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2011 NPD Project Abstract

Name of IHE: Southern Connecticut State University

Name of Program: Training for All Teachers Program NPD II

Partner LEAs: New Haven, CT and Hamden CT School Districts

Project Description:

Southern Connecticut State University's (SCSU's) Training for All Teachers (TAT) Program embodies the belief that the education of English learners (ELs) is the responsibility of an entire school system. This proposal for OELA's current NPD grant (hereafter called NPD II in this proposal) will allow our TAT program to continue its work in a five year plan, Fall, 2011 through Spring, 2016. We plan to build on what we have previously developed and to improve and expand on what we have learned from the past two grant projects.

In partnership with the New Haven, CT urban school system and with Hamden, CT school system (a "suburb" of New Haven) this proposed NPD II program seeks to provide training to a substantial number of in-service, mainstream classroom teachers (hereafter described as "content teachers"), on how to best educate the English learning students in their mainstream classrooms. Responding to Competitive Priority #2, we plan to target certified math and science teachers, grades 3-12, and when working with elementary teachers, we plan to focus on math and science curriculum development, aligning STEM content and state EL frameworks.

Upon completion of this five year grant period:

- 28 content teachers will have received an MS degree in Bilingual, Multicultural Education and TESOL along with the State of Connecticut's cross-endorsement (certification) in ESL and/or bilingual education;
- 6 additional content teachers will have earned the ESL or bilingual/math, bilingual/science, or bilingual/elementary cross-endorsement (without the MS);
- 6 additional content teachers will have taken 3 credits of coursework in sheltered instruction of ELs;
- 171 additional teachers, administrators, student service personnel, tutors and paraprofessionals of New Haven, Hamden and southern/central Connecticut will engage in math and science curriculum workshops for ELs; and
- 20 teachers will engage in week-long summer math and science EL curriculum institutes.

To make certain that the TAT Program's mission continues to support Connecticut's public schools after the life of the grant, this NPD II grant will:

- expand and digitize the existing EL curriculum library;
- ensure future EL leadership in the state by supporting the doctoral studies of two MS/TESOL graduates;
- allow TESOL faculty to monitor and revise its TESOL MS curriculum to best meet needs of the teachers who enroll in the degree program; and

Southern Connecticut State University's Training for All Teachers Program NPD II

Significance of Proposed Continuation of Training for All Teachers Program

Southern Connecticut State University's (SCSU's) Training for All Teachers (TAT) Program embodies the belief that the education of English learners (ELs) is the responsibility of an entire school system. SCSU's TAT program has become a constant and reliable EL resource for CT educators and the CT State Department of Education, having first been funded in 2001 by an OELA Training for All Teachers grant, and then extended in 2007 by an OELA National Professional Development grant. This proposal for OELA's current NPD grant (hereafter called NPD II in this proposal) will allow our TAT program to continue its work. We plan to build on what we have previously developed and to improve and expand on what we have learned from the past two grant projects. Strengths from the past two grant-funded projects which we wish to continue in this currently proposed NPD II grant-funded program include:

- Scholarships for mainstream teachers to obtain MS/TESOL degrees and accompanying ESL and/or bilingual education state teaching credentials;
- Professional development (PD) for CT teachers, administrators, and student service personnel; and
- Expansion of EL curriculum housed as an EL curriculum library for teachers' use throughout the state of CT.

Improvements or expansions we wish to build into this NPD II program include:

- A targeted focus on scholarships for math and science (STEM) teachers, grades 3-12, and on math and science curriculum development for teachers, grades K-2;
- A targeted focus on math and science curriculum development for ELs through newly added PD programs, to include summer week-long curriculum institutes for teachers;

- Improved and expanded assessment strategies: gathering, analyzing and assessing both quantitative and qualitative teacher and EL student data for teachers' formative use, and for program's summative and formative use;
- New ways to approach administrators, our most challenging group of educators to reach;
- Expansion of our scholarship and PD offerings beyond large urban districts to smaller districts with less ELs but with significantly growing populations of ELs;
- An added, intensified partnership with two targeted schools – a relationship that will allow a breadth of services and consequential deepening of relationship with total school personnel, with the hopes of improving the entire school's EL performance;
- Expansion of our PD offerings to include training for paraprofessionals and tutors;
- Expansion of SCSU's College of Education's EL-based teacher education curriculum for ALL pre-service teachers;
- Insurance of the project's future beyond the scope of the grant, by the expansion and digitizing of our ELL curriculum library, the addition of a "What Works in CT" section, and by the scholarship support of future credentialed experts in the field of EL education.

In partnership with the New Haven, CT urban school system and with Hamden, CT school system (a "suburb" of New Haven) this proposed NPD II program seeks to provide training to a substantial number of in-service, mainstream classroom teachers (hereafter described as "content teachers"), on how to best educate the English learning students in their mainstream classrooms. We plan to target certified math and science (STEM) teachers, grades 3-12, and when working with elementary teachers, we plan to focus on math and science curriculum development, aligning content and state EL frameworks. Upon completion of this five year grant period, 28 content teachers will have received an MS degree in Bilingual,

Multicultural Education and TESOL along with the State of Connecticut's cross-endorsement (certification) in ESL and/or bilingual education, and 6 additional teachers will have earned either the ESL or bilingual/math, bilingual/science, or bilingual/elementary cross-endorsement (without the MS). Moreover, 6 additional content teachers will have taken 3 credits of coursework in sheltered instruction of ELs. Finally, we will provide EL-focused professional development to 191 additional teachers, administrators, student service personnel, paraprofessionals and tutors of New Haven, Hamden and southern/central Connecticut.

A unique feature of this program is the "community of practice" (CoP) element built into each of the degree granting and cross-endorsement programs. Through ongoing community of practice sessions, the content teachers enrolled in our MS/TESOL and cross endorsement coursework (hereafter called TAT scholars) will: directly apply what they are learning in their university course work to their practice in the classroom; and use classroom data to analyze the ongoing performance of their students and to inform instruction. At the same time, through the qualitative data obtained in the CoP sessions, university TESOL faculty and TAT program staff can determine what the TAT scholars are learning and using from their MS coursework and can thereby revise their teacher preparation curriculum, as needed, in meaningful ways.

Competitive Preference Priorities met by this grant are as follows:

Competitive Priority #2: Our project is designed to collect, analyze, and use data:

- to improve instructional practices in New Haven and Hamden schools systems;
- to increase EL language and content outcomes in New Haven and Hamden schools; and
- to improve MS/TESL teacher education coursework at Southern Connecticut State University.

Competitive Priority #3: With the intention to increase the opportunities for high-quality preparation of teachers of STEM subjects, we plan to target math and science teachers, grades 3-12 for scholarships to pursue the MS/TESOL and ESL or Bilingual Education endorsement, addressing a major shortage area for both districts and the region. Elementary teachers, included as scholarship recipients, will focus all of their coursework's major assignments on math or science curriculum development.

Our NPD II proposed project also includes one Invitational Priority:

Invitational Priority #2: SCSU has the largest School of Education in New England. Currently all pre-service teachers are required to take 1.5 credits of coursework addressing the education of ELs, an intensive introduction to sheltered instruction and curriculum modification for ELs. As of the year 2015, CT State Department of Education's pre-service certification requirements will expand the knowledge base requirements addressing linguistic diversity. Through this NPD II grant, SCSU's TAT program and TESOL faculty will work with SCSU's School of Education faculty to determine how the additional required linguistic diversity elements will be included in each pre-service teacher education curriculum, thereby improving preparation of ALL teachers to better serve ELs.

Two GPRA Performance Measures are addressed by this NPD II proposed program: Measure 1.5: The percentage of in-service completers who complete State EL licensure, and Measure 1.6: The percentage of in-service program of study completers who instruct ELs.

Need for project

New Haven's and Hamden's Needs

New Haven, a CT priority school district, boasts the state's third largest EL enrollment of over 2400, 8% of CT's ELs. The district's greatest challenge is finding qualified Bilingual and

District	Total Enroll.	% EL	Cert. ESL Ts.	Cert. Bil.Ed Ts	Ratio- ELs: Cert. Ts.	Bil. Ed. DSAPS	Unfilled positions.
New Haven	19,736	2,465 =13%	30	45	33:1	6	10
Hamden	6065	276= 5%	4	0	69:1	n/a	1

ESL certified teachers, particular in the STEM content areas. As the 2010-2011 chart above illustrates, 6 emergency "Shortage Area Certifications" (DSAPs) and 10 positions were left unfilled due to lack of qualified staff. While neighboring Hamden has significantly fewer ELs, the ratio of ELs to appropriately certified teachers is twice as large as that of New Haven.

South, Central CT's Needs

Throughout southern Connecticut, the number of EL students has exploded in the last decade, while the number of qualified teachers to train them has declined more than 9 percent. Connecticut's Education Commissioner recently commented on this shortage, "we have more students than we have staff to help them. This is one of the most needy groups and we are not making much headway." Needy indeed, the four-year high school graduation rate for ELs was 53.4% in 2009-10, lower than any other subgroup. The Connecticut State Department of Education designated bilingual education a shortage area for the 2010-11 academic year.

Cities that surround New Haven, (East Haven, West Haven, Hamden and Stratford), have experienced a large influx of ELs over the last five years as a spillover from New Haven, yet lack adequately trained staff to best meet their needs. The larger, urban districts in southern Connecticut – Bridgeport and Stamford - have the second and fourth largest EL enrollment, respectively, and face similar staffing challenges. According to the Connecticut Data Bulletin (9/2010), LEAs that sought to staff bilingual education positions gave the applicants the lowest

possible rating, citing that Bilingual and TESOL positions had some of the smallest applicant pools per available positions.

State of Connecticut Administrative Needs:

Those schools who attempt EL reform have the greatest chance to succeed, when the reform is strongly supported by the district's leadership (Walqui, 2000). Despite the strong interest and need for administrators to learn about the education of ELs, they represent the greatest training challenge because of their extremely tight schedules and difficulties committing to any type of long-term professional development program for themselves.

One way we have addressed this challenge is to require a "team" approach to our PD workshops, requiring that the school staff attend as a team, and that the team contain at least one (non-ESL) administrator and one school service personnel, in addition to mainstream content teachers. With this NPD II grant, in addition to continuing to require a "team" attendance for any PD, we propose several new ways to try to capture the attention of education leaders. We will create highly polished, very easy to read EL Newsbriefs, which we will send to school leaders quarterly. Each Newsbrief will contain a few suggested EL best practices for teachers and leaders, but will also contain an invitation to meet with TAT staff and EL directors for 1 hour "Coffee Talk" discussions of district-specific data pertaining to the achievement growth of ELs. Additionally we plan to develop with two schools, an intensive, multi-year relationship, a partnership that will include a multitude of service options: scholarships, PD, ongoing in-class observations and mentoring, paid summer week-long curriculum institutes, and quarterly status updates with administrators.

a. Quality of Project Design

a.1. Extent to which goals, objectives and outcomes are clearly specified and measurable.

In response to the above stated needs, SCSU's Training for All Teachers Program's NPD II project will address five goals: 1) to improve the ability of New Haven, Hamden, and south, central CT's science and math teachers to work with English learners through coursework leading to ESL and Bilingual Education cross-endorsements and MS/TESOL degrees; and 2) to assist CT's teachers in curriculum development to make math and science curricula accessible for ELs; 3) to address the entire school's professional development needs by offering EL instructional opportunities to administrators, student service personnel, tutors and paraprofessionals, and by developing two long term, multi-service school partnerships, one in New Haven and one in Hamden; 4) to ensure that the TAT Program's mission continues to support Connecticut's public schools after the life of the grant; and 5) to enable more data-based decision making to improve instruction. These five goals will be accomplished through fifteen program components. Following is a detailed description of the five goals, to include GPRA measures when applicable, accompanied by a description of each of the fifteen program components and a list of outcome objectives for each of the program components.

Goal 1. To improve the ability of New Haven, Hamden, and south-central CT's science and math teachers to work with English learners through coursework leading to ESL and bilingual education cross-endorsements and MS/TESOL degrees.

Goal 1; Component I: Content teachers earn MS/TESOL Degree and cross-endorsement in ESL/bilingual ed. (GPRA Measures 1.5 & 1.6)

Twenty-eight (28) New Haven and Hamden, CT science and math teachers, grades 3-12, and elementary teachers, who will focus on science and math curriculum, will enroll in SCSU's MS/TESOL degree. Should a vacancy exist that is not met by New Haven or Hamden, we will offer the vacancy to teacher(s) from East Haven, West Haven, or Bridgeport, CT. Ninety

percent (90%) of the 28 teachers, (25) will complete the degree program. Upon completion of the degree, each will earn a cross endorsement by the State of CT in ESL and/or bilingual education.

During their tenure in the MS program, teachers will engage in a monthly, after school, 2-hour, "community of practice" discussion, during which teachers will: a) plan how to apply what they are learning in their MS course work to their actual classroom practice; and b) learn to analyze their own students' content and LAS-Links linguistic performance data to determine how to modify their science and math curricula for their students' language proficiency levels. These sessions will be facilitated by the TAT program manager, who is an ESL expert.

Goal 1; Component II: Content teachers earn cross-endorsement in ESL or bilingual ed—no MS degree (GPRA Measures 1.5 & 1.6)

Six (6) New Haven and Hamden content teachers will enroll in SCSU's ESL or Bilingual Education cross-endorsement coursework by the end of Year 2 and complete the program at the end of Year 5, obtaining the State of CT ESL or bilingual education cross-endorsement. During their tenure in the program, these teachers will become part of the "community of practice," as discussed in Component I, and will therefore, use student content and linguistic performance data as a formative instructional tool and will identify specific EL-instructional practices they have implemented.

Outcome Objectives for Goal 1; Components I & II.

1.I.1. Twenty-eight (28) science and math teachers or elementary teachers focusing on science and math ("content teachers") from New Haven, Hamden, or south-central CT will enroll in SCSU's MS/TESOL degree program with the plan to take 2-4 courses per year. Ten will start in Year 1, ten in Year 2, and eight in Year 3.

1.I.2. Twenty-five (25) of these content teachers (90%) will complete the MS/TESOL degree and obtain a CT State cross-endorsement in ESL and/or bilingual education. All are scheduled to graduate in Year 5 of the grant.

1.II.3. Six (6) New Haven and Hamden content teachers will enroll in an ESL or bilingual education cross-endorsement coursework program—3 in Year 1, and 3 in Year 2.

1.II.4. 90% (5) will complete the cross endorsement by the end of Year 5.

1.I/II.5. During each year enrolled in the MS Program, 100% of the content teachers will engage in a monthly two-hour "community of practice" session, during which, teachers will apply their course work to their classroom practices, and learn to use student linguistic and content performance data to differentiate their math and science curricula for students' language proficiency levels.

1.I/II.6. Of teachers enrolled in the "community of practice" sessions, under the guidance of a program facilitator, 90% of the MS scholars (25) and 90% of the cross-endorsement scholars (5) will identify in end of the year reports: 1) specific EL-instructional practices they have adopted; and 2) specific math and science curricular revisions they have made in response to their students' content and linguistic performance data, addressing their students' varying levels of language proficiency.

Goal 1; Component III: Content teachers learn sheltered instructional strategies by taking a 3-credit course. (GPRA Measure 1.6)

An additional six (6) New Haven and Hamden content teachers will enroll in and complete graduate course TSL 518, "Content-based Instruction for ELs," a three-credit course in sheltered instruction strategies. During this course, teachers will modify units of instruction adopting sheltered strategies so that the unit of instruction is accessible to ELs in their courses.

Exemplary instructional units will become part of SCSU's TAT permanent EL curriculum library—available to all CT school teachers, grades K-12.

Outcome Objectives for Goal 1; Component III

1.III.1. Six (6) New Haven content teachers will complete the TSL 518 course, earning three graduate credits during Years 1 and 2.

1.III.2. Six (6) New Haven content teachers will create STEM-based units of instruction employing sheltered strategies while enrolled in the course.

Goal 2. To assist CT's teachers in curriculum development to make math and science curricula accessible for ELs.

Goal 2; Component I: Content teachers will engage in a day-long Science and Math Curriculum Development PD Training for ELs (GPRA Measure 1.6)

Thirty (30) content teachers per year, in Years 2, 3, 4, & 5, and fifteen (15) in Year 1, will attend 6 hours of professional development on curriculum development for ELs, with a major focus on math and science curriculum. Preference will be given first to New Haven and Hamden schools, after which teachers from southern and central CT will be welcome to take part. During Year 1, the TAT staff will develop PD trainings specific to math and science curriculum development. In collaboration with district liaisons and district content supervisors, they will recruit school systems to take part in the training to begin in the second half of Year 1. The training will address how to adjust STEM curriculum to make course content, text and talk comprehensible, and to engage ELs with the content, thereby allowing them to address course content objectives despite their level of language proficiency. Making use of the TAT Strategies Checklist designed for current TAT trainings, teachers will leave the training with a component

of their own math or science curriculum, which they have revised to better meet the needs of ELs.

Outcome Objective for Goal 2; Component I.

2.I.1. Thirty (30) content teachers per year will complete 6 hours of TAT PD training on curriculum development for ELLs, in Years 2, 3, 4, & 5, and fifteen (15) in Year 1. They will receive .6 CEU (Continuing Education Unit), if applicable.

Goal 2; Component II: Content teachers will engage in a paid, week-long Summer Science and Math Curriculum Development Institute for ELs (GPRA Measure 1.6)

Having surveyed over 250 teachers, who had just completed 10 hours of sheltered instruction training, the single greatest need teachers identified was the need for more time to modify curriculum. Consequently, twenty (20) content teachers in Years 2 and 4 (10 teachers each year), will attend a paid, week-long science and math curriculum development summer institute. Preference will be given to our partner school districts, New Haven and Hamden. Those teachers who have less than 6 hours of training in sheltered instruction will receive a one-day training in best instructional practices for ELs. Over the course of 5 days, content teachers will modify units of their academic year STEM curriculum to ensure the lessons are accessible to ELs at varying proficiency levels. Content-based units created in this institute will maintain the high level of academic rigor, meet course objectives, and be tied to Connecticut's EL Framework, thereby confirming both language and content objectives have been integrated.

Outcome Objective for Goal 2; Component II.

2.II.1. Twenty (20) content teachers will attend a week-long Summer Science and Math Curriculum Development Institute for ELs— 10 in Year 2 and 10 in Year 4.

2.II.2. 90% of these teachers (18) will complete the 5-day summer institute, and will have successfully modified at least one instructional unit.

2.II.3. 75% (15) of the sheltered curriculum units, created by content teachers, will become part of SCSU's TAT permanent EL curriculum library.

Goal 3. To address the entire school's professional development needs by offering EL instructional opportunities to administrators, student service personnel, tutors and paraprofessionals, and by developing two long term, multi-service school partnerships, one in New Haven and one in Hamden.

Goal 3; Component I: Administrators and student service personnel will engage in their school's day-long PD training on Math and Science Curriculum Development for ELs.

As the TAT Program offers its six hour PD workshops to schools, attendees will be required to take part in a "team" approach. Each team must contain at least one (non ESL) administrator, preferably the administrator who evaluates teacher performance, and one student service personnel in addition to the content teachers, thereby ensuring that CT administrators and student service personnel are also informed as to the best instructional practices for ELs.

Goal 3; Component II: Tutors and paraprofessionals will engage in their school's day-long PD training on Math and Science Curriculum Development for ELs.

As part of the same school team, tutors and paraprofessionals will attend the six-hour workshop and learn how to make science and math curriculum accessible, academically and culturally, to the ELs they support inside and outside the classroom. Tutors and paraprofessionals will work alongside content teachers to create supplemental materials to be used in one-on-one or small group tutorials, after school programs and homework tasks to preview and prepare for upcoming lessons. We acknowledge the critical role tutors and

paraprofessionals have in the education of ELs, sometimes acting as the sole source of language support. They, too, need access to rich professional development that will enable them to make effective use of their time with ELs.

Outcome Objective for Goal 3; Components I & II.

3.I/II.1. As part of the school team, nine administrators, nine student service personnel, and eighteen tutors/paraprofessionals will complete 6-hour workshops on STEM curriculum development for ELs (distributed evenly among Years 2, 3, 4, 5, and last half of Year 1.) They will receive .6 CEU (Continuing Education Unit) if applicable.

3.I.2. At the end of the training program, 75% of these administrators and student service personnel (3 per year) will identify specific target areas of school and/or curriculum reform to improve the quality of education for ELs.

3.II.3. At the end of the 6-hour workshop, 75% of the tutors and paraprofessional participants will create supplemental STEM-based materials, employing sheltered strategies.

Goal 3; Component III: TAT will provide new ways of reaching school and district administrators to inform them of the unique instructional needs of ELs.

One of the biggest challenges in our current NPD grant is how to deliver critical information affecting the education of ELs to those who need it the most, school administrators. We recognize they may not have whole days to commit to PD workshops. Instead, administrators need sound bites of the current research, effective practices, and program models that work. To complement these sound bites, administrators need access to experts in the field on a regular basis so that questions and concerns can be addressed and decisions made that will immediately impact ELs in Connecticut. It is the goal of this NPD II grant to find realistic, stimulating and effective ways of collaborating with administrators: through quarterly

Newsbriefs, one-hour long "Coffee Talk" information sessions, and through first hand reports of what works in districts throughout the state to best meet the needs of ELs.

Outcome Objectives for Goal 3, Component III.

3.III.1. Principals and superintendents in New Haven, Hamden, East Haven, West Haven, Bridgeport and Stamford will receive quarterly Newsbriefs, each one page, containing relevant facts, promising practices, a brief commentary, and an invitation for a follow up meeting.

3.III.2. Two (2) administrators per year will engage in a 1-hour information "Coffee Talk" session with TAT staff and SCSU TESOL faculty.

3.III.3. "What Works in CT," a compilation of vignettes detailing EL successes experienced in nearby districts, will be made available to administrators on a yearly basis.

Goal 3; Component IV: TAT will engage in a long-term, multi-service PD relationship with two schools.

Given that the education of ELs is the responsibility of the entire school system, we will cultivate a multi-service, multi-year relationship with two schools. During these relationships, schools will take part in the MS Scholarship program, PD training for staff, on-going classroom observations and mentoring, and the summer week-long curriculum development institute. As a result, we anticipate significant improvement in teaching and EL learning, as evidenced by EL language and content outcome assessments (measured in Goal 5 of this proposal).

Outcome Objective for Goal 3, Component IV.

3.IV.1. The TAT program will engage in a long-term, multi-service PD relationship with two schools, one in Years 2 and 3 and another in Years 4 and 5.

Goal 4. To ensure that the TAT Program's mission continues to support Connecticut's public schools after the life of the grant.

Goal 4; Component I: TAT will expand and digitize the EL curriculum library.

To ensure that the grant project yields results that will extend beyond the period of federal financial assistance, SCSU intends to further develop and maintain its permanent TAT EL curriculum library. This library was initially established in 2001, with the support of a federal OELA Training for All Teachers grant, and has been growing since then. Currently the library holds 311 titles, of which 175 are instructional units addressing grade level content, but modified in ways to better reach and serve the ELs. Our intention is to continue to grow the library with the purchase of current content-based ESL texts and the expansion of our unique collection of instructional units designed by content teachers who enroll in SCSU's TSL 518 course on Sheltered Instructions for ELs. The library will continue to be housed in the Department of World Languages, home of the MS/TESOL program. With the assistance of this proposed NPD II grant, we will digitize the instructional units; thereby making them immediately accessible to all CT teachers.

Outcome Objectives for Goal 4; Component I.

4.I.1. We will continue to grow the EL Curriculum library yearly by adding at least ten (10) sheltered instructional content units per year—the intentional focus of these units will be math or science, aligned to state EL frameworks.

4.I.2. We will also expand the published ESL text holdings during Years 1, 2, and 3.

Goal 4; Component II: TAT will support CT's growth of future PhD expertise in EL education.

CT has a shortage of educational linguistic experts, credentialed experts who can offer their expertise at the State level, at Higher Education Schools of Education, and at the district level. Therefore, the TAT NPD II grant will help to develop future expertise in the area of the

education of linguistic minority children by financially supporting the doctoral studies of two academics who have already completed SCSU's MS/TESOL program.

Outcome Objective for Goal 4; Component II

4.II.1. With the support of $2,000 per semester, for three semesters per year (fall, spring, and summer), two (2) TAT doctoral fellows will begin and continue their coursework towards a Ph.D. or Ed.D. addressing the education of linguistic minority children.

4.II.2. By the end of Year 2 of the grant, two (2) TAT doctoral fellows will successfully enroll in said Ph.D.or Ed.D., and by the end of Year 5, will have completed all coursework.

Goal 4; Component III: SCSU's teacher pre-service certification curriculum will be expanded to address additional EL competencies.

As of the year 2015, CT State Department of Education's pre-service certification requirements will expand the knowledge base requirements addressing linguistic diversity. Currently, SCSU offers a 1.5 credit course addressing sheltered instruction techniques; but this course does not address all the additional competencies articulated in the 2015 pre-service requirements. With the support of this NPD II grant, SCSU's TAT program and TESOL faculty will work with SCSU's School of Education faculty to determine how the additional required linguistic diversity elements will be included in each pre-service teacher education curriculum, thereby improving preparation of ALL teachers to better serve ELs.

Outcome Objectives for Goal 4, Component III.

4.III.1. By year 5, SCSU's School of Education pre-service certification programs will have expanded their teacher preparation curricula to address all the linguistic diversity competencies articulated in the State's revised pre-service certification requirements.

Goal 5. To enable more data-based decision making; thereby improving instructional practices.

With NPD II support, the TAT program will systematically gather and analyze data: 1) to improve instructional practices in New Haven and Hamden schools systems; 2) to increase EL student language and content outcomes in both districts; and to improve the MS/TESOL teacher education coursework at Southern Connecticut State University.

In our most recent NPD grant, we established the goal to obtain EL student linguistic and content assessment data to measure the success of our MS/TESOL teacher education program, predicting that we would see post-program growth in the EL students' linguistic and content scores of each of our TAT scholars. We have learned much from this experience. We have learned: 1) of the difficulties in varying districts just in obtaining student scores; 2) that the summative scores we needed were not the same types of assessment data that could serve a meaningful, formative function for the TAT scholars in their own classrooms; and 3) that the EL population itself is so fluid and difficult to pin down, that the snapshot performance scores of EL students very often do not capture the actual learning histories of these same students.

Nevertheless, we recognize the importance and necessity of data-driven decision making: in program development and delivery, and in the daily choices teachers make in their classrooms. To that end, we plan to use for this NPD II program an enhanced collection of quantitative and qualitative measurements (formative and summative) to inform and thereby assist the classroom content teachers in their instructional and curricular decisions, to measure the linguistic growth of the TAT scholars' EL students, and to inform our TAT and MS/TESOL program delivery.

Outcome Objective for Goal 5, Component I: Data on TAT scholar performance.

5.I.1. 100% of the TAT scholars will be observed teaching three times, once in the first six months of their coursework, again midway through their program, and finally in the last semester of their coursework, by TAT staff or their district's ESL/Bilingual Supervisor, an expert in EL instruction.

5.I.2. 85% of the TAT scholars will show performance improvement in the resultant observation checklist. They will use the checklist and meeting with observer to discuss performance growth and to identify areas of future desired growth.

Outcome Objective for Goal 5, Component II: Data on EL student performance.

5.II.1. 100% of the TAT scholars will use district approved, standardized, language and content student performance data to differentiate content instruction and curriculum for formative and summative purposes, with the guidance of the TAT program manager in their monthly Community of Practice meetings.

5.II.2. Each year that the teachers are enrolled in the program, 85% of the TAT scholars will collect early, mid-year, and end-of-year content writing samples from their ELs, and use authentic assessment rubrics to measure each student's linguistic and content growth in the subject content.

5.II.3. Mid-year, and at year's end, 85% of the TAT scholars will use data collected from the students' authentic assessments to identify linguistic and content areas of significant group growth and areas that signal the need for a different teaching approaches. They will identify their findings in a written self-reflection facilitated by the TAT manager, through the Community of Practice meetings.

5.II.4. Each year the TAT program staff and the ESL/Bilingual Supervisors of Hamden and New Haven will gather and analyze linguistic data for each EL student taught by the TAT

scholars; specifically they will gather the current and previous year's LAS-Links scores, to determine rate of growth for each student and for the EL group of students in the TAT scholar's class.

5.II.5. Each year the TAT program staff and the ESL/Bilingual Supervisors of Hamden and New Haven will gather and analyze content data for each EL student taught by the TAT scholars; specifically they will gather CMT and CAPT assessment scores of math, writing, and science (when applicable), to determine rate of growth for each student and for the EL group of students in the TAT scholar's class.

Outcome Objective for Goal 5, Component III: Use teacher and EL student data to inform NPD II program and MS/TESOL program.

5.III.1. TAT staff will use ongoing Community of Practice conversations to inform MS/TESOL faculty of the effectiveness of their coursework. Once, annually, TESOL faculty and TAT staff will meet to discuss TAT scholars' feedback and make revisions to course curricula when necessary as informed by the feedback.

5.III.2. TAT staff will use all of the above teacher and student data to inform their own program delivery. Each year, using the data gathered for the end of the year report, TAT staff and ESL/Bilingual Supervisors from Hamden and New Haven and district content supervisors will meet to discuss the findings of the student and teacher (scholar) data, for the purpose of program improvement.

a.2. Extent to which the project reflects up-to-date knowledge from research and effective practice.

The program design is based on the current body of research which finds that those schools that achieve success in educating their English learners do so because the entire school

embraces the responsibility of the EL students' education. In such schools, administrators, student service personnel, content teachers and support teachers are educated in the needs of ELs and are invested in working with them. (Brisk, 1999; Faltis & Hudelson, 1998, Verplaetse & Migliacci, 2007, Walqui, 2000) "Best practices" to be addressed in workshops, the TSL 518 course, and throughout the MS/TESOL curriculum will significantly focus on two concerns: how to modify science and math curriculum to make the course content (input) comprehensible and how to engage the ELLs in the learning activities by increasing opportunities for interaction (output). These concepts are based on sound second language acquisition theory (Cummins, 1981, 1991; Johnson, 2004; Krashen, 1994; Hall & Verplaetse, 2000; Swain, 1985; Vygotsky, 1978) and utilize current content-based ESL and sheltered content course design strategies – with a special emphasis on math and science curriculum (August, Artzi & Mazrum, 2010; Echevarria & Graves, 2002; Short, Fidelman, & Louguit 2009; Walqui & vanLier, 2010).

a.3. An articulation of the plan to carry out the grant activities.

This NPD II project will be a partnership between SCSU's Training for All Teachers Program, and the public school districts of Hamden, CT and New Haven CT. Key personnel who will contribute significantly in the planning and delivery of the grant program include: the project director, and the program manager – both active participants of SCSU's current TAT program; and the district liaisons, each of whom are the bilingual/ESL supervisors for the New Haven and Hamden districts. The program will continue to be housed at the university, in the Department of World Languages and Literatures, home of the MS/TESOL program. The university will continue to provide office space and institutional support. Each public school department will support the project in a variety of ways. All necessary facilities, equipment, and supplies available at local schools will be made available to the workshop program participants

and members of the Community of Practice sessions to ensure its success. Additionally, district math and science content supervisors will contribute in an on-going advisory fashion. Once yearly, the Program Advisory Board, consisting of TAT staff, district liaisons, district content supervisors and TESOL faculty will meet to assess progress.

A plan for how each key member of this consortium will be involved in the development and implementation of the project is articulated in Section c, "Quality of the Management Plan," under the chart entitled "Implementation Plan Timeline." This chart outlines the specific activities that each key personnel member will contribute to the grant during each year of the project. The identity of each member of the consortium, and that person's qualifications are discussed thoroughly in Section b, "Quality of the Project Personnel."

b. Quality of Project Personnel

Southern Connecticut State University and the New Haven and Hamden, CT school districts provide equal educational opportunities as required by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and other equal opportunity regulations. The Training for All Teachers Project staff will purposely extend efforts to ensure that the training services to be offered are accessible to members of groups traditionally underrepresented.

Southern Connecticut State University provides equal employment opportunity and treatment to all applicants and staff in recruitment, hiring, retention, assignment, transfer and training. Such equal employment opportunity is provided without discrimination with regard to race, color, national origin, gender, age or handicapping condition. Key personnel for this proposed program include: Program Director, Program Manager, and District Liaisons.

The position of Project Director (25%) will be filled by Lorrie Stoops Verplaetse, Ph.D., coordinator of Bilingual Education and TESOL programs at Southern Connecticut State University. Verplaetse's qualifications include: a Ph.D. from Boston University in Applied Linguistics; 35 years experience in ESL and 20 years in teacher training; a Fulbright Scholarship as a teacher trainer in the Czech Republic; three previous successful federal OBEMLA/OELA grant projects; and the publication of two co-edited volumes: *Second and Foreign Language Learning through Classroom Interaction,* (2000) and *Inclusive Pedagogy for English Language Learners: A Handbook of Research-Informed Practices,* (2007), both by Lawrence Erlbaum Assoc., Publ.

The position of Program Manager (100%) will be filled by Ms. Marisa Ferraro, current program manager of SCSU's current Title VII TAT Program. Ferraro's qualifications include: MS in TESOL, Bilingual and Multicultural Education; management of a 5-year OELA grant, organization and delivery of teacher training workshops on sheltered instruction; teaching experience with refugee and immigrant students in New Haven, foreign professionals in Stuttgart, Germany, and the Summer English Language Institute at Choate Rosemary Hall.

New Haven's district liaison will be Pedro Mendia-Landa, Supervisor of Bilingual/ESL Programs for New Haven public schools. Mendia-Landa's qualifications include: Title VII Doctoral Fellow in Bilingual Bicultural Education; a 6th Year Degree in Educational Administration, an M.S. in Research and Measurement in the Behavioral Sciences; fifteen years of classroom experience working in bilingual education; and four years of experience as district EL Instructional Coach conducting PD for teachers.

Hamden's district liaison will be William Thomas, EL Department Chair K-12, for Hamden Public Schools. Thomas coordinates all EL programs at Hamden, grades K-12,

including the EL coaches and EL Department tutors who work in eight elementary Hamden schools. Additionally he teaches ESL classes at the district high school and middle school. Mr. Thomas holds an MS in Bilingual, Multicultural Education and TESOL.

Responsibilities of key project personnel are articulated in Section c, "Quality of Management Plan," immediately following.

c. Quality of Management Plan

The responsibilities of key project personnel are as follows:

Project Director: The primary responsibility of the project director is to oversee all aspects of the program implementation. Specific duties are to: 1) supervise program manager; 2) teach MS and cross-endorsement content courses; 3) provide academic advisement to program participants; 4) supervise the development of program recruitment materials, training materials, and program reports, 5) oversee the manager's budgeting efforts; 6) assist in the design of the PD workshops; 7) co-deliver workshops, as needed.

Program Manager: The primary responsibility for the program manager is to coordinate all program activities. Specific duties include: 1) maintain program records and conduct ongoing program evaluation; 2) manage program budget; 3) develop recruitment and admission materials and recruit program participants; 4) co-design workshop materials; 5) deliver workshop training; 6) facilitate the Community of Practice sessions; 7) supervise the TESOL graduate assistants; 8) provide ongoing services to two "partnership" schools, to include one-on-one classroom observations and mentoring as requested; 9) develop the curriculum library to include the digitizing and the new research component of "What Works in CT;" and 10) serve as program liaison to all university administrative offices and with the participating school systems in the region.

Hamden and New Haven Liaisons: The primary responsibility for the two district liaisons is to represent the school district in all program planning. Specific duties include: 1) working closely with program manager on recruitment efforts; 2) assisting teachers in their attainment of student records for the purpose of data analyses; and 3) taking part in ongoing advising to the program.

TESOL Graduate Assistants (50%) each will be filled by two qualified MS/TESOL candidates. Their responsibilities will be to assist program manager in all administrative tasks and to provide assistance in the data collection and analysis of TAT scholars and their ELs' performance.

The program's objectives, activities, and milestones will be implemented timely as specified in the Implementation Plan Timeline and Program Milestones charts, immediately following this section. The time commitments of the project director, program manager, and other key personnel are appropriate and adequate to meet the proposed objectives. The program manager will be available on a full-time basis. The regular teaching load of the project director will be decreased by 25% to ensure adequate time for oversight of all aspects of the project. The Program Advisory Board comprised of the project director, program manager, two district liaisons, additional SCSU TESOL faculty and district math and science content supervisors, will meet annually to ensure that all goals and objectives are met and to discuss needed ongoing program revisions.

Total requested funds amount to $680.46/EL in the two targeted regions, or $136.09 per EL annually. Including tuition, stipends, percentage of personnel salaries dedicated to service delivery, and library resources, 64% of the full budget directly benefits the districts through proposed activities. The budget will be managed by SCSU.

IMPLEMENTATION PLAN TIMELINE

Administrative Tasks to Support the Goals

Personnel	Task	Time
Project director; Program manager	Hire grad assistants	Fall, Year 1
Program mgr.	Arrange CEUs for TAT workshops	Year 1
Program mgr.	Arrange recruitment/application materials for MS program and for cross-endorsement program	Fall, Year 1
Program mgr.	Arrange recruitment materials for TAT workshops	Fall, Year 1
Project director; program manager	Create 6-hour curriculum workshop for teachers, administrators, pupil service personnel, and tutors/paraprofessionals.	Fall, Year 1
Program manager	Plan outlines for "community of practice" meetings, to include student assessment practices	Year 1
Prog. manager, project director, district liaisons	Develop program evaluation design; data collection process for both TAT scholars and EL students.	Fall, Year 1
Program mgr., project director; District liaisons.	Collect data for on-going decision making by program, and TAT scholars and for program evaluation.	Annually
Program mgr.	Write evaluation reports	Annually
Prog. manager, project director, district liaisons	Meet at the end of each semester to discuss data analysis findings.	Fall and Spring, Annually
Program mgr.	Share appropriate data findings with TAT scholars during CoP meetings, to inform instruction	Each sem.; starting Sprg, Yr. 1.
All	Meet with Advisory Bd.; develop improvement plans	Annually
All	Implement improvement plans	Annually

Goal 1. To improve the ability of New Haven, Hamden, and south-central CT's science and math teachers to work with English learners through coursework leading to ESL and Bilingual Education cross-endorsements and MS/TESOL degrees.

Personnel	Task	Time
Program manager; Liaisons	Recruit 10 content teachers to enroll in SCSU's MS program	Year 1, fall recruit for Yr. 1 sprg. enroll.
	Recruit additional 10 content teachers to enroll in SCSU's MS program	Year 1, spring recruit for Yr. 2 fall enroll.
	Recruit 8 additional content teachers to enroll in SCSU's MS program	Yr 2 recruit for Yr 3 fall enroll.
Program manager; Liaisons	Recruit 6 content teachers to enroll in cross endorsement coursework; 3 per year.	Recruit & enroll Yrs 1 & 2
Project director	Provide the academic advising for the MS degree students and the cross-endorsement students	Years 1-5
Program mgr.	Organize and facilitate the Community of Practice sessions	Monthly, Yrs 1-5
Program mgr.; District liaisons	Recruit 6 content teachers to enroll in TSL 518, 3 per year	Years 1, 2
Project dir.	Teach the TSL 518 course and portions of the MS/cross-endorsement coursework	Years 1 - 5

Goal 2. To assist CT's teachers in curriculum development to make math and science curricula accessible for ELs.

Personnel	Task	Time
Program mgr.; District liaisons	Recruit 30 regional content teachers for teacher workshops. (15 each semester, except first sem, Yr. 1)	Yearly

Program mgr.; Program dir.	Deliver teacher curriculum development workshops to 30 participants (estimate 2 workshops per year; 1 in Yr. 1)	Yearly
Liaisons and Program mgr.	Recruit 10 teachers to take part in week-long, summer curriculum institute	Years 2 & 4
Programs mgr, project director	Deliver week-long summer curriculum institutes	Years 2 & 4

Goal 3. To address the entire school's professional development needs by offering EL instructional opportunities to administrators, student service personnel, tutors and paraprofessionals, and by developing two long term, multi-service school partnerships, one in New Haven and one in Hamden.

Personnel	Task	Time
Program mgr.; District liaisons	Recruit 2 administrators, 2 student service personnel, and 4 paraprofessionals/tutors for day-long EL curriculum development workshops. (twice yearly, once/ Yr. 1)	Yearly
Program mgr.; Program dir.	Deliver teacher workshops to administrators, student service personnel, and paraprofessionals. (twice yearly, once/ Yr. 1)	Yearly
Program mgr.; District liaisons	Recruit and establish two schools to engage in 2 year partnerships, involving a combination of PD services	Years 2 & 4
Program mgr.	Conduct in classroom, teacher observations and mentoring sessions, as part of the school partnership programs. (Other services are listed as part of other goals.)	Years 2, 3, 4, 5

Goal 4) To ensure that the university and the mission of its TAT program remains a valued EL resource for Connecticut's public schools after the life of the grant.

Personnel	Task	Time
Program mgr; Graduate Assts.	Ensure that TSL 518 instructional units are digitized and entered into the TAT EL curriculum library.	Yrs 1-5

Program mgr.	Add to EL curriculum library 10 instructional units yearly.	Yrs 1-5
Program mgr.	Purchase additional EL curriculum texts for library	Yrs 1-3
Project director	Identify at least two CT MS/TESOL graduates to serve as TAT doctoral fellows.	Year 1
Project director; program manager	Work with SCSU's School of Education to ensure that all certification programs meet State EL required competencies.	Yrs 1-5

Goal 5) To enable more data-based decision making; thereby improving instruction.

Personnel	**Task**	**Time**
District liaisons	Liaisons collect EL performance data: LAS-Links and content assessment scores (CAPT and CMT), for previous year and current year.	Yrs 1-5
Program mgr.	Guide TAT scholars to collect EL content-based writing samples at beginning, mid, & end of each school year, as form of authentic lx. and content assessment.	Yrs 1-5
Program mgr.	Ensure that MS and cross-endorsement scholars analyze the LAS-Links and content assessment scores for all ELs in their classrooms – during CoP sessions.	Monthly, Yrs 1-5
Program mgr.; District liaisons; Project director	Conduct pre, mid, and post-program classroom observations and follow-up advising of each TAT MS scholar and cross-endorsement scholar.	Yrs 1-5
Project director; program mgr.; TESOL faculty	MS/TESOL faculty adopt curricular revisions based on practical discoveries learned during CoP conversations.	Yrs 1-5
Proj. dir.; prog.mgr.; district liaisons, TESOL faculty	TESOL faculty conduct annual review of TESOL curriculum and TAT program.	Yrs 1-5

PROGRAM MILESTONES	Yr.1 2011-2012	Yr. 2 '12-'13	Yr. 3 '13-'14	Yr. 4 '14-'15	Yr. 5 '15-'16	Target Completers
Cohort I (10 teachers) earn MS/TESOL and ESL cross-endorsement	10 begin, 2 courses	10 continue, 3 courses	10 cont., 2 courses	10 cont., 2 courses	9 complete, 1 course	9
Cohort II (10 additional teachers) earn MS/TESOL and ESL cross-endorsement		10 begin, 4 courses	10 cont., 3 courses	10 cont., 2 courses	9 complete, 1 course	9
Cohort III (8 additional teachers) earn MS/TESOL and ESL cross-endorsement			8 begin, 3 courses	8 continue, 3 courses	7 complete, 4 courses	7
6 CT content teachers earn Bilingual Education or ESL cross-endorsement.	3 begin, 2 courses	3 continue, 3 courses; 3 new begin 3 courses	3 cont., 1 course; 3 cont., 1 course	3 cont., 1 course; 3 cont., 1 course	3 complete, 1 course; 2/3compl., 3 courses	5
Teachers (listed above) analyze data during "Community of Practice" discussions.	13	26	34	34	30/34	30 (above)
T's complete 3-credit Sheltered Instruction course.	3	3 new				6
CT teachers complete 6-hr. workshop on Math & Science Curriculum Development for ELs	15	30 new	30 new	30 new	30 new	135
4 tutors/paraprofessionals, 2 admin., and 2 pupil personnel complete workshop annually as part of school instructional teams.	4	8 new	8 new	8 new	8 new	36

144 principals and 6 superintendents receive quarterly Newsbriefs	150	150 continue	150 continue	150 continue	150 continue	150
2 administrators/yr. engage in hour-long "Coffee Talk"	2	2 new	2 new	2 new	2 new	10
TAT staff shares "What Works in CT" vignettes yearly with above administrators	1 edition	1 new	1 new	1 new	1 new	5
20 content teachers take part in week long, summer curriculum development institute		10		10 new		18
2 schools engage in long term, multi-service PD relationship		1 school begins	1 school continues	1 new school begins	1 new school continues	2
TAT EL curriculum library grows annually by 10 STEM instructional units	10	10 new	10 new	10 new	10 new	50
2 graduates of SCSU MS/TESOL program progress towards Ph.D. in TESOL	2 begin, 2 courses	2 cont., 3 courses & enroll	2 cont., 3 courses	2 continue, 3 courses	2 complete coursework, 3 courses	2
TESOL faculty adjust MS curriculum in response to "community of practice" discussions	2	2 continue	2 continue	2 continue	2 continue	2

e. Quality of Project Evaluation

The purpose of this project's evaluation plan is threefold: 1) to determine if the project's goals are met; and—for summative and formative purposes, 2) to determine the effectiveness of the training programs; and 3) to assess impact on teaching and learning, by observing and measuring participants' teaching and their ELs' language and content performance.

The Program Milestones rubric in the previous section lays out the quantitative outcomes annually and cumulatively. To further evaluate the program quantitatively and qualitatively, the above three general purpose descriptors provide the basis for the following set of specific formative and summative questions:

1. To what extent has the program plan been implemented?
2. How effective was the project in training current content teachers, school administrators, student service personnel, and paraprofessionals in instructional best practices and STEM curriculum development specific to English learners?
3. Have the trainees applied their newfound knowledge (in instructional practices and in data-driven decision making) to their own professional practices in ways that directly address EL students in their classrooms?
4. Have the trainees' newfound practices resulted in increased language proficiency and improved academic content performance for their EL students?
5. Has the program yielded results that will extend beyond the five-year funded period?

Program effectiveness will be assessed by the following indicators and methods. It should be noted that both teacher behaviors and EL student behaviors are used as performance measures. Those measurements that address GPRA Performance Measures are so indicated.

Goal 1, Components I & II: Content Teachers Complete Masters Degree Program and bilingual education or ESL Cross-Endorsement Programs

Indicators	Assessment Methods
Teachers' completion of MS TESOL degree	Number of teachers who have graduated from SCSU's MS/TESOL degree program.
Teachers' completion of Cross-Endorsement Coursework (GPRA 1.5)	Number of teachers who have completed the SCSU bil. ed.or ESL Cross-Endorsement coursework and applied for the cross-endorsement.
Teachers' satisfaction with MS and Cross-Endorsement Programs	1) Participant annual anonymous satisfaction surveys administered during the Community of Practice sessions. 2) Anonymous student course evaluations.
Teachers' application of course content to instructional practice & curr. development	1) Instructional units collected at the end of the TSL 518 course on sheltered instruction. 2) Implemented strategies identified during the Community of Practice sessions. 3) Pre, mid, and post-program observations of TAT scholars in classroom setting.
Improved growth of EL language proficiency (GPRA 1.6)	Annual EL student assessment with LAS-Links administered mid-late spring and compared to same student's LAS-Links score previous year.
Improved growth of EL student academic performance (GPRA 1.6)	1) Annual EL academic content assessment (CAPT and CMT scores for math, writing, and science, when applicable), compared to same student's scores previous year. 2) Pre-, mid-, and end-of-school year writing assessment on science or math course content, to measure authentic content and language growth during school year.

Goal 1, Component III: Teachers Complete 3-Credit Course on Sheltered Instruction

Indicators	Assessment Methods
Teachers' content course completion	Number of teachers who completed TSL 518.

Teachers' application of course content to instructional practices with ELs and to curriculum development. (GPRA 1.6)	1) Instructional units collected at the end of the TSL 518 course on sheltered instruction. 2) Teacher's self reflection report at end of course, detailing how his/her instructional practices have been modified to better serve ELs. 3) Teacher's self-report of number of ELs they teach.
Student satisfaction with course	Anonymous student course evaluations.

Goal 2, Components I & II: Assist Teachers with Curriculum Development (day long PD and week long summer institute)

Indicators	**Assessment Methods**
Teachers' workshop completion	Number of teachers who completed workshop.
Sheltered/ESL curriculum revisions applied to their science and math curriculum by teachers in workshops. (GPRA 1.6)	1) Number of participants' revised lesson plans, revised instructional materials, and self-reports, at end of day-long workshops. 2) Number of and quality of participants' extensive curriculum revisions at end of week-long workshop. 3) Number of ELs served by each teacher.
Participant satisfaction with workshop.	Anonymous participant evaluation surveys.

Goal 3, Components I, II, & III: EL Professional Development ALL School Personnel

Indicators	**Assessment Methods**
Admin. & student service personnel wkshp. completion	Number of administrators and student service personnel who have completed the workshop.
Changes in practice to better serve ELs	Participants' self-reports at the end of workshop, articulating how they plan to modify their practices to better serve the needs of ELs.

Participants' satisfaction with workshop	Participant anonymous evaluation surveys.
Paraprofessionals and tutors workshop completion	Participants' revised instructional materials, and self-reports of instructional strategies at end of workshops.
New attempts to reach administrators	Number (and type) of administrator responses to published Newsbriefs, "What Works in CT" series, and invitations to hour-long "Coffee Talk" meetings.
Long-term school partnerships	1) Number of service types offered to a single school within the course of 2-3 years. 2) Overall improvement in EL linguistic and content assessments in each school post-treatment.

Goal 4, Components I, II & III: To ensure that the TAT Program's mission continues to support Connecticut's public schools after the life of the grant.

Indicators	**Assessment Methods**
EL Curriculum Library holding reports	1) Number of instructional units and published ESL texts collected annually to be housed in SCSU's EL Curriculum Library. 2) Number of instructional units digitized and uploaded to permanent website. 3) Number of hits on said website.
Doctoral candidates supported	Number of fellows and number of courses each of the fellows completes in their progress toward a doctorate.
SCSU's pre-service certification curricula revised	Number of pre-service certification programs which add the EL components needed to address State's new EL competencies.
TESOL faculty modify TESOL curriculum to reflect scholar's on-the-job applications.	TESOL faculty self report annually on curriculum adaptations based on Community of Practice discussions.

Student satisfaction of TESOL courses	1) Anonymous student course evaluations at the end of each semester. 2) Recorded scholar report-outs at CoP sessions.

Goal 5, Components I & II: To enable more data-based decision making; thereby improving instructional practices.

Indicators	**Assessment Methods**
TAT scholars modifying their own instructional strategies	1. Classroom observations pre-, mid-, & post- program. 2. Instructional materials collected at end of TSL 518.
EL students show improvement in linguistic and content performance	1. Annual assessment of each ELs' linguistic proficiency through the LAS-links assessment. 2. Annual assessment of each ELs' academic growth through the tracking of annual state content assessments: CMT, CAPT math, writing and science. 3. Pre-, mid-, and post- yearly authentic assessments of each EL's ability to write about STEM content, scored by rubrics addressing content and language.
TESOL faculty modify TESOL curriculum to reflect teacher's on-the-job applications.	TESOL faculty self report annually on curriculum adaptations based on Community of Practice discussions.
Student satisfaction of TESOL courses	Anonymous student course evaluations at the end of each semester.
TESOL faculty and TAT board monitor TAT program success and make periodic revisions.	Annual TAT reports will include an analysis of current progress data with suggestions for revisions, based on TAT Board's annual mtg. suggestions.