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NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
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Abstract

1. *Name of the IHE*: Claflin University, Orangeburg, South Carolina

2. *Title of the Program*: The ELL Center: OCB Professional Development Model Project.

3. *Number and Type of Participants to Be Served*:
   - Type and Number of Participants served each year: 24 pre-service teachers and 24 in-service teachers will be served.
   - Type and Number of Participants served in five years: 240 participants will be served by the end of the project with 120 pre-service teachers and 120 in-service teachers.

4. *Partners*: The ELL Center will collaborate with Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Calhoun County Public School District, and Bamberg School District 2. These four school districts are all rated by 2010 South Carolina Department Report Cards (SC Department of Education, 2011) as low-performing school districts with high percentages of students performing at the Below or the Risk level. Geographically, they are located in some of the most impoverished areas in South Carolina and need resource support most for professional development in order to meet the State professional standards and the dire needs of the fast-growing ELL students in K-12 classrooms.

5. *Project Description*: The full title of the proposed project is called, *The ELL Center: Orangeburg, Calhoun, and Bamberg Counties (OCB) Professional Development Model Project*. This project is a research and service project designed for professional development and training of both pre-service teachers and in-service teachers to improve instruction that accelerates ELL students' acquisition of language, literacy, and content knowledge. *Three project objectives* are: 1) to increase content knowledge of second-language (L2) acquisition and STEM literacy of the pre-service and in-service teacher participants through training on TESOL, STEM literacy in mathematics and in science, and research methods; 2) to strengthen the teacher education curricula at Claflin University, aligned with South Carolina content standards and the State English language proficiency standards in order to improve classroom instruction so that teacher participants can work effectively with ELL students with measurable evidence by collecting research data on the training experiences and project outcomes; 3) to improve the acquisition of language, literacy, and content knowledge of the Hispanic ELL students in four school districts as measured by pre- and post-assessment data.

   Project Activities. Unlike a traditional training program that engages participants in on-campus training only, the ELL Center is a research and service project that combines a three-fold process for training activities (i.e., Phase I, Phase II, & Phase III). Phase I: *Theory Training Stage* consists of eight weeks. At this stage, the selected pre-service and in-service participants will attend the on-campus training workshops on second language (L2) theories, STEM literacy in mathematics and science, and research methods to be prepared for Phase II. Phase II: *Performing Stage* consists of 24 weeks with 12 weeks in the fall semester and 12 weeks the spring semester of the project period. At this stage, the participants will practice L2 theories, STEM literacy, collect research data in low-performing schools and support local districts by providing services. The pre-service and in-service teacher participants will be paired to work as teams based on the home schools of in-service teachers, observe each

other on instructional practices by taking observation notes, and write weekly reflection journals as documentary data on the field-based training experience. Phase III: *Assessing Stage* consists of eight weeks. At this stage, assessment data will be used to evaluate the project effectiveness. In a project period, 48 participants will be trained, with 24 pre-service teachers and 24 in-service teachers to improve instruction that accelerates ELs' acquisition of language, literacy, and content knowledge. The ELL Center Certification will be issued to the qualified participants as a result of the three-stage training aligned with South Carolina Professional Development Standards that focus on context, process, and content.

Outcomes. Three GPRA outcomes are: 1) 75 percent of pre-service program completers will be placed in instructional settings serving EL students within one year of program completion (Measure 1.2); 2) 90 percent of pre-service program completers will be providing instructional services to EL students three years after program completion (Measure 1.3); 3) 85 percent of in-service teacher completers will provide better instructional services to EL students (Measure 1.6), all measured by outcomes and follow-up data provided by the participants.

Guided by the goals and objectives, four measurable project outcomes are expected to be achieved through the carefully-designed Plan for Achievement and Management Plan at the three stages of project operation. These outcomes include: 1) 90 percent of the teacher candidate participants at Claflin University will have increased content knowledge in L2 acquisition and STEM literacy measured by pre-training and post-training assessments and pre- and post-assessments of ELL students' acquisition of language, literacy, and content knowledge. 2) 85 percent of the in-service teacher participants will have increased L2 knowledge to improve instruction for ELLs in their low-performing K-12 classrooms measured by participant and student pre-training and post-training assessments; 3) 95 percent of the ELLs served will have improved English proficiency and content knowledge measured by State (where applicable) tests in English and Mathematics and by the LEARNS and other pre- and post-test scores; 4) 100 percent of curricula in the teacher education programs at Claflin University will be aligned with the state-adopted content standards and the State English language proficiency standards with strengthened institutional infrastructure, i.e., policies, investments, partnerships, integration of service and experiential learning serving ELLs and the first-hand data to support the improvement of teacher education curricula, e.g., incorporating ELL components and methods into the instructional strategies courses so that all the teacher candidates will be prepared for teaching the fastest growing ELL school population in South Carolina.

6. *Priorities*. The project addresses three Priorities: 1) *Competitive Preference Priority 2*, i.e., the project will be *enabling more data-based decision-making*, through collecting research data; 2) *Competitive Preference Priority 3*, i.e., the project will be *promoting Science, Technology, Engineering, and Mathematics (STEM) Education* through specially-designed professional training activities; 3) *Invitational Priority 2*, i.e., the project will be *improving preparation of all teachers to better serve English Learners*.

7. *Contact*: Project Director is Dr. Nan Li; phone is (803) 535-5245; e-mail is nli@claflin.edu.

Project Narrative

Project Narrative

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III. Proposal Narrative

A. The Project Design (40 points)

Project Overview. The fastest growing segment of the school population in the United States is English Language Learners (ELLs). Data from the National Center for Educational Statistics reveals that 21 percent of U.S. school enrollment or 10.9 million school students from Age 5 to 17 are ELLs (NCES, 2010). NCES data further indicates that 75 percent of the ELLs *who spoke English with difficulty spoke Spanish.* Yet, the teacher force in the United States remains relatively unchanged. For example, the NCES data found no measurable difference between 1999–2000 and 2007–2008 in the percentages of teachers' ethnic backgrounds (NCES, 2010). In other words, there is a mismatch between the backgrounds of the teachers and that of the rapidly-increased ELL students and most teachers are not prepared for teaching this fast-growing school population. South Carolina, as a low-income state, has the highest rate of increase of the ELL school enrollment in the nation. For example, the ELL school population increase was 898 percent from 1999 to 2009 (NCELA, 2010). The teachers in South Carolina are generally untrained to match such a fast growing student body with over 70 percent of the professionals not having ELL related formal training (SC Department of Education, 2010).

The proposed ELL Center is an innovative professional training project that combines research and service into one project. First, this project will enable *more data-based decision-making* through collecting research data, addressing *Competitive Preference Priority 2.* Second, this project will promote *Science, Technology, Engineering, and Mathematics (STEM) Education* through specially designed professional training activities, addressing *Competitive Preference Priority 3.* Third, this project will improve *preparation of all teachers to better serve English Learners,* addressing Invitational Priority 2. Designed to prepare both pre-service teachers and in-service professionals to work effectively with ELLs and meet high professional standards in

South Carolina, this project will collaborate with four Local Education Agencies (LEAs), which are four low-performing school districts located within two of the most impoverished counties in South Carolina and need resource support most for professional development in order to meet the State professional standards and meet the needs of the rapidly growing ELL students in K-12 classrooms. In collaborating with these four LEAs, this project will focus on activities such as: 1) developing teacher education curricula in order to align them with South Carolina content standards in academic subjects and the State English language proficiency standards; 2) preparing all the teacher candidates at Claflin University and the in-service professionals in low-performing schools of the four target school districts to provide instruction that accelerates ELL students' acquisition of language, literacy, and content knowledge.

Project Goals. In combining research and service, the ELL Center will accomplish two project *goals* by the end of five years. First, the ELL Center project intends to improve the teacher education programs at Claflin University by collecting research data and developing effective teacher-education curricula to align them with South Carolina content standards and the State English language proficiency standards so that all the teacher candidates can provide instruction that accelerates ELLs' acquisition of language, literacy, and content knowledge. Second, the project is aimed at supporting the four target school districts by training their in-service teachers in low-performing schools along with Claflin pre-service teachers in order to improve instruction for ELLs so that students will be academically successful and become educated citizens in South Carolina.

GPRA Objectives and Outcomes. In order to achieve the long-term goals and achieve project effectiveness by the federally-regulated measures, the ELL Center will follow the guidelines of the Government Performance and Results Act of 1993 (GPRA) and will achieve the following three GPRA objectives. First, the project will ensure that a higher percentage of

the pre-service program completers will be placed in instructional settings serving ELL students within one year of program completion (Measure 1.2). Second, the project will maintain that a higher percentage of the pre-service program completers will be providing instructional services to EL students 3 years after program completion (Measure 1.3). Third, the project will maintain a higher percentage of the in-service teacher completers who are able to provide instructional services to ELL students (Measure 1.6). To measure these objectives, three GPRA outcomes are closely related to these GPRA objectives. The three GPRA outcomes are: 1) 75 percent of pre-service program completers will be placed in instructional settings serving EL students within one year of program completion as measured by the post-training follow-up data; 2) 90 percent of pre-service program completers who will provide instructional services to ELL students three years after program completion measured by the follow-up data; and 3) 85 percent of in-service teacher completers are able to provide better instructional services to ELL students measured by pre-training and post-training assessment and by the adopted South Carolina Professional Development Standards that focuses on context, content and process.

Project Objectives. To ensure that the ELL Center project is guided toward achieving the goals, GPRA objectives and outcomes, three measurable and attainable *project objectives* are: 1) to increase content knowledge of second-language (L2) acquisition and STEM literacy of the pre-service and in-service teacher participants through on-campus training on TESOL, STEM literacy in mathematics and in science, and research methods (note: we have offered such workshops in previous grant projects by the trained TESOL personnel and by the faculty members who have expertise in the proposed fields at Claflin University); 2) to strengthen the teacher education curricula and align them with South Carolina content standards and the State English language proficiency standards in order to improve classroom instruction so that all the participating pre-service and in-service teachers can work effectively with ELL students with

measurable evidence (i.e., the research and assessment data collected from the field-based training experiences of the teacher candidates at Claflin University and the in-service teachers in four target school districts to make curricular revision decision for better teacher education curricula and curricular development); 3) to improve the acquisition of language, literacy, and content knowledge of the Hispanic ELL students in four target school districts, i.e., Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Calhoun County Public School District, and Bamberg School District 2 with the measurable evidence, i.e., measured by the State testing scores in English and Mathematics and measured by the LEARNS/LAP literacy assessment tool with pre-test data compared to the post-test scores in order to obtain project effectiveness and ELLs' learning improvement.

Project Outcomes. Outcomes must represent the changes that occur in identified needs or target population as the result of a research program (Patton, 2010). Driven by the goals, GPRA measures and project objectives, four measurable performance outcomes are expected to be achieved through the detailed Plan for Achievement and Management Plan (see Appendix A) at the three stages of the project operation. These four project performance outcomes are: 1) 90 percent of the teacher candidate participants at Claflin University will have increased content knowledge in L2 acquisition and STEM literacy to accelerate ELL students' acquisition of language, literacy, and content knowledge measured by pre-training and post-training assessment; 2) 85 percent of the in-service teacher participants will have increased L2 knowledge to improve instruction for ELLs in their low-performing K-12 classrooms measured by pre-training and post-training assessment; 3) 95 percent of the ELLs served will have improved English proficiency and content knowledge measured by State tests in English and Mathematics and by the pre- and post-test scores; 4) 100 percent of curricula in the teacher education programs at Claflin University will be aligned with the state-adopted content standards and the State English

language proficiency standards with strengthened institutional infrastructure, i.e., policies, investments, partnerships, integration of service and experiential learning serving ELLs and the first-hand data to support the improvement of teacher education curricula, e.g., incorporating ELL components and methods into the instructional strategies courses so that all the teacher candidates will be prepared for teaching the fast growing ELL school population in South Carolina.

Needs Assessment Survey. Guided by the goals, objectives and outcomes, we have conducted a needs assessment in order to assess the important needs of the ELL Center project and the project effectiveness in terms of possible professional participation. This needs assessment consisted of a set of descriptive questions that focus on: 1) the preparedness of the professionals for teaching effectiveness to K-12 ELLs and 2) their potential involvement in the ELL Center's professional training activities. The survey questionnaire was distributed to 200 teachers in the four target school districts with the assistance of the TESOL personnel. The response rate from each school district was reasonable with 76% in OCSD 5, 73% in OCSD 3, 74% in CCPSD, 78% in BSD2. Findings of survey data reveal the importance of the ELL Center Project. For example, Question 1 asked, "In your teacher preparation program, did you receive explicit instruction in L2 acquisition through a dedicated course?" 94.7% responded "No" in OCSD 5, 91.7% responded "No" in OCSD 3, and 92.6% responded "No" in CCPSD, and 95.2% "No" in BSD2. Question 5 asked "Would you participate in the professional development training regarding English Language Learners if it is offered?" 92.1% responded "Yes" in OCSD 5, 97.3% responded "Yes" in OCSD 3, 94.3% responded "Yes" in CCPSD, and 97.3% "Yes" in BSD2 (See Appendix C–*Needs Assessment Survey Instrument*).

Plan for Achievement. In order to reach the project goals, objectives and outcomes, the Plan for Achievement is designed based on the identified needs. Unlike a traditional training program that

engages participants in on-campus training only, the ELL Center is a research and service project with proven strategies that combines research and service in one with a three-fold process for training activities (i.e., Phase I, Phase II, & Phase III). Phase I: *Theory Training Stage* consists of eight weeks. At this stage, pre-service and in-service participants will attend the on-campus training workshops on L2 theories, STEM literacy, and research methods to be prepared for Phase II. Phase II: *Performing Stage* consists of 24 weeks with 12 weeks in the fall semester and 12 weeks the spring semester in an one-year-project period. At this stage, the participants will practice L2 theories, STEM literacy, collect research data in low-performing schools and support local districts by providing service. The pre-service and in-service teacher participants will be paired to work as teams based on the home schools of in-service teachers, observe each other on instructional practices by taking observation notes, and write weekly reflection journals as documentary data on the field-based training experience. Phase III: *Assessing Stage* consists of eight weeks. At this stage, assessment data will be analyzed and used to evaluate the project effectiveness. In a project period, 48 participants will be trained, with 24 pre-service teachers and 24 in-service teachers, to improve instruction that accelerates ELs' acquisition of language, literacy, and content knowledge. The ELL Center Certification will be granted to the qualified participants as a result of the three-stage training aligned with South Carolina Professional Development Standards that focus on context, process, and content.

In Phase I: *Theory Training Stage,* 24 in-service teachers selected from the High Priority Schools List based on FY 2010 Poverty Index/Report Card Ratings (SC Department of Education, 2011) with the assistance from the TESOL personnel in each school district will be prepared for the tainting in L2 theories, literacy content, and teaching strategies. 24 pre-service teachers in the teacher education programs at Claflin University will also be selected. The selection of these teacher candidates will be based on the specific criteria, i.e., only the teacher

candidates who have passed all parts of the Praxis I exams and have passed a literacy course, Teaching of Reading, will be selected—this literacy course provides theoretical knowledge on teaching methods that facilitate literacy instruction to the ELL students. The 48 selected pre-service and in-service teachers will participate in eight weeks of on-campus training. The training will be conducted on four sets of workshop topics with six sessions per week and twelve sessions in two weeks on each of the four topics, i.e., TESOL, STEM literacy in mathematics and in science, and research methods. At this stage, the pre-service and the in-service teachers will be also paired based on the home schools of the in-service teachers. One teacher candidate will be paired with one in-service teacher and six pairs will be formed as a team working in each district with four teams in four districts to conduct research and provide service.

Phase II is a *Performing Stage* with 24 weeks. At this stage, the paired pre-service and in-service teacher participants will work in each school district collaboratively, supervised by the TESOL personnel of each school district to provide service in low-performing schools, i.e., schools with High Priority Points, e.g., Rivelon Elementary School (Index 98.14) in OCSD 5 and Elloree Elementary School (Index 97.97) in OCSD 3 as indicated by FY 2010 Poverty Index/Report Card Ratings (SCDE, 2011). The initial task for the participants is to conduct the pre-tests to determine the levels of the English proficiency of the ELL students, using the LEARN/LAP assessment tool and the existing school report-card records. The paired participants within the school district will work in mainstream classrooms to provide service and collect research data by observing each other on instructional practices based on the training content learned in Phase I, taking observation notes, and generating documentary data, i.e., writing weekly reflection journals to reflect on their field-based training experiences. Instructional activities to improve literacy and content knowledge for the ELLs will also take place in the TESOL classrooms. The Hispanic ELL students will be offered one session per hour

and two sessions per week to improve English and content knowledge through the scheduled meetings with the teacher candidates. ELLs' writing samples will be collected as documentary data to document their language and literacy improvement. Interview data will be also collected at this stage as qualitative data to provide feedback and assist the decision-making in order to improve the teacher education programs and increase project effectiveness.

Phase III is an *Assessing Stage* with eight weeks. At this stage, the pre-service and in-service teacher participants will be back on campus to summarize their field-based training experiences and the final assessment data will be collected, i.e., the final summary and Participant Exit Survey. In order to assess the project effectiveness, three main tasks for the project personnel at this stage are: 1) to analyze the research data collected in school settings in Phase II through the research in order to provide feedback for curriculum improvement in the teacher education programs so that all the teacher candidates at Claflin University can provide instruction that accelerates EL students' acquisition of language, literacy, and content knowledge; 2) to complete analyzing all the assessment data related to the performance of the participants in providing services, i.e., the Paired-Peer Observation, Expert-Field-Observation, and Participant Exit Survey (see Appendix D) to measure training effectiveness and knowledge growth of pre-service and in-service teachers and prepare for the Year Two project; 3) to evaluate the project effectiveness by assessing the progress made by the ELLs in English and content knowledge, using LEARNS/Lap assessment data and comparing pre-test data to post-assessment data. In addition, three types of qualitative research data, i.e., observational, documentary, and interview data as the research components will be analyzed for feedback to assist decisions on improving the teacher education programs and the project effectiveness as well as to make adjustments in project activities if needed for better outcomes in Year Two.

Project Methods. The ELL Center is a research and service project. The project will collect both qualitative and quantitative data. Patton (2010) states that the fundamental purpose of educational research is to increase the understanding of educational processes, practices, and issues. Depending upon the nature of the problems to be investigated, either a qualitative or quantitative approach will be appropriate (Creswell, 2009). This project will apply mainly qualitative research methods and collect two sets of qualitative data with some quantitative data being also collected for cross-data examination and reliability. The first set is to assess the professional growth of the teacher candidates and in-service teachers via research and service training in the low-performing schools. Three major types of qualitative data strategies will be used to collect such data. These data strategies include: 1) observation data collected by pairing the teacher candidates and in-service teachers in each school district to observe each other on instructional activities while providing services to the ELL students; 2) documentary data collected from the teacher candidates and in-service teachers who will be asked to write teaching journals working with the ELL students to the signed school to reflect on and record the progress or road block; 3) interview data collected with the participating pre-service and in-service teachers on how they feel about the training experiences, using Seidman's three interview techniques, i.e., probing into the past, looking at the current events, and exploring the future potential with semi-structured interview guide.

The second set of data is to assess the academic progress made by the service recipients, i.e., the ELLs. This set of data will focus on ELLs' improvement in language, literacy and content knowledge through receiving the services although additional data will be collected on their previous schooling experiences, e.g., the learning in home countries and parents' education. This is because the current learning may be related to these pervious experiences. Three major types of qualitative data strategies will be used to collect this set of data. These data-collection

strategies include: 1) documentary data consisting of the writing samples on themed topics to document the periodic progress made by the ELLs weekly; 2) observation data collected bi-weekly by the teacher candidates who will observe the ELLs in both TESOL and mainstream classrooms to record the ELLs' interaction with teachers and peers and their language behaviors to document their progress; 3) the LEARN/Lap assessment collected monthly. In addition, interview data will be collected by the participating teacher candidates who will interview the ELLs, using semi-structured interview questions as the guide on the topics related to the concepts about ELLs' learning and their schooling experiences. All the data collected will be initially put into categories for content analysis. The research data will be processed by the project researchers and the assessment data will be analyzed by the project evaluator. The findings will be used for assessing the project effectiveness and making curricular decisions in the teacher education programs so that all teacher candidates will be prepared for providing instruction that accelerates ELs' acquisition of language, literacy, and content knowledge.

Project Background. In reviewing the national literature, it is clear that the national demographics are changing and U.S. population is rapidly increasing in the past few decades, largely due to the immigrant population (Gollnick & Chinn, 2008; Ovando, Collier, & Combs, 2005). U.S. Census Bureau data also indicate that the Hispanic population has a major impact on the increase of the foreign-born population. In 1970, the Hispanic immigrants took only 18 percent of the foreign-born population; in 2000, this population almost tripled, taking 51 percent of the foreign-born population in the United States. As immigrant population expands, it impacts schools. With millions of non-English speaking children entering American schools, both the students and teachers are confronted with formidable challenges (Fillmore, 2001; Gollnick & Chinn, 2008; Li, 2010). Studies suggest that, during transition years, academic achievement often goes down; uncertainty, confusion, and special education referrals go up (Li, 2005; Olsen,

2005; Swerdlow, 2003). Thus, special attention must be paid to teaching this growing school population. Yet, relatively fewer studies have combined research with services, i.e., to provide immediate services to meet school needs for the growing ELLs when collecting research data to measure the service training effects. The ELL Center project is an approach that will train the pre-service and in-service teachers through providing service on techniques of improving instruction that accelerates the ELLs' acquisition of language, literacy, and content knowledge. At the same time, the participants will collect research data to measure the project effectiveness in order to better prepare all the pre-service and in-service teacher participants for teaching effectiveness and to increase academic success of the ELL students.

Targeted Population. The service recipients of the ELL Center will be the Hispanic ELL students in the four most-needs school districts in Orangeburg County and Calhoun County, South Carolina. These four school districts are: Orangeburg Consolidated School District 5 (OCSD5), Orangeburg Consolidated School District 3 (OCSD3), Calhoun County Public School District (CCPSD), and Bamberg School District 2 (BSD2). The performance rating of these four school districts by the School and District Report Cards is all below the satisfactory level. (Note: the School and District Report Cards is part of the State education accountability system to measure the progress of schools, districts, and student achievement). For example, the average school performance in OCSD5 was rated by South Carolina Department of Education (SCDE) as "Below Average" with an "At-Risk" improvement rating and no "Adequate Yearly Progress" in 2010. The other three school districts have a similarly low rating. (Note: a likert scale is used by SCDE to rate the performance with six levels: *Excellent, Good, Average, Below Average, Unsatisfactory*, and *At-Risk*). Thus, teaching and learning support are crucially needed for the target school districts in order to make efforts to meet the required academic standards so that their students can achieve academic success. The ELL Center also selects the Hispanic ELLs as

the service recipients due to the rapid growth of this ethnic group in South Carolina's schools. The data from Office of English Language Acquisition (OELA) indicate that, in 1994-1995, the ELL school population in South Carolina was only 1,891 students. Yet, in ten years, the ELL school enrollment increase rate was 714 percent (see Appendix E), i.e., it was 15,396 ELLs by 2004-2005 (OELA, 2006). Among them, the Hispanic ELLs take the lead, i.e., 81 percent of the ELLs are Hispanic. Academically, the Hispanic ELLs further fall behind the already low-achieving mainstream students in the target school districts.

Setting Description. The project settings for research and service will be in the low-performing schools of the four target school districts for the purpose of the convenience to the service recipients although the ELLs will visit the University campus for some collaborative activities. OCSD5 is the largest district among the four LEAs with 7,059 students and 15 elementary, middle and high schools, all located in Orangeburg, the seat of Orangeburg County (SCDE, 2011). In 2010, this school district met only 11 out of 21 objectives—these objectives included performance and participation of students in various groups. Using English/Language Arts and Mathematics as an example, the students performed unsatisfactorily in the State-level assessment in 2010. For instance, of the tested 8th graders, 52.7 percent did not meet the English/Language Arts State standards and 58.2 percent did not meet the Mathematics State standards. Of 6,882 students tested, 37.4 percent were at the *Below Basic* level and only 1.9 percent reaching the *Advanced* level based on *South Carolina Annual School Report Card.* There were 213 ELL students in OCSD5 in 2010. Of these ELLs, 87 percent are Hispanic students (Grade K-12). 36 of them were listed as Limited English Proficiency (LEP) students. In the State English proficiency test, 63.6 percent of the LEP students scored at the *Below Basic* level, 18.2 percent at the *Proficient* level, and 0 percent at the *Advanced* level.

OCSD3 is another school district with 3,176 students and 8 elementary, middle, and high schools, all located in Holly Hill, 23 miles southeast of Orangeburg. Using English/ Language Arts and Mathematics again as an example, the students performed unsatisfactorily in the State-level assessment in 2010. Among the tested 8th grade students, 56.3 percent did not meet the English/Language Arts State standard and 69.2 percent did not meet the Mathematics State standard. 37 percent of the students tested were rated at the *Below Basic* level and only 1.2 percent of students reaching the *Advanced* level (SCDE, 2010). There were 52 ELL students in 2010. Of these ELLs, 82 percent are Hispanic students (Grade K-12). 42 of them were listed as LEP students. In the State English proficiency test, 72.7 percent of the LEP students performed at the *Below Basic* level, 0 percent at the *Proficient* level, and 0 percent at *the Advanced* level. CCPSD is the smaller school district among the four LEAs with 5 schools, all located in St. Matthew, 12 miles northeast of Orangeburg. Using English/ Language Arts and Mathematics as an example, the students performed unsatisfactorily in the State-level assessment in 2010. Within the 8th graders, 46.3 percent did not meet the English/Language Arts State standard and 55.6 percent did not meet the Mathematics State standard. There are 53 ELL students and 100 percent of these ELLs are Hispanic. BSD2 is another target school district with 1,008 students and 4 schools, all located in Demark, 21 miles southwest of Orangeburg. Using English/Language Arts and Mathematics as an example, the students performed very poorly in the State-level assessment in 2010. Within the 8th graders, 60.7 percent of the students did not meet the English/Language Arts State standard and 72.6 percent did not meet the Mathematics State standard. There are 36 LEP students in 2010 and these LEP students perform equally poor and much below the State required academic standards.

A crucial fact has been revealed from the above data. There is urgency for academic improvement in the student performance, especially in ELLs' language, literacy and content

knowledge in order to increase productive citizenry of the ELL students in the State and the nation. Yet, as mentioned, South Carolina is a low-income state with the median household income well below the national average—$37,617 in South Carolina vs. $51,425 nationally (U.S. Census Bureau, 2010). Orangeburg County is one of the lowest income counties in South Carolina and the median household income is much lower than that of the national average—$29,123 vs. $51,425. Due to limited funding resources, academic improvement is difficult, if solely depending on local sources without additional support. OCSD5, for example, carried an interest debt of $2,124,000 in 2007 and instructional expenditure per student was $4,649 with no instructional aides (NCES, 2010). Fifteen elementary, middle, and high schools and 213 ELLs in this district share two TESOL staff members; yet, one is currently on maternity leave. Thus, one TESOL staff who serves as both the TESOL Coordinator and Teacher is performing teaching, curriculum design, and administrative managing tasks and must travel to and from multiple schools. Clearly, the target LEAs are in a dire need for learning support for their ELLs. The ELL Center project is designed to meet the urgent needs of the targeted ELL population by supporting their TESOL programs for the ELL learning success in the four LEAs. At the same time, it provides professional training.

Comprehensive Effort & Sustainability. The ELL Center project is a comprehensive effort in collaboration with the four school districts to support their TESOL programs and meet the needs of the growing ELL population in order to improve instruction that accelerates LEP students' acquisition of language, literacy and content knowledge. Although the ELL Center will mainly collaborate with the four school districts, particularly in the low performing schools and support rigorous academic standards for LEP students to succeed, an advisory board comprised of teachers, ELL parents, students, TESOL specialists, and other high education experts will be formed to support the ELL Center's work (see Appendix B: Support Letters). This

comprehensive effort will add to the sustainability of the project beyond the funding period. In addition, the School of Education at Claflin University has established an extensive working relationship with the surrounding local school communities. In several previous grant projects, we have worked with these local schools and established the close partnership relations by working together in the areas of developing model schools to examine student learning, developing leadership skills in practicing teachers, and working with families in support of education. For instance, a previous grant project has demonstrated such collaboration. Using combination of research and service as a pedagogical approach, this project focused on training teacher candidates by working with the ELLs to prepare qualified teacher candidates. The project personnel from the University collaborated with the TESOL teachers and school personnel in OCSD5 and other school districts to develop the curriculum, train the teacher candidates, and coordinate data collection. This type of collaboration will continue to develop with the University's consortia through the ELL Center project. In addition, Claflin University has been engaged in various services to support surrounding communities and the ELL Center will maintain such efforts. Furthermore, the University is projected to receive a 5-year grant from the South Carolina Commission on Higher Education (CHE) to fund a Center of Excellence. The focus of the CHE project will be on professional training of both in-service and pre-service teachers for effective teaching that will improve instruction and achievement at all grade levels, e.g., K-12 ELLs, in low performing schools to work effectively with the ELLs. This CHE project is expected to begin in July 2011, serving the State of South Carolina. Therefore, the proposed ELL Center will be coordinated with the CHE so that the participants will benefit from training, resources and research sponsored by the Center of Excellence. This will provide further sustainability for the proposed ELL Center project.

***B. The Quality of Project Personnel* (10 points)**

Key Project Personnel. The ELL Center project consists of the highly qualified professionals in the required field for the National Professional Development (NPD) program and all meet the criteria according to the NPD guidelines for the two primary reasons. First, the project personnel have diverse backgrounds in race, ethnicity, and gender, i.e., they are members of groups that have "traditionally been underrepresented based on race, color, national origin, and gender." Second, they all have professional experiences, training, and expertise the proposed field, i.e., they possess grant research experiences, content knowledge in the English-language acquisition and STEM literacy, and professional training. Dr. Nan Li is the Principal Investigator (PI) and the Project Director (PD) of the proposed ELL Center project. Dr. Li is Associate Professor of Education and a tenured faculty member at Claflin University, which is a HBCU institution (i.e., Historically Black College and University). As a national scholar and minority educator, Dr. Li has been invited to serve on the Review Panel (2005-2010) for America Education Research Association (Note: the AERA is the most renowned educational research forum in the United State and world) and on national and regional committees. Dr. Li graduated from Indiana University of Pennsylvania in 2004 with her dissertation research on ELLs' transitional school experiences. Since then, her research focus has been on L2 education, ELLs' academic success, and minority education. Using phenomenological research methods, Dr. Li completed a longitudinal study on the learning experiences of ELL students, a grant-funded project. As a qualitative researcher, Dr. Li has over 50 publications and presentations at the national and international levels in her field of studies, including AERA presentations. Dr. Li has also experiences in grant management and has successfully managed several national and regional research and service grant projects that focus on professional training while serving the ELLs and conducting research at the same time. With her extensive research and grant management

experiences, and expertise related to the ELL professional training, Dr. Li is qualified to lead the ELL Center project. Her responsibilities will include: 1) oversight of the ELL Center's operation process to ensure the successful completion of the project; 2) coordination of the professional training ativities in Phase I and ensure a cordial work relation with the target school districts for successful completion of the fieldwork in Phase II; 3) communication with the external evaluator for evaluation feedback and program assessment in Phase III. Dr. Li will contribute 25 percent of her time to the ELL Center project.

Dr. Courtney Howard will be a Co-Principal Investigator (Co-PI) of the ELL Center project. Dr. Howard is Interim Dean in the School of Education at Claflin University. Dr. Howard has experiences, expertise and training in the proposed field. As a minority educator, Dr. Howard is specialized in science education with recognized publications and presentations at the national and international levels. Dr. Howard is also Director of Curriculum, Instruction, and Assessment in the School of Education at Claflin University. Therefore, she also has extensive expertise in curriculum design, instructional strategies, and assessment of student learning outcomes. Graduating from University of Florida in 2003, her dissertation research was on science intervention programs for minority students. Since then, her teaching and research focus has been on science education relevant to teacher education and minority students' academic success. For example, one of her presentation topics at the National Association for Research in Science Teaching conference was "*Avoidance as a Factor in the Under-participation of Blacks in Science: The Impact of Cultural Memory.*" With her proficient training, experience and expertise in science education, her input into the project will add to the STEM literacy in science; with her experiences in administration as Dean in the School of Education and as the Director of curriculum, Instruction, and Assessment, Dr. Howard will be a great asset in the ELL Center project with professional training activities in Phase I and II and in the assessment in

Phase III. Dr. Howard has also grant management experience with several grant projects. Dr. Howard will be responsible for: 1) communicating with the target school districts, especially at the administrative level, e.g., the superintendents; 2) coordinating the STEM literacy training in science for the effectiveness in content and activities; 3) oversight of the on-campus training in Phase I, field practices in Phase II, and assessment in Phase III. Dr. Howard will contribute 10 percent of her time to the ELL Center's professional training activities.

Dr. Soma Velummylum will be a Co-PI of the ELL Center project. Dr. Velummylum is Chair in the Department of Mathematics and Computer Science at Claflin University and Professor of Mathematics. Dr. Velummylum is selected to participate in the ELL Center project because of his expertise, training and experiences in the STEM literacy, i.e., mathematics and technology. As a minority educator and quantitative researcher, Dr. Velummylum specializes in mathematics, computer technology, and engineering. Graduating from North Carolina State University in 1998, his dissertation research was on advancing mathematics and computer technology in classrooms. Dr. Velummylum has been Chair in the Department of Mathematics at Claflin University since 1999. He has both training and expertise and experiences in the required field, especially related to classroom teaching and learning for the ELL Center project. For example, he presented at the 22nd International Conference on Technology for Collegiate Mathematics with presentation topic on "*Use of Maple with Tablets for Animations in a Mathematics Classroom.*" Dr. Velummylum has also expertise in engineering, especially related to teaching and learning in classrooms, and was selected to be the Judge at the state and local events in this specialized field. For instance, he was a judge for "Lego League" *Science and Engineering Competition* for the middle school students in South Carolina. Dr. Velummylum has also grant management experiences with several grant projects serving as PIs and Co-PIs. In one of the grants funded by National Aeronautics and Space Administration (NASA), Dr.

Velummylum and his team of investigators made curriculum changes for a mathematics course that was designed to prepare education majors for PRAXIS1. The changes were made to incorporate NASA related activities and use of technology for teaching and learning. With his specialized training, expertise and experiences in STEM literacy, i.e., mathematics, computer technology and engineering, Dr. Velummylum is a great asset for the ELL Center project and is qualified to serve as the project Co-PI. His responsibilities will include: 1) coordinating the STEM literacy-related training, specifically in mathematics, in terms of the effectiveness in content and activities; 2) facilitating the quantitative data assessment for crossing data examination with the qualitative data for quality data assessment; 3) providing expertise in computer and technology related issues for the effective project management. Dr. Velummylum will contribute 10 percent of his time to the ELL Center activities.

Dr. Tina Marshall-Bradley will serve as an external evaluator of the ELL Center project. Dr. Marshall-Bradley is Professor of Education and Interim Associate Vice President of Academic Affairs at Paine College in Georgia. As a minority educator, a quantitative researcher, successful grant evaluator for several national projects and with millions of dollars of grant program management experiences, Dr. Marshall-Bradley is qualified for the program evaluation for the ELL Center project. Dr. Marshall-Bradley is nationally recognized in her field of studies on minority education with tremendous publications and conference presentations at the national and international levels. For evaluation expertise, Dr. Marshall-Bradley has chaired the Unit Accreditation Board for the National Council for the Accreditation of Teacher Education (NCATE) and also the International Review of Higher Education for the Center for Quality Assurance in International Education among her other evaluation and assessment expertise and experience. Her evaluative input will help the ELL Center project in terms of providing both summative and formative assessment on the project progress to ensure the successful completion

of the ELL Center project. In addition, Dr. Marshall-Bradley and Dr. Li have collaborated in two previous grant research projects related to the academic success of the ELLs. Thus, Dr. Marshall-Bradley has also expertise in the ELL related research. Dr. Marsh-Bradley also teaches graduate and undergraduate courses. Her evaluation expertise in the ELL Center's program evaluation will add to the quality and effectiveness of the project. (Note: The detailed evaluation plan will be discussed in the project evaluation section.)

***C. The Management Plan* (20 points)**

In order to achieve the goals and objectives and to reach the intended outcomes, we have devised the 12 month/46-Week Management Plan based on specific timelines, activities, responsibilities, and milestones to complete the project at each stage. Although the project will be completed in 5 years, each year is a study period, and each study period consists of three phases with *46 work weeks*, i.e., there are 46 weeks in Year One, Year Two, Year Three, Year Four, and Year Five. In Year One, to accomplish the established goals and objectives, the project will both start and end on specifically defined dates, i.e., it will tentatively start on July 1, 2011 and end on June 30, 2012 (see Appendix A). This 46-Week work period will begin with an *initiating period*, which includes four weeks from July 1 to 31, 2011 (Week 1-4). This is a period to initiate the professional training. During the four weeks, the project personnel will select 24 teacher candidates from the teacher education programs at Claflin University and will team them into 4 groups with 6 students in a group. At this time, 24 in-service teachers will also be selected with the assistance of the TESOL personnel in each school district and the in-service teachers will also be teamed into 4 groups with 6 teachers in each group based on the school district, i.e., there will be one group with 6 teachers in each district. 6 teacher candidates will be paired with 6 in-service teachers into six pairs who will work as a team in each school district to conduct research and provide services, i.e., to perform instructional activities in pair to take observation

notes, and collect documentary data. ELL students will also be identified based on the existing enrollment records of each targeted school district and the selection process will be assisted by the TESOL coordinators/teachers and classroom teachers. Basically, all Hispanic LEP students will be included to receive English and literacy instructional services. After the initiating period, the project will begin with the on-campus training in Phase I.

Phase I is the *Theory Training* stage with eight weeks from August 1 to September 25, 2011 (Week 5-12). Two weeks will be dedicated to each of the four theory and content topics, i.e., L2 acquisition, STEM literacy in mathematics and in science, and research methods, with six sessions per week and twelve sessions in two weeks for each topic. From August 1 to 12, 2011 (Week 5-6), 12 sessions will focus on L2 acquisition and TESOL strategies, including both theoretical knowledge of the L2 theories and practical strategies on how to interact with the ELL students. These sessions will be provided by the TESOL specialist, who has a Master Degree in the TESOL and 25 years of the TESOL teaching experiences and who has been the TESOL consultant for all the regional school districts with extensive TESOL training expertise and professional development experiences. From August 15 to September 9, 2011 (Week 7-10), the STEM literacy content in mathematics and science begins, consisting of 12 sessions on the STEM literacy, i.e., mathematics and science instruction and 12 sessions on how to use Linking Education and America Reads through National Service's (LEARNS) and Literacy Assessment Profile (LAP). The LEARNS and LAP will provide a series of activities that allow students to develop language proficiency while collecting data on ELLs' progress from emergent readers, to beginning readers, and to independent readers. From September 12 to 23, 2011 (Week 11-12), the training sessions will focus on research methods to prepare the participations for data collection. These sessions will be offered by the professors who have expertise in education research methods and also teach research methods courses at the graduate level. Specifically,

these sessions will focus on how to collect observation and documentary data, conduct effective interview and collect quantitative questionnaire data.

Phase II is the *Performing Stage* that consists of 24 weeks with 12 weeks (Week 13-24) in the fall semester from September 26 to December 16, 2011 and 12 weeks (Week 27-38) in the spring semester from January 24 to April 15, 2012. (Note: 3 weeks will be set aside for winter break and 2 work weeks (Week 25-26) will be dedicated to the Midterm Assessment Period and time to initiate the spring semester training). In Phase II, the teacher candidates and in-service teachers will be paired and assigned to the targeted school district to begin research and service. The initial task for the teacher candidates is to conduct the pre-tests to determine the levels of the English proficiency of the ELLs, using the LEARNS. Instructional activities will be followed with each working pair as a unit in the home school of the in-service teacher to provide teaching and learning activities to the LEP students. The settings for these activities will be the mainstream and TESOL classrooms and the instructional activities will be supervised by the TESOL personnel in each school district. In addition, the Hispanic LEP students will receive a one-hour session each time and two sessions per week to improve English and STEM literacy. Research data will also be collected during those 24 weeks. Observation data will be collected by the paired participants observing each other's instructional activities. The teacher candidates will also observe the LEP students during the mainstream sessions taught by the paired in-service teacher as well as the language and literacy behaviors of the LEP students in the classrooms as a part of research data on ELLs' transitional experiences. Writing samples from the LEP students will be collected by asking them to write the themed topics related to the transitional experience as *researcher-generated* documentary data. The teacher candidates and in-service teachers themselves will keep teaching journals to reflect on the field-based process. Interview data will be collected with the teacher candidates interviewing the LEP students; the teacher candidates

and in-service teachers will also be interviewed by the project personnel on the research and service experiences, i.e., progress and roadblock, as research data.

Phase III is the *Assessing Stage* that consists of the last 8 weeks (Week 39-46) from April 16 to June 10, 2012. Three major tasks at this stage are: 1) assessing the professional growth made by the pre-service and in-service teacher participants, using the assessment data, i.e., the Participant Exit Survey (PES), the Paired-Peer Observation (PPO), the Expert-Field-Observation (EFO) (see Appendix D), to evaluate training effectiveness in Phase I & II, and to make any necessary adjustment in the project activities if necessary; 2) assessing the progress made by the ELLs served in English and content knowledge, using LEARNS assessment data and the state standard testing data, compared with pre-test data to determine the project effectiveness; 3) to complete analyzing all the research data collected through the research and service period in the school settings order to provide feedback for the project process and for curriculum decision to improve the teacher education programs so that all the teacher candidates at Claflin University and the in-service teacher participants can provide instruction that accelerates EL students' acquisition of language, literacy, and content knowledge. The three major tasks will be completed in these three periods of time. From April 16 to 27, 2012 (Week 39-40), the post-training assessment will be conducted with the pre-service and in-service teachers who will complete the PES and a final reflection to summarize the training experiences. From April 30 to May 11, 2012 (Week 41-42), the project personnel will examine the LEP students' progress made by receiving services. This process will be completed by using the LEARNS/LAP assessment tool as post-test data to be compared with the pre-assessment to evaluate the service effectiveness. From May 14 to June 10, 2012 (Week 43-46), the project personnel will complete all data analysis in order to provide feedback for the program improvement so that all the teacher candidates at Claflin University can provide instruction that accelerates LEP students' acquisition

of language and academic success. All the research data, e.g., the PPO, EFP, and documentary data will be processed by the program evaluator and the results will be used as feedback to evaluate and determine the effectiveness of the project in order to lay a foundation for the Year Two project and to prepare the annual report to the NPD program Office.

In addition to the detailed procedures and processes described in the management plan and to ensure the accomplishment of the ELL Center project, the project director and the key project personnel will have the time commitments that are appropriate and adequate to meet the objectives of the proposed project. As a premier institution in the nation, Claflin University is committed to academic excellence and strongly supports any initiative that involves research projects to improve the educational programs and enhance the student learning outcomes. Therefore, there is the agreed and established consent that, when any faculty member is engaged in a research project, especially the federal-government funded grant project, he or she will have reduced teaching load so that appropriate time is committed to the project and adequate attention is paid to the research project. Dr. Nan Li, the project director and the principal investigator, will have a reduced teaching load when the proposed ELL Center project is funded. This rule applies to all the other project personnel. To ensure the successful completion of the proposed project, we have also the adequate procedures for ensuring feedback and for continuous improvement in the operation of the proposed project. For example, the Year One data will serve as feedback for the Year Two project. Specifically, three types of the qualitative research data, i.e., interview, observation, and documentary data, will be collected from the teacher professionals and the LEP students, serving as feedback for continuous improvement of the operation of the proposed project in addition to questionnaire surveys from the service recipients and quantitative questionnaire surveys administered to the program graduates as post-training feedback. The following table outlines activities, responsibilities and milestones in a timeline format.

	Timelines	Activities	Responsibilities	Milestones
24 Weeks (Fall Semester)	*Initiating Period* Month 1 (e.g., 2011) 4 Weeks	1. Select the LEP students in the target school districts based on enrollment records 2. Select 24 pre-service teachers in the teacher education programs based on the academic records 3. Select 24 in-service teachers based on the school needs for professional training 4. Pair/Team the participants for fieldwork based on the home schools of each district	• TESOL personnel in four LEAs assist to select ELLs • Project personnel identify pre-service teachers • TESOL personnel assist to select in-service teachers • Project personnel identify the teams	*Identified* ELLs; *collected* pre-assessment data from exist records & pre-test data with pre-service & in-service teachers

	Phase I: Theory Training Month 2-3 (2011) 8 Weeks Note: 8 sessions per each topic	1. Learn *L2 acquisition* theories and teaching strategies 2. Learn *STEM literacy* content instruction in mathematics & science and teaching strategies to teach ELLs 3. How to use *LEARNS/LAP* assessment tools for literacy activities to help ELLs to develop language proficiency 4. Learn *research methods* for qualitative data collection in school settings in Phase II	• Expert Trainer trains participants in L2 acquisition, TESOL strategies to work effectively with ELL students • STEM Trainer trains participants in STEM literacy content/strategies, i.e., provided by the university faculty specialized in the fields	*Gained* knowledge and strategies in L2 theories and STEM literacy content and teaching strategies

	Phase II: *Performing* Month 4-6, (2011) 12 Weeks	1. Assign the teacher candidates and in-service teachers in pairs and teams to work in the target schools; 2. Conduct pre-tests to LEP students and collect exist data 3. Provide regular services as well as additional session to ELLs, i.e., twice a week 4. Collect research data research and service process and on the LEP students learning	• Participants administer pre-tests to ELLs, • Participants provide services to LEP students and • Participants collect research data on students and teacher candidates	*Collected* pre-test data on ELLs; *provided* services to LEP students & *collected* data on research and service
4 week	Midterm Assessment Period Month 7 (2012) Analyzing data and initiating the project			

20 weeks (Spring Semester)	*Phase II: Performing Stage* Month 8-10 (e.g., 2012) 12 Weeks	1. Assign the teacher candidates and in-service teachers in pairs and teams to target schools; 2. Conduct pre-tests to LEP students and collect exist data 3. Provide regular services as well as additional session to ELLs, i.e., twice a week 4. Collect research data research and service process and on the LEP students learning	• Participants administer pre-tests to ELLs, • Participants provide services to LEP students and • Participants collect research data on students and teacher candidates	*Collected* pre-test data on ELLs; *provided* services to LEP students & *collected* research data on research and service

	Phase III: Assessing Stage Month 11-12 (2012) 8 Weeks	1. assessing the professional growth of the pre-service and in-service teachers to evaluate training effectiveness and to make any necessary adjustment in the project activities if necessary; 2. assessing the progress of the ELLs served in English and content knowledge to determine the project effectiveness; 3. Analyzing all the research data collected in Phase II in the school settings to provide feedback for the project process and for curriculum decision to improve the teacher education programs.	Using the assessment data, i.e., the *Participant Exit Survey, the Paired-Peer Observation, the Expert-Field-Observation*; Using LEARNS/LAP assessment data and the state standard testing data, compared with pre-test data to determine the project effectiveness	All the teacher candidates at Claflin University and the in-service teacher participants can provide instruction that accelerates EL students' acquisition of language, literacy, and content knowledge
	Note: Summer Break	Summer Supplemental Learning activities will continue to improve L2 acquisition and content knowledge at ELLs' home environment when ELLs are out of schools	Pre-service teachers at Claflin University	Improved L2 acquisition and content knowledge

D. The Project Evaluation (30 points). In order to assess the effectiveness of the ELL Center project to follow the Plan for Achievement and to accomplish the project goals and objectives, the project evaluation will use specific performance measures as the evaluation methods that ensure these three areas: 1) the use of thorough, feasible, and appropriate methods to evaluate the process in order to achieve the goals, objectives and outcomes: 2) the use of objective performance measures that are clearly related to the intended outcomes of the project to produce quantitative and qualitative data; 3) the examination of the effectiveness of project implementation by using of the performance feedback and periodic assessment of progress toward achieving intended outcomes. First, to ensure the accomplishment of each goal, objective, and outcome of the proposed project, we have devised the management plan with detailed procedures, including specifically-defined dates in 46 Weeks to begin and end each activity and event at each stage of the study period. These measuring procedures are feasible and detailed to ensure that each stage of the project is proceeding toward the accomplishment of the goals, objectives, and outcomes. For example, Goal Two of the project is to "providing experiential learning opportunities by engaging teacher candidates and working with LEP students in K-12 settings in order to prepare the teacher candidates to bridge the cultural gap and gain knowledge, experience, and strategies for teaching ELLs effectively." This goal will be measured with detailed procedures for performance and implementation, e.g., by each specifically-tentative date, the teacher candidates will be paired with the in-service teacher mentors and accomplish each specifically-defined service activity within 46 weeks in Year One (See Appendix A). The project has also appropriate methods to measure each outcome as described in the Project Design. For instance, the project will use the LEARNS and LAP assessment tools to

measure the learning outcomes of the ELLs served through service. Some details of the assessment content are showed as follows:

- Listening - 23 multiple choice questions on audio tape (25 minutes)
- Reading - 20 multiple choice questions (25 minutes)
- Writing – five basic English sentences dictated on audio tape
- Speaking/Listening – 6 short items and an one-on-one oral interview for speaking and understanding basic conversational English

Second, the ELL Center will use objective performance measures that are clearly related to the intended outcomes of the project to produce quantitative and qualitative data. As a research and service project, the ELL Center is designed to provide services in the school settings and collect research data. Thus, by nature, the project is performance-oriented. Its performance measures are also objective to evaluate the outcomes by collecting both qualitative and quantitative data as well as the post-training assessment data. Precisely, three types of the major qualitative data, i.e., observation, documentary, and interview data, will be collected (see details described in the management plan); the post-training data will also be collected as the performance measures that objectively evaluate the performance of both the teacher candidates and in-service teachers, i.e., by the use of the Paired-Peer Observation (PPO), the Expert-Field-Observation (EFO) and the Participant Exit Survey (PES). The PPO, EFO, and PES assessments are all designed to measure the performance of the participants during the service training in the low-performing school settings. At the same time, the teacher candidates' performance will be further measured through the LEP students' performance. For example, the LEP students' learning outcomes will be measured objectively by receiving services, e.g., one hour per session and two sessions per weeks for services with post-assessment data that will be compared to the pre-assessment, i.e., the LEARNS/LAP and state testing scores in content areas.

Third, the project evaluation will also provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Throughout the project process, there are periodic evaluations of the project process. For example, the required weekly reflection journals from the pre-service and in-service participants will provide a periodical review of their work progress and so do observation data, i.e., PPO and EFO data, submitted bi-weekly, and semester interview data (see Appendix A: the Management Plan for more details, i.e., with Timelines, Activities, Responsibilities and Milestones) that all provide performance feedback and permit periodic assessment of the project progress. In addition, a 2-week period (Week 25-26) will be completely dedicated to the midterm evaluation (see Appendix A). Thus, the project has adequate performance feedback and permit periodic assessment of the progress toward achieving intended outcomes and these measures are objective to ensure the successful completion of the project. Furthermore, the ELL Center project has selected an experienced external evaluator. Dr. Marshall-Bradley will serve as the program evaluator. Dr. Marshall-Bradley is Professor of Education and Interim Associate Vice President of Academic Affairs at Paine College in Georgia. She is also a quantitative researcher with extensive grant program evaluation and management experiences and millions of dollars of funds. As a nationally recognized scholar on minority education with tremendous publications and conference presentations at the national and international levels, Dr. Marshall-Bradley also served on the Board of Examiners for the National Council for Accreditation of Teacher Education (NCATE) to demonstrate her assessment expertise. Her evaluation input will provide the project valued feedback to measure the quality and effectiveness of the proposed ELL Center project.

Finally, to ensure the efficiency and accountability of the project evaluation, the responsibilities for each project personnel are specifically defined. The Project Director/Principle Investigator, Dr Li, will monitor all aspects of the project including hiring of

staff, selection of participants, and coordination of project activities. As the Co-PIs, Dr. Howard will make contacts with the targeted school districts to maintain appropriate working relationships involved in the project, especially in science and at the leadership level; Dr. Velummylum will make contacts with the targeted school districts to maintain appropriate working relationships, especially in mathematics and in the STEM literacy contact. Dr. Li, Dr. Howard, and Dr. Velummylum will also collaborate to review service sites to ensure communication between the project and service sites. As the Co-PI and Dean in the School of Education at Claflin University, Dr. Howard will work closely with the project personnel to ensure coherence between the project goals and objectives and the goals and objectives of the teacher education programs at Claflin University for the program improvement. Periodic formative data are specifically defined, will be collected, and shared among the project staff to ascertain the right direction and to determine possible changes that need to be made. Summative data will be collected to determine the extent to which project objectives and goals have been met and to provide feedback for possible changes and improvement in the teacher education programs at Claflin University. Within the budget, Dr. Marshall-Bradley, hired as the external program evaluator with expertise and experiences in the performance measures for teacher education program will be assume her responsibilities and her primary responsibility is to provide performance feedback and to ensure that all aspects of the management plan are carried out in accord with the project goals and objectives. The external evaluator will also work closely with project personnel to monitor that the training materials are appropriate and sessions are conducted appropriately by the defined persons so that every aspect of the project is appropriately performed and the outcomes are achieved.