U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
CFDA # 84.365Z
PR/Award # T365Z110200
Grants.gov Tracking#: GRANT10865403

Closing Date: MAY 09, 2011

National Professional Development Program

Project Abstract

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

Title of the Program: Improving Practice Through Teacher Action Research

Partners:

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

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

The proposed project is a logical extension of two previous ESL NPD grant projects at Penn State Harrisburg. The most recent project, currently in its penultimate year, moved the four courses in an ESL certificate program from the first project to an on-line environment, thereby expanding the geographic scope of the project. The current project also includes an optional "leadership" course in which the candidates complete and report on the results of an action research project. The proposed new project will take the action research component from this fifth course and infuse it throughout the first four courses in the sequence, the courses required to earn the Pennsylvania Department of Education ESL Program Specialist certification endorsement. The fifth course then will focus on the dissemination of teacher action research in working with ELLs through state/national conference presentations and publications. This new direction strengthens the linkage between research and best practice in ESL.

The specific goals, objectives and measureable outcomes of the proposed project are:

Goal 1: To identify and recruit PreK-12 mainstream/content area teachers from low-performing LEAs with high concentrations of ELLs, based upon State AYP and AMAO measures, as well as teachers situated in rural or isolated areas with limited access to higher education and other professional development opportunities related to ESL.

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

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

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

Improving Practice Through Teacher Action Research

III. NARRATIVE

INTRODUCTION

The proposed project is a logical extension of two previous ESL NPD grant projects at Penn State Harrisburg. The most recent project, entering its final year, moved the four courses in an ESL certificate program from the first project to an on-line environment, thereby expanding the geographic scope of the project. This project also includes an optional final "leadership" course in which the candidates complete and report on the results of an action research project. The proposed new project will take the action research component from this fifth course and infuse it throughout the first four courses in the sequence, the courses required to earn the Pennsylvania Department of Education (PDE) English as a Second Language (ESL) Program Specialist certification endorsement. The fifth course then will focus on the dissemination of teacher action research in working with ELLs through state/national conference presentations and publications. In addition, the new project targets and offers funding to teachers in the content areas of science, technology, engineering and math (STEM), to increase their knowledge and to improve their practice as ESL educators. These new directions strengthen the linkage between research and best practices in ESL.

COMPETITION REQUIREMENTS

Competitive Priority

The proposed project meets Competitive Project Priority #2 in that it is designed to collect and analyze high-quality and timely data about the progress of the teacher participants, the achievement progress of the students in their classes, and the continuing work of the program completers. Competitive Project Priority #2 is also met through the teacher program participant outcomes in the improvement and implementation of instructional practices. Use of instructional

practices will be tracked and measured during the program through the study and implementation of teacher action research in the classrooms of the teacher participants.

The project provides a unique opportunity to respond to Competitive Preference Priority #3 by building and expanding upon the experience of previous and current ESL grant projects and to integrate its activities with two other educational outreach initiatives, detailed below, housed within the same organizational unit at the College.

The CAIMS Initiative. The Capital Area Institute for Mathematics and Science, a key institute located at Penn State Harrisburg, was established to provide leadership in improving mathematics and science education as a response to the national crisis in mathematics and science education. The mission of CAIMS is to improve teaching and learning at the pre-K through 16 levels in mathematics and science through the use of research-based materials and practices, with a primary emphasis on long-term, sustained professional development of teachers and administrators. Long-term programs for teachers are delivered through Mathematics and Science Leadership Academies, where participants focus on building skills and knowledge in curriculum development, assessment, and school leadership. Participants in these academies earn graduate credit that may be used to meet elective requirements in the master's degree in Teaching and Curriculum program. Short-term programs include a wide range of special topics workshops. Evaluation data have shown that districts using CAIMS services performed consistently better overall on international measures of mathematics and science understanding (TIMSS). CAIMS exemplifies Penn State's long history of community involvement, particularly in service to school districts, and possesses a proven record of fulfilling state and federal grant goals, objectives, and results.

SEPA CREST Program. The purpose of this NIH-funded program is to work with high school students *and* teachers as a team to encourage students to pursue careers in science, to build

teacher expertise in science content and pedagogy, and to provide information to the public on advances in clinical research. The team is engaged in a biomedical laboratory experience within an academic health science center — an experience that is rarely available to high school students or to teachers for professional development. Concurrently, teachers are steeped in pedagogical content, assessment strategies, and teacher action research through inquiry at the Summer Science Academies, along with research laboratory experiences at Penn State College of Medicine. These programs are delivered through a partnership among school districts, the Capital Area Institute for Mathematics and Science, and the biomedical faculty from the Penn State College of Medicine and the Milton S. Hershey Medical Center.

Integration of the Initiatives. Through the current ESL grant, curriculum-specific content strands have been developed and implemented in the ESL course sequence. One of these content strands is mathematics and science. Efforts will be made to aggressively recruit STEM teachers, for participation in this project. CAIMS and SEPA CREST will market the program and recruit teacher participants. In addition, CAIMS will provide a vehicle to disseminate action research findings from project STEM teachers to the larger mathematics and science education community through workshops, publications, and its web site.

PROJECT NEEDS

Overview of Needs and Issues: A National Perspective

The number of English Language Learners (ELLs) in pre-K-12 educational settings is continuing to grow across the United States, including in the Commonwealth of Pennsylvania. While pre-K-12 enrollments increased just 7% in 2008-09, the increase in ELL students nationwide reached 51% within the pre-K-12 population. Currently, well over 5,000,000 ELLs are enrolled in American public schools (NCELA, 2011). The growth is more dramatic at the

secondary level. Since 1997-98, the increase in middle school and high school ELLs exceeded 70%, while the overall student population increased only 17% (Kindler, 2002; Macias, 2000). Between 1979 and 2008, the number of school-age children (children ages 5-17) who spoke a language other than English at home increased from 3.8 to 10.9 million, or from 9 to 21% of the population in this age range. An increase (from 18 to 21%) was also evident during the more recent period of 2000 through 2008. After increasing from 3 to 6% between 1979 and 2000, the percentage of school-age children who spoke a language other than English at home and who spoke English with difficulty decreased to 5% in 2008 (National Center for Education Statistics, 2010). Projections for future student-age populations indicate that language minority students who speak a language other than English and/or those who have varying levels of language proficiency will comprise over 40% of pre-K-12 populations by 2030 (Thomas & Collier, 2001).

Research suggests that academic achievement within this rapidly growing segment of the school-age population lags behind their English-proficient counterparts. Perie, Grigg, and Donahue (2005) note that fewer than 5% of eighth-grade ELLs and just 20% of former ELL students obtained scores of proficient or advanced on the 2005 National Assessment for Educational Progress in reading, while their White counterparts scored significantly higher on these measures (Schneider, 2007). In addition, ELLs tend to score poorly on other standardized academic performance assessments (*The Hispanic Outlook for Higher Education*, 2007). Furthermore, over 40% of ELLs fail to complete high school, a percentage that is three times greater than their English-proficient peers (The National Center for Educational Statistics [NCES], 2004). NCES (2004) has also indicated, "If ELLs reported speaking English with difficulty on the 2000 U.S. Census, their likelihood of completing high school dropped to 18%" (p. 5). The low academic achievement levels of ELLs pose significant challenges for schools,

districts, and states as these students attempt to meet the requirements of No Child Left Behind (NCLB), which emphasizes measurable improvements in both academic content knowledge and English language proficiency. Secretary of Education Arne Duncan noted that Annual Yearly Progress (AYP) reporting, a requirement of NCLB, indicates that the increase in schools failing to reach their AYP goals continues to worsen, increasing another 5% in 2010-2011 and reaching 38% of schools (Education Week, 2011).

The impact of these failures presents additional funding challenges for school districts across the country. As with other sub-groups defined by NCLB, AYP measures the ELL subpopulation as a discrete group. These measures continue to demonstrate that students struggling with English are also struggling in the content areas of math and reading. Several factors can contribute to ELLs' low academic achievement, including limited English proficiency, a lack of understanding of American schooling, a lack of academic preparation, low literacy levels, and the difficult socio-cultural and psychosocial issues of childhood and adolescence. However, teachers' lack of knowledge about second language acquisition, literacy, and socio-cultural integration also places ELLs at risk for academic failure. A 1999-2000 Schools and Staffing Survey conducted by the Center for Educational Statistics indicates that of the 41% of teachers who taught ELLs, fewer than 13% had received 8 or more hours of training in ESL instruction in the last 3 years. In addition, more than 38% of public schools participating in the survey reported vacancies in ESL or bilingual education programs.

The survey findings also show that teachers reported feeling inadequate and ill prepared to foster English language acquisition, while at the same time teaching the content knowledge and skills that students need to learn. Clearly, teachers understand that ELLs who enter programs with minimal English language proficiency have to not only master course content but also

achieve academic English competency in order to negotiate course content. Achievement of academic English proficiency is especially challenging for ELLs for two primary reasons. First, reading becomes more demanding as texts use increasingly complex language and abstract concepts (Francis, 2005; Wolfe, 2004). Second, ELLs have fewer years to master the English language as compared to ELLs at the primary level (Short & Fitzsimmons, 2007), particularly considering that the achievement of academic English proficiency takes a minimum of 5 to 7 years (Cummins, 2000).

Several researchers address these ELLs' challenges and provide effective strategies to teach subject matter content while also accommodating the linguistic needs of ELLs (Boyle & Peregoy, 2005; Echevarria & Graves, 2007; Gibbons, 2002; Short & Fitzsimmons, 2007). These strategies include teaching phonological awareness and phonics, building comprehension of narrative and expository texts, and providing grammar instruction to support the development of writing skills. However, while special strategies for ESL instruction and assessment may be familiar to ESL teachers, they may be much less familiar or unknown to mainstream or content area teachers, who have increasing numbers of second language learners in their classrooms.

As mentioned previously, and supported by additional research, nearly half of all content teachers working with ELLs lack the necessary preparation in ESL instruction to effectively teach language literacy while also teaching subject matter content (Short & Fitzsimmons, 2007; Waxman, 2004). Many of these teachers graduated from teacher preparation programs that have not emphasized pedagogy and practices specifically focused on culturally and linguistically diverse learners nor on second language acquisition. Fewer than 20% of higher education institutions require mainstream (non-ESL) pre-service teachers to receive significant preparation to teach ELLs (Antunez & Menken, 2001).

Typically, in-service teacher ESL programs are presented via isolated workshops or short-term training sessions conducted by external consultants who present ideas out of context "in the manner of traveling salesmen" (Darling-Hammond, 1997, p. 35; Reeves, 2006). However, in order to serve ELL students effectively, in-service teachers must be provided with comprehensive, intensive, and substantive high-quality professional development programs. An ESL professional development program that provides a sequential foundation of theory and practice, as well as coaching and mentoring, allows teachers to engage in research-based and standards-based classroom and field experiences. In addition, it is crucial that an ESL program be cost-effective, timely, and easily accessible, if it is to reach wider audiences of teachers, particularly educators with multiple classes and course loads. Such successful professional development programs ensure long-term change within pre-K-12 settings and promote robust and continuous university-to-school partnerships (Barnet, 2002; Fu, 2003; Milambiling, 2002; Reeves, 2006; Schechter & Cummins, 2003).

Overview of Needs and Issues: The Commonwealth of Pennsylvania

During the 2007-08 academic year, there were 46,793 ELLs in Pennsylvania public schools, which indicates a growth rate of 115% for ELL students, compared with the growth rate in the overall student population in Pennsylvania pre-K-12 schools of -1% over a 10-year period (NCELA, 2011). This rate is even higher than the 10-year increase of 100% for ELLs from 1995 to 2005. While approximately 79% of Pennsylvania ELLs are from Spanish-speaking backgrounds, the ELL population is made up of students who speak up to 450 different languages, including Asian, Southeast Asian, and European languages. The second most common language is Vietnamese; the third is Hmong; the fourth is Chinese or Cantonese; and the fifth is Korean (Payan & Nettles, 2008).

To serve these students effectively, PDE mandated that ESL teachers in Pennsylvania complete specialized training to meet ESL Program Specialist certification requirements. In addition, new PDE teacher certificate guidelines (effective for those certified after August 2013) require all pre-service teachers to obtain significant training in Special Education and ESL prior to certification, totaling at least 360 hours of training. To serve ELLs in Pennsylvania effectively, it is critical that practicing teachers have substantial opportunities to obtain such training. Specifically, delivery must be structured so that learning opportunities are flexible and accessible, and field-based coaching and mentoring are available to provide guidance and support.

The current ESL Specialist and Leadership Certificate Program at Penn State Harrisburg, which has been funded through a U.S. Department of Education-Office of English Language Acquisition (OELA) grant under the National Professional Development Program (NPD) for 5 years, beginning in 2002, provides the approved ESL certification training mandated by PDE. The program consists of four 3-credit core courses focused on the foundations of ESL education: linguistics, language acquisition, ESL instruction, and assessment. These courses meet the approved guidelines for the ESL Program Specialist certificate from PDE and are linked to state and national standards. Eligible teachers have received grant funding for tuition and fees for these courses in the program. In addition, a fifth, optional, 3-credit course, ESL Leadership, Research, and Advocacy, is offered to provide teachers with the opportunity for teacher action research, field-based observation and mentoring, potential publications or professional presentations, and instructional leadership within their schools or districts.

Teachers who have enrolled in the program are either degree-seeking students in the master's degree in Teaching and Curriculum program or non-degree graduate applicants, based

upon their educational and professional needs and goals. Because the courses fulfill the elective requirements for the graduate program, teachers may select them as their program focus or transfer the credits into the graduate program at a later time. Specifically, Penn State University offers a formal option in the master's in Teaching and Curriculum degree program. An option is granted when a student completes 12 credits in a concentrated area of study. By formalizing the ESL courses into a master's degree option, students in the master's degree program will be encouraged to complete the ESL program. This option will increase the number of applicants to the ESL program, which, in turn, will train more teachers to work effectively with ELLs.

As noted, the ESL Specialist and Leadership Certificate Program has targeted ESL teachers across the Commonwealth of Pennsylvania who are faced with the challenges of serving ELLs in the mainstream classroom. In order to meet the existing professional development needs of a much larger contingency of content teachers, particularly those from low-performing intermediate units and school districts, as well as those situated in isolated areas of Pennsylvania, a much different service delivery model was developed. Funded by the current 5-year grant from the OELA through the NPD Program (beginning in 2007), the ESL program at Penn State Harrisburg converted the courses to an online presentation format and focused more specifically on secondary content teachers.

The rapid growth of the Internet has enabled distance education and changed the way we gather and share information, gain knowledge, do business, collaborate, design and deliver instruction (Diamond, 2005; Jones, Mally, Blevins, & Munroe, 2003; Lezburg, 2003; Sorcinelli, Austin, Eddy, & Beach, 2006; Swail, 2002). The availability of the Internet has produced creative uses of new technologies and changed classrooms, moving a growing percentage of instruction online (Lawler & King, 2000; Sorcinelli et al.). As of Fall 2006, almost 3.5 million

students were enrolled in at least one online course in an institution of higher education in the United States. This is more than double the number of student enrollees of 1.6 million in Fall 2002. Additionally, 11% of all United States higher education students took at least one online course in fall 2002, and this number increased to almost 20% by Fall 2006 (Allen & Seaman, 2003, 2007).

Current research has suggested that, among several professional development delivery models, online programming may have visible advantages because of its increased accessibility and reduced cost (Killion, 2000). The success of Penn State Harrisburg's online delivery method shows that accessibility to the programming has been of great interest for those teachers who live and work in remote areas of Pennsylvania. In addition, it has been advantageous for teachers whose personal and professional responsibilities preclude their ability to enroll in campus-based, face-to-face programs, and those who reside far from the Penn State Harrisburg campus. Maximized accessibility for teachers through online programming also reduces costs associated with training and learning, including travel to and from campus, and infrastructure costs that include parking and classroom use. In addition, online courses are often easier to modify with minimum cost after the initial course development, and are available for extended periods of time (Killion, 2000). Enrolled in online courses, students can meet fellow students from diverse geographic locations instead of being limited to a specific local area (Ko & Rossen, 2010).

The Secondary Content Online Preparation in ESL Program integrates online learning with coaching and mentoring. The program has utilized and benefited from ANGEL, the existing institution-wide course management system at Penn State University. Faculty and students use ANGEL for online teaching and learning, access to materials and resources, submission and review of assignments, assessment, and extensive online discussions throughout the five-course

program. In addition, Penn State Harrisburg participates in the e-Learning Cooperative, which is dedicated to the support, development, and promotion of online courses for the campus. Currently, while many ESL Program Specialist Certificate programs exist in Pennsylvania in the face-to-face format, PDE-credited and fully online programs for the certificate are nearly nonexistent in the Commonwealth. The existing ESL Specialist and Leadership SCOPE Program has built the capacity for current and future ESL programming to address the needs of school districts and educators across Pennsylvania.

The current grant has allowed the ESL Program at Penn State Harrisburg to enroll a total of 58 scholarship recipients during the first four years of the grant, with another 8 scholarship students beginning in the Summer of 2011. These scholarships have enabled teachers from 25 different school districts from across Pennsylvania to enroll and work toward their ESL certificate. The successful completion rate in the program for those receiving scholarships stands at 33 students, which is a 100% for students who have enrolled in the program, with one individual deceased. These individuals indicate, in the post-completion survey data that have been collected, that they are presently using the ESL knowledge, skills, and techniques in their classroom that were presented and learned about in the program. A much smaller number of unfunded teachers have enrolled in the program, with an 85% program completion rate.

These teachers have experienced the ESL Program at Penn State Harrisburg, which addresses the gaps in ESL professional development services for primary and secondary content area teachers by allowing them to complete the core requirements for the ESL Program Specialist Certificate from PDE, acquire the requisite knowledge and skills to teach subject matter content to ELLs, and engage in teacher inquiry as an approach to research and continuous assessment within the classroom setting. The program concentrates on current professional development

needs for content teachers working with ELLs and satisfies the following overall goals of the previously funded grant, as listed below:

- To provide and develop the foundational knowledge, skills, and dispositions related to language acquisition, literacy, and socio-cultural integration that content teachers need in order to work with ELLs in the educational environment;
- To use the online environment for instructional service delivery to expand access and flexibility for content teachers who may have multiple professional demands and may not have easy access to campus-based programs;
- To address core ESL teacher preparation requirements leading to the PDE-approved ESL Program Specialist Certificate;
- To integrate teacher inquiry into ESL content-instruction and leadership courses to provide data for continuous assessment and program improvement purposes and to build collaborative networks for mutual support and information-exchange; and
- To incorporate field-based coaching and mentoring of participants by ESL practitioners with expertise in the delivery of subject matter content to ELLs.

Success in the program has been measured through quantitative and qualitative data that have been collected throughout the grant period in the past four years and is proposed to continue with the new grant, as noted below. Quantitative data in the form of pre- and post-course inventories for each course demonstrate knowledge gained by the teachers in the program. These inventories will continue to be used in the next grant cycle, as they have been an effective measure of teachers' knowledge acquired in the program. Other quantitative measures that will continue to be utilized are the final grades for assignments and grading rubrics that allow for effective feedback for the teachers from their instructors. In addition, qualitative data have been collected

throughout the program in the form of written submissions and discussion forums in which teachers participate. This rich data source has also indicated teacher progress in learning and integrating the new knowledge into their classroom practice. While significant on its own, these data will be dramatically supplemented in the new grant project with the research data that will be collected throughout the program by the teachers themselves as they conduct their action research projects. Under the guidance of their instructors, the teachers will decide on whether to use quantitative methods, qualitative methods, or mixed methods, depending on the purposes of their individual projects.

PROJECT DESIGN

Project Goals and Objectives

The overall goal of this proposed project expands the existing goals and structure of the ESL Program at Penn State Harrisburg. In sum, the program will be extended to expand the role and impact of teacher action research in the ESL Program and include an increased focus on STEM teachers and the tracking of program participant and student progress. Details of the expanded goals will be explained in the sections that follow and include:

- To incorporate additional access to content area expertise for STEM teachers through scholarship preferences;
- To establish additional teacher action research components throughout the program;
- To disseminate findings from research projects to in-service teachers and faculty;
- To utilize teacher action research as a source of tracking program participant progress in improving instructional approaches and educational practices;
- To utilize teacher action research as a source of tracking ELL student progress and achievement in the classrooms of the program participants;

- To co-sponsor an annual symposium each November in Hershey, Pennsylvania, with the Pennsylvania Association for Supervision and Curriculum Development (PASCD), which will be a forum for the presentation of teacher action research projects by the students from each of the courses;
- To create web access of professional development modules for ESL teachers from across Pennsylvania to utilize as a potential source for satisfaction of the continuing education credits required by all PDE certified Pre-K-12 teachers and as a resource for the latest information on pedagogy-based teacher action research; and
- To cooperate with the CAIMS and the Science Education Research Award with the Collaborative Research Experiences for Students and Teachers program (SEPA CREST) through curriculum-specific content strands, which have been developed and implemented in the ESL course sequence.

The ESL Program will target in-service teachers, as they comprise the population with the greatest need and is the group identified by the OELA as a high priority. In addition, at the state level, as well as within the Teacher Education Unit at Penn State Harrisburg, Special Education and ESL training has been incorporated into the pre-service teacher preparation programs; thus, the greater need in Pennsylvania is to train in-service teachers.

In terms of the Government Performance and Results Act (GPRA) measures, the ESL Program will address: (1) The percentage of in-service teacher completers who are providing instructional services to limited English proficient students; and (2) the percentage of in-service teacher-completers who complete certification, licensure or endorsement requirements in LEP instruction as a result of the program.

The ESL Program will continue to be available to all pre-K-12 teachers in Pennsylvania who do not hold an ESL endorsement on their teaching certificate. Given the tuition and fee rates for Penn State University, as well as the limitations for grant funding, grant scholarships will be limited to specific participants, with special preference given to STEM teachers from low-performing school districts. Grant funding for scholarships is necessary to allow the maximum number of students to access the ESL training and education. In Pennsylvania, the current year's budget negotiations for 2011-12 are underway, but will assuredly include drastic cuts in educational funding, as indicated by the Pennsylvania Governor's budget proposal. This funding further reduces the limited resources that were available to teachers for professional development and continuing education purposes. The scholarship funding is a necessity to improve the ESL instruction in Pennsylvania. As noted above, the most success in enrolling and completing the program has been experienced by the scholarship-funded teachers in Penn State Harrisburg's ESL Program. Statewide marketing and recruitment of content teachers for the ESL Program will continue to be employed; however, only teachers who meet eligibility criteria will be funded through the grant. Other participants will be eligible to enter the program, as indicated above.

The grant will fund the selected teachers for EDUC 466 (Foundations of Teaching ESL), EDUC 467 (English Language Structure for ESL Teachers), EDUC 468 (Language Acquisition for ESL Teachers), EDUC 469 (Teaching ESL Methods and Assessment), and EDUC 475 (ESL Leadership, Research, and Advocacy). The current NPD grant for the ESL Specialist and Leadership Program has been able to fund all five courses for a limited number of eligible teachers and plans to continue funding the program with the new grant project.

Marketing and recruitment will continue to be conducted through Penn State Harrisburg and its website, the Pennsylvania Department of Education, participating LEAs, and professional

educational associations. It is anticipated that each course offered will have an enrollment of 20-25 students, including the 15 teachers selected for scholarships. Funding for tuition and fees will be prioritized for those teachers who are from low-performing LEAs and/or remote areas of the state. Seven cohorts of 15 teachers will be funded between Summer 2012 and Spring 2017 for a total of 105 scholarship-funded teachers. The process for the proposed funding of tuition and fees will be as follows:

- The ESL Program will fund a $2000 scholarship for up to 15 teachers who meet the established criteria for each of the courses: EDUC 466, EDUC 467, EDUC 468, and EDUC 469, and EDUC 475.
- Funding will be prioritized for STEM teachers in low-performing school districts and need based.

The ESL Program will be available for all teachers not holding the ESL Program Specialist Certificate, although, as noted, the number of teachers receiving scholarship support will be limited. Participants who complete four core ESL courses will be eligible to receive the ESL Program Specialist Certificate from PDE. Teachers also may opt to use these courses as elective credits for the master's in Teaching and Curriculum program at Penn State Harrisburg, as previously explained. In addition, teachers may enroll in these courses to meet Act 48 requirements of PDE for continuation of credentialing. Beginning July 1, 2000, Act 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every 5 years in order to maintain their certificates as active.

Performance Goals, Objectives, and Measurable Outcomes

Goal 1: To identify and recruit pre-K-12 mainstream/content area teachers from low-performing LEAs with high concentrations of ELLs, based upon State AYP and AMAO measures, as well as

teachers situated in rural or isolated areas with limited access to higher education and other professional development opportunities related to ESL.

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

Objective 1b: 20 to 25 teachers will enroll in each cohort, of whom 15 will be grant-eligible, and priority will be given to STEM teachers.

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

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

***Goal 3*:** To incorporate teacher action research into all courses so that teachers engage in field-based research experiences and continuous assessment practices with ELLs.

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

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

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

Objective 3d: Workshops and modules will be placed online in eLearning Connections for statewide access by teachers.

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

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

Goal 4: To provide online coaching and mentoring for all participants for continuous feedback and support to improve professional practice in working with ELLs.

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

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

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

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

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

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

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

Link to Research and Best Practices

The proposed ESL program is designed to integrate key elements of the research and best practices associated with ESL, content-area instruction, and teacher action research, in accordance with the goals of this National Professional Development Program grant. These include strategies such as: (1) the Integrated Language Teaching model (Enright & McCloskey, 1988), which promotes clear goals, realistic student expectations, a variety of interactive and culturally appropriate strategies, integrated subject matter, use of community resources, and teacher collaboration; (2) the Cognitive Academic Language Learning Approach (CALLA), promoted by Chamot and O'Malley (1986), which emphasizes a content-based curriculum, academic English language development, and explicit instruction of learning strategies; (3) the Sheltered Instruction Observation Protocol (SIOP), which integrates language and content objectives into subject matter using modified instruction in English (Echevarria, Vogt, & Short, 2004); and (4) teacher action research theory and practice, as detailed below. These and other models of ESL and content-area instruction provide a range of strategies that promote proficiency in academic English, critical thinking, interaction, proactive teacher action research in the classroom for improved educational practices and cultural experience and relevancy.

The four core courses in the ESL Program (EDUC 466, EDUC 467, EDUC 468, EDUC 469) will provide a foundational overview of key concepts and issues relevant to ESL theory and research, linguistics, language acquisition, instruction and assessment, and teacher action research. The revised EDUC 469-Teaching ESL Methods and Assessment course, with sections emphasizing content-area instruction in STEM, will introduce teachers to specific research and strategies related to ESL pedagogy and specific subject matter. Teachers will have an opportunity to fill a critical gap in their teacher preparation and become more cognizant of the

complex academic, linguistic, and sociocultural issues and challenges that ELLs face in their schooling. The EDUC 475-ESL Leadership, Research, and Advocacy course will provide teachers with field experiences where they can conduct research and experiment with some of the strategies they have learned, receive feedback and support from ESL experts, and share their findings with professional audiences.

An important component of this grant proposal is teacher action research, which is paramount to teachers' understanding of their practice *vís a vís* the knowledge, skills, and dispositions they will be acquiring as they complete the ESL program. Teacher action research is embedded in practice and, therefore, draws on techniques that are already part of a teacher's instructional repertoire: formative and summative assessments, anecdotal records, samples of student work, and lesson and unit plans, to name a few. In addition, teachers have become more knowledgeable in data analysis of standardized test scores, which have become a critical component of assessing student achievement and teacher/school effectiveness since NCLB (2001).

Although teacher action research is a component of our current program, the evaluation of our program shows that we need to be more systematic in incorporating it into each course in our program. For example, data from the most recent cohort of program completers surveys show that since graduating from the SCOPE program, one person (25%) has submitted a research article for possible publication, one person (25%) is working on a journal submission, and two persons (50%) were not familiar with this requirement. Three of the four persons (75%) indicated that they have provided mentoring/support to professional colleagues and conducted training sessions with professional colleagues using skills learned in the ESL certificate program, while the fourth person (25%) was unaware of these two requirements. All four individuals

reported that they had shared their research findings with other colleagues. Regarding local/state/national conference presentation, two persons (50%) had engaged in this activity, one person (25%) had not engaged in this activity, and one person (25%) was unfamiliar with this activity.

It is our goal that, after the teachers complete the program, they will be able to: (1) improve their own practice and record gains in student achievement through reading the extant literature and conducting their own research projects; (2) guide their own professional development by realizing their areas of need; and (3) lead public discourse in the challenges that ELL teachers face in the classroom. In the first course of the program sequence, the teachers will become familiar with the methodologies appropriate to conduct research in their classrooms. The teachers will learn how to formulate a research question, to examine the pertinent literature, and to collect and analyze both quantitative (e.g. pre- and post-test analysis and standardized test results) and qualitative data (e.g. teacher observation, teacher journal entries, and student artifacts). They will then conduct a research project that will enable them to formulate their own research questions and conduct the research in their classrooms. As they proceed through the courses, they will conduct research, questioning and examining discrete areas of ELL acquisition as apropos to the content being learned in a specific course. In addition, it is our expectation that the teachers will become more adept at forming a research question, collecting data from their classroom artifacts and practice, and analyzing these data in a systematic fashion to improve student achievement. They will also gain the confidence to examine their practice systematically instead of using the trial-and-error method teachers often employ.

An important goal for making teacher action research an ongoing component of each course is to investigate the benefits of teacher action research during the program and to

disseminate the results to state and national organizations. Lytle and Cochran-Smith (1992) write: "Teacher research is a way of generating both *local knowledge* and *public knowledge* about teaching; that is, knowledge developed and used by teachers for themselves and their immediate communities, as well as knowledge useful to the larger school and university communities" (466). To accomplish this goal, we have devised three ways to disseminate the teachers' research. First, we plan to add a link, "ESL Connections," to our ESL website. This link will be designated for dissemination of the teacher action research findings. The website is public, which will allow all interested to search this site. It is our goal that this site will give us national visibility as experts in ESL. Second, teachers whose written projects are exemplary will be asked to rewrite the project into a manuscript for a chosen publication. The PI, who has extensive experience as an journal co-editor and co-author of two books and numerous peer-reviewed journal articles, will assist those teachers in preparing the manuscript for publication. Third, teachers will be encouraged to present their research findings at local, state, and national conferences. Again, the PI will assist those teachers in writing proposals and, if accepted, preparing for the presentation. Fourth, we will sponsor a yearly ESL Symposium in conjunction with the PASCD (Pennsylvania Association for Supervision and Curriculum Development) Annual Conference. Since this conference draws teachers and administrators from across the state of Pennsylvania, our teachers will have the opportunity to present their research findings and propose more effective ways to instruct ELLs.

The PIs of this grant proposal plan to conduct research to examine the outcomes of rigorously implementing teacher action research in the program. Using the organizational questions previously examined by Ballenger and Rosebery (2003), we will focus our research on these three guiding questions: (1) What do teacher researchers do when they look at data? (2)

What role does their own learning play in the research they do? (3) How do they use academic research in their own studies? In addition, we will add this fourth question: Has student achievement improved by the systematic research conducted in classrooms during the course of completing the program?

All the courses will include opportunities for teacher action research that will begin with an introduction to the theory and practice of teacher action research. In EDUC 466, teachers will conduct small research projects that focus on diversity and equity issues in the ESL classroom. In EDUC 467, teachers will conduct an action research project based on techniques and approaches that can be used for linguistic improvements. In addition, teachers will present a workshop for pre-service teachers at Penn State Harrisburg to present the findings of their first two action research projects. In EDUC 468, teachers will complete an action research project focused on pedagogy. In EDUC 469 (which explores the use of multiple measures of assessment to evaluate academic achievement; the development and implementation of authentic assessment tools; and various approaches and challenges to classroom assessment) teachers will focus on preparing for an extensive teacher action research project in the fourth course, including the requisite IRB approval. In EDUC 475, the conclusion of the program, teachers will gather, analyze, and summarize their data into a research paper for potential publication, as well as develop either: a) a workshop training presentation for their school or district; or b) a draft of a conference proposal for a national, regional, or state conference. In addition, teachers will be offered the opportunity to submit proposals to the PASCD annual conference.

By conducting action research projects and subsequently disseminating the results of their research through professional development presentations and potential publications, candidates are expected to become instructional leaders in the ESL field. Teacher action research

has the potential to be an "important and practical way to engage teachers as consumers of research, as researchers of their own practice, as designers of their own professional development, and as informants to scholars and policy-makers regarding critical issues in the field" (O'Connell, 2009, p. 1882).

Impact on Teaching and Learning and Standards-Based Instruction

The core courses in the ESL Program, as well as the additional ESL content-instruction and leadership, research, and advocacy course, will reflect the state and national standards for teachers of ELLs. The five TESOL domains are reflected in the ESL Program coursework, as well as the PDE standards, which guide the program: (1) language; (2) culture; (3) planning, implementation, managing (content-based) instruction; (4) assessment; and (5) professionalism. Within the ESL courses, participants will be expected to connect their teaching practices to the PDE Language Proficiency Standards for K-12 (http://pde.state.pa.us), as well as the TESOL standards for both teachers and P-12 students (http://www.tesol.org).

Capacity Building

The ESL Program is intended to increase the number of STEM and other content teachers in Pennsylvania who possess the knowledge, skills, and dispositions necessary to effectively serve ELLs. As noted above, upon completing the sequence of coursework successfully, participants may apply for the Pennsylvania ESL Program Specialist Certificate. Also, given the new PDE regulations that pre-service teachers complete at least 360 hours of training in ESL and Special Education (as previously explained), teachers who successfully complete the ESL Program will possess the ESL training and capacity for ESL teaching that future teachers will be expected to obtain.

By completing the core requirements for the ESL Program Specialist Certificate, these teachers will also possess a number of college credits that may be transferred into graduate education programs and lead to professional advancement. Finally, the ESL Program will provide a model for professional training and research that strengthens collaborative efforts among Penn State Harrisburg, an institution of higher education (IHE), the PDE, and LEAs within the Commonwealth of Pennsylvania.

PERSONNEL

Diversity

Penn State Harrisburg faculty who will participate in the ESL Program represent a diverse spectrum in terms of race and ethnicity, nationality, age, gender, sexual identity, ability, and educational and professional experiences. These faculty members also possess a range of knowledge, expertise, and experience in terms of their educational discipline (ESL and literacy, science, mathematics, social studies) and in terms of interest areas (assessment, online education, recruitment and retention, outreach, mentoring, administration).

Qualifications of Principal Investigator

Dr. Denise G. Meister holds a Bachelor of Science degree and Pennsylvania teaching certification in English and Spanish. She also holds a Master of Arts degree in English and Spanish and a Ph. D. degree in Curriculum and Instruction with an emphasis on supervision. She taught English and Spanish in a public high school for 19 years, chairing the English and World Languages departments for 9 of those years. She currently is an associate professor of education at Penn State Harrisburg and coordinates both the secondary education and master's degree in Teaching and Curriculum programs. She has co-authored two books and has published more than 20 refereed articles in education journals.

Dr. Karin Sprow holds Bachelor's and Master's of Arts degrees in Spanish. She holds a second Master's of Arts degree in Teaching English as a Second Language and a doctorate degree in Adult Education. She has taught ESL for over 15 years. She has training, experience, and publications in both quantitative and qualitative research. She is currently the Assistant Project Director for the ESL SCOPE Program at Penn State Harrisburg, funded by the U.S. Department of Education, Office of English Language Acquisition.

Qualifications of Key Personnel

The Central Susquehanna Intermediate Unit Center for Schools and Communities, which has experience evaluating federal grants and has been the evaluator for the current ESL program, will collect, analyze, and interpret the data collected regarding teacher progress throughout the program. They will continue to assist with annual grant reporting and GPRA reporting.

MANAGEMENT PLAN

Links to Goals, Objectives, Responsibilities, Timelines, and Milestones

The management plan for the project delineates specific tasks and activities to be accomplished in order to meet the project and performance goals outlined above. In summary, the plan focuses on identification and recruitment of teachers, funding of participants, course delivery, teacher action research dissemination activities, program evaluation, and impact on teacher effectiveness.

Year	Marketing and Recruitment (Objectives 1a and 1b)	Course Delivery (Objectives 2, 3a, 3b, 3c, and 3d)	Dissemination (Objective 3e)	Evaluation (Objectives 4a, 5a, 5b, 6a, and 6b)
One	*Milestone: Two cohorts of 15 will be recruited and selected for scholarship support (Cohorts 1 and 2).* Responsibility: Co-PI Major Tasks: • Market program offerings to all LEAs through the Penn State Harrisburg marketing department, the Intermediate Unit Curriculum Directors, CAIMS and SEPA CREST • Review applications for program participation and scholarship support; select participants and recipients • Notify Cohorts 1 and 2 participants of selection and complete all necessary forms for registration into the program and courses	*Milestone: EDUC 466, 467 and 468 will be delivered to Cohorts 1 and 2.* Responsibility: Co-PI and Adjunct Faculty Major Tasks: • Schedule courses and faculty • Monitor implementation for program fidelity • Gather formative evaluation data for program improvement	*Milestone: Plans will be finalized with PASCD to include the ESL teacher action research-reporting symposium in its annual conference program; the design for the teacher action research dissemination on ESL Connections will be completed.* Responsibility: Co-PI; Web Designer Major Tasks: • Meet with PASCD Conference Chair and Executive Board; secure approval for proposed plan. • Issue call for proposals and complete peer review of proposals received • Meet with Web Designer to identify ESL Connections purpose; review proposed designs; select final design • Link CAIMS web site to ESL Connections	*Milestone: The evaluation activities identified in the evaluation plan for Year One will be carried out.* Responsibility: External Evaluator; Co-PI Major Tasks: • See evaluation section

Two	*Milestone: Two cohorts of 15 will be recruited and selected for scholarship support (Cohorts 3 and 4).* Responsibility: Co-PI Major Tasks: • Market program offerings to all LEAs through the Penn State Harrisburg marketing department, the Intermediate Unit Curriculum Directors, CAIMS and SEPA CREST • Review applications for program participation and scholarship support; select participants and recipients • Notify Cohorts 3 and 4 participants of selection and complete all necessary forms for registration into the program and courses	*Milestone: EDUC 469 and 475 will be delivered to Cohorts 1 and 2; EDUC 466, 467 and 468 will be delivered to Cohorts 3 and 4.* Responsibility: Co-PI and Adjunct Faculty Major Tasks: • Schedule courses and faculty • Monitor implementation for program fidelity • Gather formative evaluation data for program improvement	*Milestone: PASCD Conference presenters will be listed in the annual conference announcement booklet; the ESL Connections will be populated with presentations from Cohorts 1 and 2.* Responsibility: Co-PI; Web Designer Major Tasks: • Send presenter information to PASCD conference program committee; review program drafts; approve final program copy • Share teacher action research findings with Web Designer for inclusion in ESL Connections; approve final ESL Connections content for Cohorts 1 and 2	*Milestone: The evaluation activities identified in the evaluation plan for Year One will be carried out.* Responsibility: External Evaluator; Co-PI Major Tasks: • See evaluation section
Three	*Milestone: Two cohorts of*	*Milestone: EDUC 469 and*	*Milestone: The PASCD*	*Milestone: The evaluation*

	15 will be recruited and selected for scholarship support (Cohorts 5 and 6). Responsibility: Co-PI Major Tasks: • Market program offerings to all LEAs through the Penn State Harrisburg marketing department, the Intermediate Unit Curriculum Directors, CAIMS and SEPA CREST • Review applications for program participation and scholarship support; select participants and recipients • Notify Cohorts 5 and 6 participants of selection and complete all necessary forms for registration into the program and courses	*475 will be delivered to Cohorts 3 and 4; EDUC 466, 467 and 468 will be delivered to Cohorts 5 and 6.* Responsibility: Co-PI and Adjunct Faculty Major Tasks: • Schedule courses and faculty • Monitor implementation for program fidelity • Gather formative evaluation data for program improvement	*Conference will include the ESL teacher action research-reporting symposium with reports from Cohorts 1 and 2; ESL Connections will be populated with presentations from Cohorts 3 and 4.* Responsibility: Co-PI; Web Designer Major Tasks: • Provide travel support for Cohort 1 and 2 conference presenters; send presenter information to PASCD conference program committee; review program drafts; approve final program copy • Share teacher action research findings with Web Designer for inclusion in ESL Connections; approve final ESL Connections content for Cohorts 3 and 4	*activities identified in the evaluation plan for Year One will be carried out.* Responsibility: External Evaluator; Co-PI Major Tasks: • See evaluation section

Four	*Milestone: The final cohort of 15 will be recruited and selected for scholarship support (Cohort 7).* Responsibility: Co-PI Major Tasks: • Market program offerings to all LEAs through the Penn State Harrisburg marketing department, the Intermediate Unit Curriculum Directors, CAIMS and SEPA CREST • Review applications for program participation and scholarship support; select participants and recipients • Notify Cohort 7 participants of selection and complete all necessary forms for registration into the program and courses	*Milestone: EDUC 469 and 475 will be delivered to Cohorts 5 and 6; EDUC 466, 467 and 468 will be delivered to Cohort 7.* Responsibility: Co-PI and Adjunct Faculty Major Tasks: • Schedule courses and faculty • Monitor implementation for program fidelity • Gather formative evaluation data for program improvement	*Milestone: The PASCD Conference will include the ESL teacher action research-reporting symposium with reports from Cohorts 3 and 4; ESL Connections will be populated with presentations from Cohorts 5 and 6.* Responsibility: Co-PI: Web Designer Major Tasks: • Provide travel support for Cohort 3 and 4 conference presenters; send presenter information to PASCD conference program committee; review program drafts; approve final program copy • Share teacher action research findings with Web Designer for inclusion in ESL Connections; approve	*Milestone: The evaluation activities identified in the evaluation plan for Year One will be carried out.* Responsibility: External Evaluator; Co-PI Major Tasks: • See evaluation section

			final ESL Connections content for Cohorts 5 and 6	
Five		*Milestone EDUC 469 and 475 will be delivered to Cohort 7.* Responsibility: Co-PI and Adjunct Faculty Major Tasks: • Schedule courses and faculty • Monitor implementation for program fidelity • Gather formative evaluation data for program improvement	*Milestone: The PASCD Conference will include the ESL teacher action research-reporting symposium with reports from Cohorts 5 and 6; the ESL Connections will be populated with presentations from Cohort 7.* Responsibility: Co-PI; Web Designer Major Tasks: • Provide travel support for Cohort 5 and 6 conference presenters; send presenter information to PASCD conference program committee; review program drafts; approve final program copy • Share teacher action research findings with Web Designer for inclusion in ESL Connections; approve final ESL Connections content for Cohort 7	*Milestone: The evaluation activities identified in the evaluation plan for Year One will be carried out.* Responsibility: External Evaluator; Co-PI Major Tasks: • See evaluation section

Time Commitment of Key Personnel

The key personnel—Dr. Denise G. Meister and Dr. Karin Sprow—have divided the responsibilities of overseeing the project based upon their expertise. Dr. Meister will oversee the budgeting, staffing, and grant program activities and reporting requirements, handle marketing and recruitment activities, and provide overall project coordination. Dr. Sprow will be responsible for coordinating formative and summative program evaluation processes, data collection and analysis, GPRA data reporting, content-area instruction with faculty in the specific disciplines, and ensuring that courses and program activities clearly link to state and national professional standards for ESL.

Procedures for Feedback and Continuous Improvement

Both formative and summative evaluation processes will be implemented throughout the program. Rubrics for the key assessments (portfolios, lesson and unit plans, papers and presentations, dispositions) have been developed which, like the other evaluation tools below, have been aligned with state and national professional standards. Already in place are pre- and post-course online surveys regarding course content, course effectiveness, and teacher effectiveness. Penn State University also requires that students complete the Student Rating of Teaching Effectiveness (SRTE) at the end of each semester. Finally, an online program completer survey, again linked to state and national professional standards related to teacher preparation and impact on student learning, is made available so that graduates of the ESL program can respond 3-6 months after they have left the program.

With formal tools to gather both quantitative and qualitative data about the program, as well as AYP and AMAO data from PDE, the ESL Program will have a clearly delineated process for obtaining feedback and making improvements to the program. In addition, the ESL Advisory

Board, which will meet each semester, will have the opportunity for ongoing review and critical feedback for the ESL Program personnel.

PROJECT EVALUATION

Goals and Objectives

Attainment of the major goals and objectives of the project will be determined through both summative and formative evaluation techniques. The overall goal of the ESL program is to prepare teachers from low-performing LEAs, as well as teachers situated in rural or isolated areas to provide appropriate, quality instruction for ELLs. Summatively, evaluators will collect and analyze data on the quality of ESL instruction by examining data relative to the outcomes identified for each objective. In addition, each participant's professional ESL portfolio will be reviewed, and classroom observations will be conducted and analyzed, using a research-based rubric for effective ESL instruction. This rubric will also be available for participants to use in peer observations for formative evaluation purposes. Furthermore, data from teacher-developed classroom assessments will be used to determine student impact of project activities.

Periodic Feedback

In addition to the annual cycle data and peer observation data described previously, participant data will be collected from each project course and program. The Project Director and the leadership team will review these data and make needed modifications in program structure, delivery, and content.

Performance Measures

The following identifies the performance measures to be used for each project objective:

Measurable Outcome	Evidence
1. Recruitment a. 80% of the teachers, primarily from low-performing LEAs, and rural or isolated areas, will enroll and successfully complete the program. b. At least 80% of the 15 teachers from STEM and language arts/social studies will enroll in each cohort.	• Review of demographic data for LEAs; analysis of enrollment and completion data • Review of enrollment data
2. Teacher Action Research a. 80% of the project participants will complete three action research projects, one in each of the first three courses, EDUC 466, 467, and 468. b. 80% of the project participants will present their research findings at a workshop for pre-service teachers at Penn State Harrisburg upon completion of EDUC 467 c. 80% of project participants will complete a draft of a research article for publication or a media presentation to share with their cohort or professional colleagues as a culminating activity for EDUC 475. d. 80% of the project participants will conduct a training session with LEA or SEA professional colleagues, as a culminating activity for EDUC 475.	• Review of artifacts • Review of artifacts • Review of artifacts • Review of artifacts
5. Coaching and Mentoring a. 80% of the EDUC 475-ESL Leadership participants will successfully complete teacher action research projects and disseminate their findings through publications or presentations for professional audiences. b. Findings from action research projects will be made available on the ESL Connections website for	• Review of artifacts

dissemination across Pennsylvania. c. Participants will be evaluated using field observational tool and surveys aligned with state and national professional standards for ESL.	• Review of artifacts • Review of observation and survey data
6. Program Completion a. 80% of all project participants will successfully complete all courses taken with a minimum of a 3.0 as evidenced by their course portfolios and artifacts. b. 80% of project participants will complete pre- and post-course inventories on TaskStream to demonstrate knowledge attainment. c. 80% of the EDUC 475-ESL Leadership course participants will successfully complete teacher action research projects and disseminate their findings through publications or presentations for professional audiences. d & e. 80% of all project participants will evaluate course effectiveness with an overall average rating of 5 or more on a 7-point scale	• GPA from student data warehouse; review of performance on portfolio rubric • Review of TaskStream inventories • Review of artifacts • Review of SRTE ratings
7. Support for ELL Achievement a. Program participants will submit a artifact portfolio for each course as a culminating activity, receiving at least an acceptable rating on the portfolio rubric. b. All ESL Program participants will be able to demonstrate progress and/or significant improvement on measures of AYP and AMAOs. c. All ESL Program participants in the EDUC 475-ESL Leadership course will report on specific strategies, research, publications, or presentations they have successfully completed when surveyed 3-6 months afterprogram completion.	• Review of performance on portfolio rubric • Review of performance on impact on student learning rubric • Review of artifacts and survey data