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Project Abstract

Name of IHE: University of North Carolina at Wilmington
Title of the Program: Educating Language Minority Students (ELMS)
Consortia Partners: UNCW, New Hanover County Schools, Brunswick County Schools, Duplin County Schools, Pender County Schools

Project Description

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

The project would have three tracks that focus on introducing content area teachers to the field of ESL and providing information about how to work more effectively with English language learners (ELLs) and ESL professionals in their districts. The first track would focus on providing preservice teachers the opportunity to complete their ESL add-on licensure. The second track would focus on providing inservice content area teachers with the equivalent of one college course in ESL preparation, and the final track would focus on providing inservice content area teachers a minimal level of preparation (10 hours) to help them collaborate with ESL teachers at their schools. The ELMS project would provide funds for tuition, fees, and books. Finally, the ELMS project would design two final products, an observation instrument and ESL preparation standards for inservice content area teachers.

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

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

Program Objectives: The ELMS project seeks to…

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

Educating Language Minority Students

University of North Carolina Wilmington

Introduction

Educating Language Minority Students (ELMS) is dedicated to the core idea that all teachers are responsible for the education of English learners (ELs). The ELMS project focuses on providing professional development for inservice and preservice content area teachers so that they will be better prepared to improve academic outcomes for ELs in their classes. The ELMS project also seeks to develop ESL preparation criteria for inservice content area teachers that can be used in future professional development projects, and an observation instrument that will be used in the mainstream classroom. The ELMS project will have aspects that serve the entire state, but the project will operate primarily in coastal North Carolina in Pender, New Hanover, Duplin, and Brunswick Counties.

Need for the project

According to the most recent census data, Latinos are the fastest growing population in North Carolina, accounting for 8.4% of the state's total population, a growth rate of 111% since the previous census (Ostendorff, 2011). Along with that rise in the number of Latinos in the state is an equally large rise in the number of English language learners (ELs). According to the Office of English Language Acquisition (OELA), the number of ELs in the state increased by almost 270% between the 1997-1998 and 2007-2008 school years. In fact, the number of ELs in the state has increased substantially each year with the exception of 2009-2010, at the beginning of the national economic downturn.

Despite the increase in the number of ELs in the state, their performance in the state assessment system continues to lag behind their native English speaking peers. According to the North Carolina Department of Public Instruction, in the school year 2008-2009, only 38% of the Limited English Proficient (LEP) students in grades 3-8 scored at or above proficiency on the state reading assessment. In comparison, 71% of the state's native English speaking population scored at or above proficiency on the same assessment. In the 2009-2010 school year, the results were similar with 37% of the state's LEP population scoring at or above reading proficiency and 74% of the state's native English speaking population scoring at that same level. In a recent report (Whittenberg, 2011), it was found that North Carolina does not do an adequate job of educating ELs. According to the report put out by the North Carolina Justice Center, ELs have not met Adequate Yearly Progress (AYP) in grades 3 through 8 in all but two years. ELs in grade 10 have never met AYP, and Latino high school students in general exhibited the lowest graduation rate of all the racial subgroups in the state in 2010. Given the current economic crisis in North Carolina, funding for English as a Second Language (ESL) programs continues to be cut. In 2010, funding for ESL programs was cut by 10% and there are equivalent, additional cuts proposed in the proposed budget for the upcoming fiscal year. Of the four counties highlighted in the ELMS project, three are considered rural with growing ELL populations. Between 2002 and 2010, the slowest growing county still had an ELL growth rate of 20%. The largest county, a suburban county, has had a growth rate of 51% since 2002. The other two counties have had growth rates of 60% and 38% since 2002.

Since the ELMS program is largely online, the program could potentially serve the entire state which has averaged a growth rate of 44% since 2002. Even though the state is expected to need to hire approximately 475 new ESL teachers over the next five years, during the past three

years all but one of the focus counties has seen severe cuts in the number of ESL teachers they are able to employ. By the next school year (2011-2012), Pender County will have cut their ESL staff by 47%. Both Brunswick and New Hanover counties will have been cut 20%, leaving Brunswick County with a student to ESL teacher ratio of 77:1 and serving an area that is approximately 1,050 square miles. Given this severe reduction in the number of ESL teachers in the area, there is a great need to help mainstream teachers become better teachers of ELs.

County	Growth Rate since 2002	Budget Cuts
New Hanover County	51%	20% next year
Brunswick County	60%	20% next year
Pender County	20%	47% over the past 2 years
Duplin County	38%	Will hire 2 ESL teachers next year

Finally, an important part of the ELMS project is the development of ESL preparation criteria for K-12 mainstream teachers who are working with ELs in the content area classrooms. ELs spend the majority of their academic lives in mainstream classes with content area teachers, but as of now, there are no professional development criteria that would acknowledge the unique role of these teachers. They are not required to be certified in ESL, nor would that option be reasonable or feasible. However, when we provide professional development for this group there is little agreement on what constitutes a minimal level and an optimal level of preparation. The development of ESL preparation criteria for this group would allow for a national baseline of professional development.

Project Design

The ELMS project is an expanded professional development project with five objectives and three different tiers of engagement.

- The first tier focuses on preservice teachers who will be eligible for the North Carolina ESL add-on license upon completion of the program.
- The second tier focuses on inservice mainstream content area teachers, specifically targeting the cooperating teachers who supervise preservice teachers at UNCW.
- The third tier provides a minimal level of professional development through an online format, providing participants with an introductory level of ESL preparation, emphasizing collaboration with ESL personnel on site.

The ELMS project would prioritize secondary level teachers in Science, Social Studies, and Mathematics areas. This level of professional development would provide the equivalent of one university course in ESL preparation and include topics such as cross-cultural communication, second language acquisition, curriculum adaptation, ESL methods, and assessment of ELs in the mainstream classroom. By focusing on the cooperating teachers that our preservice teachers work with we hope to create a community of learners (Lave & Wenger, 1991) in which preservice and inservice teachers scaffold their burgeoning knowledge of ELs and ESL accommodations in the mainstream classroom.

By providing a portion of the professional development on site we will attempt to create microcosms of situated learning that move the professional development beyond the confines of one classroom into the whole school. The third tier of professional development acknowledges that all inservice teachers are not able to participate in an extensive professional development experience.

In terms of geographic area, aspects of the ELMS project such as the third tier (10-hour professional development) would be accessible to all inservice content area teachers in the state and beyond. For the first and second tiers, the ELMS project would focus on a four-county area closest to UNCW with the most need regarding their EL students. In some cases that need is based on budget cuts that have been made to ESL teacher services, and in other cases, the need has been based on the student: teacher ratio on the district.

ELMS Project Professional Development			
	Tier 1	**Tier 2**	**Tier 3**
Target Population	Preservice Teachers	Inservice Teachers	Inservice Teachers
Delivery Method	Hybrid (online/traditional classes	Hybrid (online/face to face workshops once a month on site	Online
Number of Hours	6 university courses (360 contact hours and 50 field experience hours)	1 university course (60 contact hours and 10 field experience hours)	10 contact hours
Service Area	UNCW students	Pender, Brunswick, New Hanover, and Duplin Counties	North Carolina
Projected final outcome	Add-on certification in ESL—fully	ESL prepared content area	Informed inservice content area

	certified as ESL teachers	inservice teachers who are able to appropriately adapt instruction for ELs and work effectively with the ESL teacher on site, potentially as co-teachers	teachers and paraprofessionals who are able to work effectively with the ESL teacher on site.

What is effective professional development?

The ELMS project would operate under the following three assumptions. The first assumption is that professional development must be situated in the community (Brown, Collins & Duguid, 1989) and includes legitimate peripheral participation (Lave & Wenger, 1991). According to Brown and colleagues (1989), embedding learning in authentic situations is essential to the acquisition of knowledge so that instructional practices are not just acquired but applied within appropriate contexts. The ELMS project would include online and on site instruction that would take advantage of participants' experiences in their own classrooms. For preservice teachers, the ELMS project would include a minimum of 50 hours of field experiences with inservice teachers who are either working with the ELMS project or have completed some ESL preparation. All participants in Tiers 1 and 2 would be required to participant in field experience hours that would be completed with ELs in the K-12 classrooms.

Inservice teachers involved in Tier 2 would be encouraged to work with ELs currently in their classrooms.

The second assumption is that quality professional development must address not only issues of instructional practice but also issues related to teachers' attitudes and beliefs about ELs. Hollins and Guzman (2005), among others, make the point that preservice teachers' attitudes, beliefs, and dispositions have a great impact on their interpretation of information garnered during teacher education programs and, eventually, on the kind of teachers they become. As preservice teachers become enculturated into the school context it is also important to address the attitudes and beliefs of their teacher mentors. The ELMS project includes extensive field experiences with multiple opportunities for reflection that can help scaffold participants.

The third and final assumption is that professional development must impact student learning. Guskey (2000) writes that staff development is useless if it does not have a positive impact on student learning. He wrote, "Simply doing more of the same old stuff, however, is not necessarily better." (Guskey, 1999, p.11) It is essential that we pinpoint the professional development practices that improve student learning. Hence, the ELMS project will have as a major focus the development of criteria related to ESL preparation for K-12 mainstream teachers and as a result of the criteria development, the development of an observation instrument that would focus on the effective implementation of best practices for ELs in the mainstream.

Proposed ELMS Impact

	Participants completing ESL Add-on License	**Participants completing 3-credit hour course**	**Participants completing 10-hour PD**
Year One	0	80	80

Year Two	40	80	80
Year Three	40	80	80
Year Four	40	80	80
Year Five	40	80	80
Total	**160**	**400**	**400**

What is effective professional development for ESL?

In the past decade there has been quite a bit on interest in developing professional development for inservice teachers who work with ELs in K-12 schools. Burbank and Kauchak (2003) recommended collaborative action research as a method of professional development that successfully partners preservice and inservice teachers to collaborate on action research projects. According to the authors, in the past professional development has taken place in isolation. Pappamihiel, Al Otaiba, and Hudson (2011) wrote that when working with content area teachers who are being prepared to work with culturally diverse learners, it is essential to scaffold the process. The program that they developed for Special Education preservice teachers emphasized a scaffolded program that led teachers through several layers of understanding:

1. knowledge about evidence-based instructional practices,
2. understanding of the craft of teaching,
3. problem-solving within a variety of contexts and environments, and
4. advocacy for culturally and linguistically diverse learners.

The ELMS project will embed professional development for inservice and preservice teachers within the school community, partnering teachers across and within content areas to take advantage of collaborative relationships in addition to pairing preservice and inservice teachers in order to provide scaffolding for all four levels. One of the main issues when providing professional development for both inservice and preservice content area teachers is the pragmatic acceptance that, for the most part, they are not being prepared to be fully accredited ESL teachers, and that their developing expertise will not replace the ESL teacher. However, we do hope to provide content area teachers with the knowledge and skills necessary to adapt instruction for ELs and to collaborate with the ESL teacher in a more effective way. Hence, collaboration as part of the professional development process is essential.

The content of effective ESL professional development has also been tangentially addressed previously. In the 1990s, Florida entered into a Consent Decree that began the most extensive ESL professional development program to date. The Consent Decree mandated that all primary language providers, inservice and preservice both, complete the state requirements for the Florida ESL endorsement, an add-on license. Non-primary language providers (mathematics, science, social studies, etc.) took the equivalent of one university course (60 contact hours) in ESL preparation. The professional development that was subsequently developed and delivered in Florida included several main topic areas including cross-cultural communication, linguistics, ESL methods and curriculum adaptation, and ESL assessment.

These same topics are reflected in many books that focus on preparing content area teachers and ESL (Ariza, 2010; Colombo & Furbush, 2009; Diaz-Rico & Weed, 2010; Echevarria, Vogt, & Short, 2008; Gonzalez, Yawkey, & Minaya-Rowe, 2006; Herrera & Murry, 2011; Reiss, 2012). At the heart of many texts designed to prepare both preservice and inservice

content area teachers to work with ELs is a progression from knowledge of ELs, to knowledge of language acquisition to knowledge of how to adapt instruction for ELs. Each of these aspects builds upon the other. The ELMS project uses this work as a springboard to develop criteria that could drive professional development at all levels and in a variety of content areas.

Goals and objectives

The ELMS project has the following goals and objectives that drive the program. The majority of the program would be provided in a hybrid model, combining quality online instruction with face to face meetings.

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

Program Objectives and Timelines: The ELMS program seeks to…

1. Increase the number preservice teachers completing the ESL add-on certification to 40 teachers in each year of the grant.

Year One	Recruit preservice teachers (freshman and sophomores) who are interested in completing their ESL add-on licenses as part of their major studies. Focus on Elementary and Special Education majors.
Year Two	Begin coursework for the first cohort. Begin recruitment for cohort 2. The first cohort could finish their coursework by the end of this year and take the Praxis II in ESL.
Years Three-Five	Continue recruitment and coursework with participants taking the Praxis II in ESL upon completion of coursework.

2. Increase the number of inservice teachers with 60 hours (3 hours of university credit or 6 Certification Renewal Units) of ESL professional development to 80 teachers in each year of the grant.

Year One	Recruit inservice teachers through our partnership with the PDS office, focusing on inservice teachers who work with our preservice teachers, especially in STEM areas. Begin first cohort of 40 teachers.
Year Two	Provide professional development for 2 cohorts each year, one in spring and one in the fall. Begin observations in the classrooms of program completers.
Years Three-Five	Continue with two cohorts each year. Continue with observations in the classrooms of program completers.

3. Increase the number of in-service teachers with 10 hours of professional development (1 Certification Renewal Unit of credit) to 400 by the end of the grant period.

Year One	Pilot test 10-hour professional development unit. Evaluate pilot testing period, make necessary alterations and prepare for full cohorts. This program is expected to accommodate approximately 50 inservice teachers in Year One.
Years Two-Five	After the initial piloting and reevaluation phase, this professional development unit is expected to accommodate approximately 100 inservice teachers each year of the grant period.

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

a. Develop an observation form that can be used with preservice and inservice content area teachers working with ELs.

Years One-Two	ELMS team will work with inservice teachers participating in professional development.
Years Three-Five	Observe and interview inservice program completers to determine best practices for inservice content area teacher who work with ELs.
Year Five	Pilot test observation instrument with inservice and preservice teachers in actual classrooms.

5. Examine impact of ESL preparation on teaching practices of inservice teachers

a. In collaboration with TESOL, develop ESL preparation criteria for K-12 content area teachers.

Years One-Two	Research current iterations of professional development for inservice teachers who work with ELs.
Years Two-Four	Develop and field test criteria for ESL preparation for content area inservice teachers, focusing on mathematics and science (non-primary language providers).
Year Five	Pilot test criteria for ESL preparation for content area inservice teachers, focusing on authentic classroom application.

Objective One: Increase the number preservice teachers completing the ESL add-on certification to 40 teachers in each year of the grant.

The ELMS project would provide financial support for Elementary Education majors to integrate the ESL add-on license into their undergraduate programs of study. Because the coursework for the ESL add-on license is currently offered in online and hybrid formats UNCW is able to offer this program to preservice teachers in a wide geographic area. According to a US Department of Education report (DOE, 2010), 45% of Title III subgrantees in the state were identified as having missed their AMAOs (Annual Measureable Achievement Objectives) for at least 2 consecutive years. According to Capps, Fix, Murray, Ost, Passel, and Herwantoro (2005), over half of all ELs are in elementary schools where early ESL intervention can hold the most promise for successful academic outcomes.

The ELMS project targets preservice teachers who will be future elementary school teachers in hopes of concentrating ESL preparation in the earliest grades where knowledge of appropriate instructional accommodations could potentially have a significant impact. While it is critical that all teachers be prepared to work with ELs, by focusing on future elementary school teachers the ELMS project strives to develop more positive overall school environment. The majority of elementary level ELs in the state receive their ESL services through pull-out programs, which has been shown by Thomas and Collier (1999) to be one of the least effective of all ESL programs.

The ELMS project curriculum will follow UNCW's state-approved ESL add-on licensure program. This add-on program is comprised of 6 university courses that include topics such as advocacy, policy and culture; second language acquisition and theory; ESL methods and assessment; linguistics and language analysis; grammar and language structure; and ESL assessment, including program assessment, proficiency assessment, and instructional assessment. The program includes 50 hours of field experience, beginning in the first class and ending in the

last class. Hence, participants will be placed with ELs throughout the program, scaffolding their growing expertise and reflecting at each level.

The UNCW ESL add-on program was designed five years ago with the collaboration of over eight counties in our area, each of whom sent a representative to the university for several planning meetings. These meetings were essential in the conceptualization of the program. One example of an outcome of this collaboration was the inclusion of a course specifically related to grammar and the structure of the English language. Our area stakeholders considered the inclusion of this subject matter an important element in the development of a quality ESL teacher. Even though no other program in the state requires a grammar course, UNCW requires each program participant to take a course in the structure of the English language in addition to a linguistics course to complete the ESL add-on licensure program. This collaboration continues years later, and representatives from the surrounding counties are members of the UNCW ESL Committee, which meets once a year to review the program and make any necessary revisions.

This objective relates to GPRA Measure 1.5 that increases the number of program completers who are state licensed in ESL as a direct result of the program. By recruiting 40 preservice teachers each year to add the ESL add-on license to their Elementary licenses, the ELMS project will increase the number of ESL licensed teachers in the state by 160 teachers, where they are needed most. This objective also serves GPRA 1.2 that applies to preservice program completers who are working with ELs within one year of program completion. While we do not have reliable data on the number of UNCW graduates who serve ELs in their first year of teaching, based on the EL demographics in our state, it is likely that the majority of our graduates do serve ELs in the first year of teaching. The ELMS project will track this information as program completers move into their full time teaching careers. This data would

also apply to GPRA measure 1.3 that tracks program completers three years past their graduation.

Objective Two: Increase the number of inservice teachers with 60 hours (3 hours of university credit or 6 Certification Renewal Units) of ESL professional development to 80 teachers in each year of the grant.

The second objective addresses the needs of inservice teachers who are working with ELs in the schools currently. North Carolina does not require inservice teachers to have any preparation in working with ELs. Hence many inservice teachers have little or no preparation to work with this group of learners, especially in the rural counties where tight budgets often limit professional development. To attain this objective, we will work with districts to provide a hybrid model professional development class that is the equivalent of one semester long university course (3 credit hours). We will also offer a certification renewal credit option (CEUs) for teachers who do not want the university credit. In this hybrid model, teachers will meet face to face once a month for a 6 hour workshop in their districts in addition to the online requirements.

The online portion of the professional development will focus on the enhancement of knowledge and skills including topics not just related to ESL methodology and assessment but also cross-cultural communication, second language acquisition, and co-teaching. The face to face portion of the professional development would be delivered on site in target schools across our focus counties.

Additionally, participants would be required to participate in 10 hours of field experience with ELs, preferably in their own classrooms. In this way, the ELMS project will create a more grounded, classroom-centered experience that supplements the online portion of the professional

development. Teachers will have the opportunity to share experiences, resources, and content expertise, making the professional development more reflective. Participants will be challenged to examine the methods they find useful and determine why they are useful for ELs.

In the past, online classes have been criticized for being isolating and focusing too much on knowledge and comprehension level concepts and skills. However, UNCW's experience with teaching such courses online has given it an edge in making sure that these courses are able to develop a sense of community among learners and critical thinking, with the face to face sessions greatly contributing to these essential factors. As previously mentioned our goals are to move participants through a developmental model that includes knowledge of the content, knowledge of the teaching expertise necessary to implement the content, knowledge of problem-solving with ELs and a more developed sense of advocacy for ELs in their schools.

Objective two also addresses GPRA measure 1.6. By improving the instructional capabilities of our inservice teachers we hope to improve academic achievement for all our ELs and native English speakers as well.

Objective Three: Increase the number of in-service teachers with an introductory level professional development (Certification Renewal Unit of credit) to 400 by the end of the grant period.

Our third objective represents the final layer of ESL preparation and is intended for inservice teachers who do not have the time or inclination to devote a full semester to ESL preparation. As previously mentioned, in North Carolina we have no requirement that inservice teachers take any professional development to prepare them to work with ELs despite the fact that North Carolina has had one of the fastest growing ESL populations in the most recent decade. At the same time, teachers who are currently certified can take the Praxis II in ESL, and

if they pass be recognized as fully ESL certified by the state with no preparation in ESL concepts and skills. It is the desire of the ELMS project is to be both optimistic and pragmatic.

While we would be thrilled if inservice teachers completed all the coursework required for the ESL add-on, we realize this accomplishment is a heavy burden both in terms of time and money. Even the one-course professional development offered through Objective Two will not be appealing to some teachers who, as a result of recent budget cuts, are being asked yet again to do more with less. Hence, the ELMS project offers another, minimal solution.

UNCW collaborated this past year with our Professional Development Systems (PDS) office to develop a 10-hour professional development for inservice teachers that provides a minimal level of ESL preparation. The 10-hour inservice is designed to introduce inservice teachers to culture, linguistics and curriculum adaptation through a case-study approach. In each module, participants are introduced to a fictional EL based that is based on many ELs across the state. The participant moves through the unit, which is monitored by UNCW personnel, completing self-paced and self-directed activities and assessments based on the module topic using the case study EL as a point of reference.

The main goal of the online professional development is to provide the inservice teacher with enough information, knowledge and skills to effectively work with the ESL teachers in the school or district. This completely online professional development has not been field-tested but would be in the first semester of the ELMS project implementation. While we do not consider this level of professional development ideal, it would partially address issues related to GPRA measure 1.6 and GPRA measure 1.4 for paraprofessionals who complete the online unit.

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

a. *Develop an observation form that can be used with preservice teachers working with ELs.*

Objective Four addresses the critical partnerships between preservice and inservice teachers. Currently the Secondary Education program at UNCW requires their undergraduates to take a course in ESL preparation. This course (ESL Topics for Secondary Educators) requires a field experience in which the preservice teachers work closely with content area inservice teachers that have ELs in their classrooms. While we greatly value these partnerships, it is almost impossible to place our preservice teachers will inservice master teachers who are prepared to work with ELs. In the past, this unfortunate situation has sometimes led to our preservice teachers being discouraged or forbidden to implement ESL appropriate accommodations in their partnership classrooms.

The ELMs project seeks to alleviate this issue by targeting our cooperating inservice teachers, especially in the areas of science, mathematics and social studies where the teachers are traditionally considered non-primary language providers. By prioritizing the inservice teachers who work directly with our preservice teachers the ELMS project hopes to create an instructional scaffolding loop that involves both the university preservice teacher education programs and the inservice teacher support system. Not only does this new system bring more stakeholders into the conversations about appropriate instruction for ELs in the classroom, but it also involves the content area university professors who are providing content area methods classes.

In addition to the cooperating inservice teachers that work with our UNCW preservice teachers, the ELMS project will also prioritize inservice teachers in schools with high EL populations, especially in those counties that have seen the largest cuts in ESL resources. The final product of Objective Four would be the development of an observation instrument that can

be effectively implemented in the mainstream classroom not only with our preservice teachers as they move through their content area student teaching semester, but also used by others when observing inservice teachers who work with ELs in their content area classrooms.

Objective Five: Examine impact of ESL preparation on teaching effectives of inservice teachers In collaboration with TESOL, develop ESL preparation criteria for K-12 content area teachers.

Professional development for all teachers is essential. However, that professional development is rarely connected to a consistent set of criteria that is related to teacher development rather than the English language proficiency associated with ELs themselves. North Carolina is part of the World Class Instructional Design & Assessment (WIDA) consortium and has adopted SIOP (Sheltered Instruction Observational Instrument) as its official professional development model for content area teachers. However, SIOP is often not enough to ensure that inservice content area teachers will be well-versed in ESL concepts and skills, nor that they will be able to manipulate the information they have learned in a variety of different contexts. Because SIOP training is based on methods instead of criteria, it does not always result in deeper levels of understanding that would allow for critical thinking about and around the methods being recommended. Additionally, while SIOP is the professional development model of choice for North Carolina, there is not a national set of recommendations that states can follow when providing quality professional development for their inservice and newly minted teachers.

WIDA has developed the CLIMBS program that addresses professional development for content area teachers and English language proficiency standards (CAN-DO descriptors) for ELs in content area classes. However, the CLIMBS program represents, as does SIOP, a professional development model, and does not tie their model to any criteria for inservice content area teachers. Florida has developed ESL Performance Standards for preservice teachers who will

become primary language providers, but these standards focus primarily on preservice teachers (as opposed to inservice teachers) and no not distinguish between preservice teachers who will become primary language providers and those who will not.

This issue has yet to be addressed by any one group nationally, but ideally should be addressed by the TESOL (Teachers of English to Speakers of Other Languages) organization. Just as ITSE (International Society for Technology in Education) has established technology standards for classroom teachers integrating technology in their classrooms TESOL can help lead the way in establishing recommendations for professional development criteria for inservice content area teachers. When groups develop national recommended criteria, they must be flexible enough to take into account different contexts, especially in ESL where program models vary widely according to state needs. By recommending criteria for inservice content area teachers we can, as a field, help to define a baseline level of knowledge for inservice content area teachers within different issues of how these are effectively integrated into classrooms containing ELs and native-English speakers.

The final product of Objective Five would be the development of ESL preparation criteria for inservice content area teachers. The ELMS project would develop such criteria in collaboration with an Advisory Committee consisting of five ESL experts from around the country and a group of local content area experts familiar with ESL issues. This collaboration allows a true space for content area experts, bringing other stakeholders into the discussion. This unique level of collaboration allows opportunities for content area expertise to be married to ESL concepts and skills in new, hopefully, more effective ways.

Personnel

Principal Investigator: Dr. N. Eleni Pappamihiel has extensive experience in providing professional development and teaching courses that focus on building expertise among content area teachers who work with ESL students. In the past five years alone, she has provided over twelve professional development workshops on topics related to ESL in the content classroom. She has not only taught classes that provide ESL preparation for content area teachers for over 12 years, but she has also developed over eight courses related to this topic at both the undergraduate and graduate levels. She has also been heavily involved in providing professional development at the district level for schools in Florida, Texas, and North Carolina. She has completed research and published on topics related to preservice content area teacher beliefs about ELs and how content area teachers can improve academic outcomes for ELs in their classes. Dr. Pappamihiel will teach courses related to the ELMS project and supervise data collection and analysis. She will also supervise the development of ESL preparation criteria for content area teachers.

Dr. Pappamihiel has seasoned knowledge in the application and assessment of standards. As an NCATE reviewer for the past 10 years, she has been a reviewer, lead reviewer, and auditor, assessing ESL teacher preparation programs across the country. Additionally, she served as a program evaluator for the state of Florida when the state mandated ESL preparation for all content area teachers.

Project Director: This position will be filled as a post-doc position advertised for someone with a doctorate (or ABD status) in ESL/Bilingual Education or related field. The person in this position will be responsible for coordinating professional development services provided directly

to school districts. Every effort will be made to hire a minority in this position, preferably a Spanish-speaker who could communicate more effectively with members of the immigrant community.

Research Assistant: The person in this position will be responsible for data collection through survey collection, classroom observation, and interviews. The person in this position should have a master's degree and ESL certification. Every effort will be made to hire a minority in this position, preferably a Spanish-speaker who could communicate more effectively with members of the immigrant community.

Quality of Management Plan

The ELMS project is a collaborative effort that partners UNCW with the four closest districts, all of which have significant EL populations. These partners include New Hanover County (UNCW's home county), Pender County, Brunswick County and Duplin County. New Hanover County is a suburban county, and Pender, Brunswick, and Duplin Counties are all rural counties with areas of high poverty. Duplin County is the only county not facing severe cuts to their ESL personnel in the coming year, and that has more to do with the large number of ELs in the district; twenty-two percent of the county is Latino or of Latino descent. UNCW has long-standing relationships with these counties and has collaborated on many issues and projects. Dr. Pappamihiel has collaborated with all of these counties, providing professional development and pro bono consulting services to each.

Upon approval of the ELMS project, we will contact each partner to meet together and discuss responsibilities and firm time lines for accomplishment of each objective. Partner districts will be responsible for targeting inservice teachers and schools for professional

development. As the project matures, partner schools will also be responsible for helping the ELMS project collect data. It will be expected that each district appoint an ELMS liaison. It is most likely that this person will be the ESL Lead Teacher for each district.

The ELMS project would also partner with our own PDS office on campus. UNCW has an award-winning Professional Development System University-School Partnership. The Watson School of Education Professional Development System (PDS) partnership serves a twelve county region (including Department of Defense) and two charter schools in southeastern North Carolina. The partnership is extensive in that it collaborates with districts in placing student interns, providing critical professional development, developing research, designing grants and initiatives, helping redesign the teacher education programs, building quality teaching capacity, valuing reciprocity, engaging in reflective practice and building a community of learners. There are approximately 2000 partnership teachers, trained as cognitive coaches, in over 125 schools within the partnership. The PDS offers classroom teachers, principals, superintendents, district-level leaders, preservice teachers, and university faculty opportunities to participate in cutting-edge professional development. There are several centers of research and development on the UNCW campus, including an instructional lab, science and math center, and the Assistive Technology Demonstration and Lending Site.

The ELMS project would work collaboratively with the UNCW PDS office to coordinate the professional development provided to inservice teachers. The ELMS Project Director will be housed in the PDS office but will work full-time on the ELMS project. The Research Assistants (2) and Graduate Assistants (1.5) will be housed in the PDS office as well to provide additional support to the Project Director. Graduate assistants will be housed in the same building and work part time (20 hours per week) on the ELMS project. Responsibilities for the Project Director

would include day-to-day administration the ELMS project, coordination of data collection, and management of the professional development provided to inservice content area teachers. Data analysis and final products would be done collaboratively by the Project Director and Dr. Pappamihiel. The Research Assistant would be responsible for data collection and general administrative tasks. Finally, the two graduate assistants would maintain websites, participant/student records, and communication among partnership schools/districts.

Dr. Pappamihiel will devote a significant percentage of her teaching load to the ELMS project and act in a supervisory role in directing the ELMS project in collaboration with the Project Director. In the first semester of the ELMS project implementation Dr. Pappamihiel will take a course-release in order to devote time and energy to administrative support and program development. Her responsibilities would include mentoring and guidance for the newly hired Project Director and Research Assistant. In the final two years of the project, Dr. Pappamihiel will supervise the data analysis, reporting, and finalization of ESL preparation criteria for mainstream content area teachers.

A final product of the ELMS project will be the development of criteria related to the ESL preparation of inservice content area teachers. Data will be collected during the first years of the project through classroom observations and surveys of inservice teachers. Additionally, the ELMS project will employ an Advisory Committee comprised of five experts from around the country who have extensive experience providing professional development for inservice teachers and local content area experts.

The goal of the development of these criteria is to provide two levels of recommended ESL preparation for inservice content area teachers, one minimal level and one master level. In

other words, what is the minimal level of ESL preparation that inservice content area teachers should attain, and what is the ideal level of ESL preparation that inservice content area teachers should master to effectively work with ELs in mainstream classroom? As a result of the development of the criteria for ESL preparation for inservice content area teachers, the ELMS project will also design a classroom observation instrument specifically designed for mainstream teachers in a variety of content areas. The Advisory Committee will provide input in Years 2-3 of the ELMS project and help to finalize a set of criteria in Years 4-5. In Year 5 of the ELMS project the Advisory Committee will come together in a 2-day conference to finalize the criteria and classroom observation instrument.

Recruitment and retention of participants

The ELMS project will recruit participants in a variety of ways. Preservice teachers will be recruited as sophomores, before they enter the Watson School of Education at UNCW. The project director will use our university advising center to identify pre-education majors, specifically targeting minority students in that group. The ELMS project will also partner with the university Latino mentoring program to target high achieving Latino students who express interest in become preservice teachers.

Inservice teachers will be recruited through our Office of Clinical Experiences and PDS office. The ELMS project will target inservice teachers in the K-12 grade levels that are currently working with the preservice teachers at UNCW in our four focus counties. If there are remaining slots open in that year's programs, we will recruit inservice teachers at participating schools, targeting schools where we are already working with an existing group of teachers. Again, the desire of the ELMS project is to create larger communities of practice where teachers

can scaffold and support each other. This will be especially important when the professional development goes out into the community for face to face sessions.

The ELMS project will provide funding for tuition, fees, and books for participants. In return participants will be required to participate in research related to the ELMS project. For inservice teachers this research would be related to the development of an observation instrument and ESL preparation criteria for content area teachers. The ELMS project personnel would spend time in teachers' classroom observing their instructional practices, complete surveys and interviews with the teachers and interview the teachers. For preservice teachers, the research expectation would involve participating in interviews and surveys in addition to observations of their field experience interactions with their cooperating teachers. Both preservice and inservice teachers participating in the ELMS project would be expected to maintain contact with ELMS project personnel in order to satisfy GPRA measure evaluations.

Quality of Project Evaluation

The ELMS project will have both formative and summative evaluation points that address not only the ELMS project objectives but also the quality of the professional development being offered to both preservice and inservice teachers and how well the project is meeting participant needs.

In terms of assessing the quality of the professional development programs, formative evaluation will take place at quarterly points through the five years of the project. This evaluation will include examination of participant work, surveys completed at the beginning, middle, and end of courses.

Participant work will be compared with rubrics developed for each major assignment in each course. For example, as part of the linguistics courses for preservice teacher, participants must complete a language analysis project. Data from these assignments will be collected and compared to the rubric developed for that assignment, targeting assignments that meet, exceed and do not meet expectations. An important aspect of the formative evaluation in the preservice teacher program (Tier 1—Objective One) will include how participant knowledge is scaffolded throughout the courses and the program as a whole. Formative evaluation for Tiers 2 and 3 (Objectives 2 and 3), the inservice teacher evaluation will be much more participant-centered with the teachers themselves playing an active role in evaluating the program at beginning, middle and end points.

Summative data on program quality will be collected through the use of final grades, interviews with participants, and examinations of participant work. At the end of the ESL program, preservice teachers will complete the Praxis II for ESL, which is the North Carolina teachers' exam. This score will become a summative evaluation point. An important summative evaluation data point for inservice teachers will be end-of-course interviews with participants. Dr. Nutta, the external evaluator, will be asked to review final reports of both summative and formative evaluations and will be an active participant in end-of-program interviews.

Each of the assessment for the ELMS project has been carefully matched to each objective and based in a measureable outcome. The ELMS project will collect data on participants as courses and online units are completed. Yearly reports on GPRA measures will be generated at the end of each year of the project.

Assessment of objectives

The assessment for the ELMS project is based in outcome-based measures. Objective One will be measured by collecting data on the number of preservice teachers who complete the program successfully and pass the Praxis II in ESL. Objective Two will be assessed by collecting data on the number of inservice teachers who complete the ESL professional development course with a grade of 'B' or higher.

Objective Three will be measured by collecting data on the number of inservice teachers who complete the 10-hour online professional development. Because this self-contained professional development is set up as a pass/no pass evaluation, there are no final grades for this online course. The success of the 10-hour online professional development will be determined by a careful examination of participant work (pass/no pass) and the results of an end-of-course survey completed by participants. Natural points of assessment will be the termination of courses and workshops. However, mid-term/mid-program evaluations will take place as well. At these points, participant progress to that point will be assessed, and anonymous participant feedback will be evaluated.

Objective Four will be assessed by collecting data about the successful use of the observation instrument developed for use in classrooms with ELs. Observation, survey, and interview data will be collected to inform the research team about the success of this objective. The ELMS research team will observe inservice teacher classes and survey participants, collecting data on effective, efficient and feasible ESL strategies for content areas. The most important component of this evaluation will be the observations done in teachers' classrooms where the research team hopes to see ESL strategies implemented. Interviews will be conducted

as well to gather inservice teachers' reflections. Research questions asked will include, "When preservice teachers are paired with ESL-prepared inservice teachers, is there an increase in the quantity/quality of ESL appropriate methods/assessments integrated into the classroom?", and "When the observation instrument is implemented when working with preservice and inservice teachers, is there a more consistent implementation of ESL appropriate methods and assessment in classrooms with ELs?"

Objective Five will be assessed by collecting data from several points. The ELMS research team will conduct extensive observations and interviews that involve the inservice program completers. The goal of these interviews and observations is to develop a list of ESL appropriate strategies that are considered most effective, efficient, and feasible in different content areas. This list will be cross-walked with current research that has been conducted in these content areas. Throughout this process, the Advisory Committee would provide feedback on the data being gathered. Finally, the Advisory Committee will examine and finalize a set of ESL preparation criteria for inservice content area teachers. Unfortunately, there will not be time within the grant period to fully vet the criteria in the classroom, but the ELMS project will field test the criteria in the last year of the grant period. Second, the ELMS project will present the draft criteria to TESOL International for examination and criticism. This evaluation by TESOL will be considered the final assessment for the ESL preparation criteria for inservice content area teachers.

External Evaluator: Dr. Joyce Nutta will be contracted to perform external evaluations twice a year. Not only will Dr. Nutta complete reviews of documents and reports, but in the initial years, this evaluation will include meetings with stakeholders in the districts that are being served by the ELMS project and meetings with preservice teachers who are participants in the ELMS

project. Dr. Nutta will review biannual reports and drafts of final yearly reports. In the later years of the ELMS project, Dr. Nutta will also review progress toward criteria development, interview stakeholders and graduates of the ELMS program, past reports and drafts of final year-end reports. On a yearly basis, Dr. Nutta will review the ELMS project's progress toward the achievement of goals and objectives. Dr. Nutta is well-qualified to act as external reviewer. She has received over $3,000,000 in external research and training grants. In addition, she is the developer of the ESOL Tapestry website, which is dedicated to providing ESL professional development and funded by past NPD grants. Dr. Nutta was involved in a significant portion of the professional development designed and implemented in Florida following the Consent Decree. Her experience as both a professional development expert and evaluator will be invaluable to the ELMS project.

Competitive Priorities

Our application fulfills the Competitive Preference Priority 1: Novice Applicant. The ELMS project addresses many of the competitive priorities for the NPD grant. UNCW has never received a National Professional Development grant before, nor have we been a partner with any other LEA for an NPD grant. We also meet Competitive Priority 2: Enabling more data-based decision making. The ELMS project would allow for more data-based decision making by developing ESL preparation criteria for inservice teachers. Districts could use this information to develop further professional development or identify strengths and weaknesses of their current faculty. Preservice teacher programs could use the new criteria to develop their own courses that are designed for content area teachers working with ELs. Finally, we will be targeting our inservice teachers who are currently working with our preservice teachers in the STEM content

areas (mathematics and science), fulfilling the requirements Competitive Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.

In addition to the three competitive priorities addressed in the NPD grant, the ELMS program would address Invitational Priority 2: Improving Preparation for ALL Teachers to Better Serve English Learners. By focusing our efforts on different levels of professional development the ELMS project brings more interested participants in to the ESL professional development arena. We will be serving preservice teachers and inservice teachers in a manner that will flexible but rigorous. By serving inservice teachers with two levels of professional development (one university course or a 10-hour unit), we can serve more teachers and serve their needs better. And by offering hybrid and completely online options, there is flexibility built into the system. We will focus our professional development efforts in schools, targeting a significant number of teachers at the school willing and able to participant in the professional development. UNCW has identified several schools in each county in which we place preservice teachers. By targeting these schools that have significant numbers of ELs, we will create a community of practice within the school and reach a tipping point of EL awareness in the school.

Conclusions

As previously mentioned the ELMS project is based on a philosophy that all children have the right to an appropriate education. In the past, mainstream inservice teachers have been unaware of the needs of ELs in their classrooms, not because they intend to be but because they are not prepared to work with them. Often the response to this situation has been lackluster professional development that has resulted in the learned assumption that appropriate instruction for ELs is simply 'good teaching'. While ESL and Bilingual Education professionals have

sought to dispel this myth, some professional development providers have, in their quest to convince content area teachers that they can accomplish quality instruction for ELs, oversimplified ESL concepts and skills.

The ELMS project seeks to provide collaborative professional development that is reflective and on-going. We hope to contextualize ESL concepts, skills, and methods within a familiar environment. In this way, we hope to create communities of practice that learn the concepts (knowledge about evidence-based practices), practice the pedagogy (understanding of the craft of teaching), reflect on the interaction of theory and practice (problem-solving), and become advocates for ELs in their schools. As a result of the ELMS project we hope to develop a system of well-qualified inservice content area teachers that can collaborate more effectively with ESL teachers on site and through the districts, especially as North Carolina moves closer to a co-teaching model. We hope to finish the grant period with a cadre of potential mentors and e-mentors who can work effectively with their content area colleagues who have not had any professional development in working with ELs.

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