 1: Ensuring that NEIU's teacher preparation programs meet the exigencies of Illinois' 2013 target for the implementation of new standards in Pre-K through 12.		
Outcome 1: ENL standards and assessments embedded into early childhood, elementary and secondary education teacher education courses.	• Faculty teams will develop rubrics to evaluate existing courses and propose necessary changes to align to new 2013 standards. • Course revisions presented and approved by the Faculty Council	• Rubrics and recommendations collected from 3 faculty teams (early childhood, elementary, high school) by Fall, 2012 • Syllabi collected and record of approval process by Spring, 2013.
Objective 2: Developing new streamlined endorsements and approvals in BLBC and TESL at Northeastern Illinois University		
Outcome 2: Streamlined BLCB/TESL endorsement/approval program offered to in-service teachers.	• Revised syllabi and course sequence for parallel BLBC/TESL endorsement/approval	• Meeting schedule and agenda for faculty collaboration, monthly from Fall 2011- Summer 2013. • Drafts and revisions showing alignment of course content.

Outcomes	*Measurable Outputs*	*Data source and Collection*
Objective 3: Developing a new teacher endorsement at Northeastern Illinois University in English as a New Language (ENL) leading to an MA		
Outcome 3: New ENL endorsement program leading to new ENL M.A.	• Course syllabi for the required 24-32 hour sequence, aligned to performance level "3" of NBPTS • Approval of program by ISBE and IBHE.	• Course syllabi and program sequence proposals by Year 3 • Record of approval and program offering
Objective 4: Increasing access to EL programs for in-service classroom teachers through the integration of innovative delivery models which take advantage of modern technologies		
Outcome 4: 50 in-service teachers enroll and complete approval endorsement/MA sequences in BLBC / TESL and/or ENL	• Percentage of in-service teachers who complete program in BLBC/TESL or ENL • According to GPRA Measures 1.5, 1.6	• Enrollment records, transcripts • Coaching records of teacher practice

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Project Narrative

Other Narrative

Attachment 1:
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