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University of Colorado
Organizational Alignment to Serve EL Students (OASES)

Abstract

The University of Colorado at Boulder is submitting an application for funding under Title III, National Professional Development programs. The proposed project, titled "***Organizational Alignment to Serve EL Students***" (OASES) was developed and is being submitted in partnership with three significantly impacted school districts in Colorado, Denver Public Schools, Boulder Valley School District, and St. Vrain Valley School District.

The Principal Investigator for this project will be Dr. Lucinda Soltero-González, a faculty member in the School of Education at the University of Colorado at Boulder. The goals and objectives in this application are written to **Invitational Priority 2** and **Competitive Preference Priority 2**. This invitation gives priority to projects that propose to improve preparation of all teachers to better serve English Learners (ELs). In addition, project staff and University of Colorado faculty will collect post-training data on the effectiveness of program graduates in order to determine the impact of the project on the academic achievement and English language development of EL students The project is based on three goals and 11 project objectives.

The proposed OASES project is research-based and will involve three critical elements: (1) professional development opportunities for teachers who are responsible for teaching second language learners; (2) professional development for principals, counselors, literacy coaches, and other administrators who are responsible for the supervision of teachers of EL students; and (3) revised curricula and enhanced pedagogy in the teacher education program to improve the preparation of professional educators to provide effective educational programs to ELs. As a result of this project, teachers will demonstrate competency in creating an educational environment conducive to the ELs' academic success that is aligned to the World-class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards, and will learn and use research-based instructional strategies that are effective with students identified as ELs.

As a result of **Goal 1, Objectives 1 through 5**, the existing Linguistically Diverse Teacher Education program (LDE) presently offered at the University of Colorado will be enhanced in two ways. Currently, all courses in the program include national TESOL standards and the Colorado K-12 content standards; however, they do not include the *World-class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards* that were recently adopted by the state of Colorado. Courses will be revised to include the WIDA-ELP standards. In addition, the delivery of the Linguistically Diverse Teacher Education program will be revised to include supervised practicum in methods courses within the program.

It is imperative that school- and district level administrators share understandings with their LDE endorsed teachers about how best to modify instruction so that ELs have equitable educational opportunities. Therefore, **Goal 2, Objectives 1 through 4** propose developing and implementing a 9-credit hour Certificate of Administrative Excellence in EL Education program for principals, coaches, and directors of English Language Acquisition Programs. Requirements for earning the certificate include completing 3

courses designed specifically to improve teacher supervision and coaching, and attending and sharing new learnings at a Language, Culture, and Equity Academy.

The final goal of the OASES project (**Goal 3, objectives 1-2**) is to partner with the Colorado Department of Education to offer an annual Language, Culture, and Equity Academy. **Goal 3** addresses the need to disseminate knowledge widely, and to create a forum for leaders throughout the state of Colorado to come together to share successes, to learn of the latest regulations and research, and to create a collaborative and mutually supportive community that envisions and sustains maximum educational opportunity for ELs. ELA Directors, Superintendents, Principals, Coaches, Teachers, and Parents from across the state will be invited to the Academy where they can choose to attend a variety of sessions facilitated by local, regional, and national leaders. Sessions are designed to extend professional development in the following 4 areas: Equity, Leadership, Instructional Strategies, and Policy.

As a result of this project, 48 teachers will earn LDE endorsements, 24 instructional leaders will earn a Certificate of Administrative Excellence in EL Education, and leaders throughout the state will be invited to attend an annual Language, Culture, and Equity Academy.

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Quality of the Project Design (40 points)

(a)(1) Specified and measurable goals, objectives, and outcomes

Improving the academic performance of students who are from non-English backgrounds requires a focus on early intervention, programmatic policies founded upon a well-articulated research-based understanding of best practice, and deep internalization of appropriate pedagogical content knowledge for English Learner (EL) instruction. It is imperative that building and district level administrators share understandings with their Linguistically Diverse Education (LDE) endorsed teachers about how best to modify instruction so that ELs have equitable educational opportunities that ensure successful mastery of content while accelerating language acquisition. The alignment of goals and understandings across district staff will ensure that the design and delivery of instruction integrates best practices and appropriate modifications to meet both content and English language development standards. The proposed ***Organizational Alignment to Serve EL Students*** (OASES) project is research-based and will involve three critical elements: (1) professional development opportunities for teachers who are responsible for teaching second language learners; (2) professional development for principals, counselors, literacy coaches, and other administrators who are responsible for the supervision of teachers of EL students; and (3) revised curricula and enhanced pedagogy in the teacher education program to improve the preparation of professional educators to provide effective educational programs to ELs. As a result of this project, teachers will demonstrate competency in creating an educational environment conducive to the ELs' academic success that is aligned to the World-class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards, and will learn and use research-based instructional strategies that are effective with students identified as English Learners (Escamilla, 2006). They will earn a LDE Endorsement with emphasis in reading and English as a second language (ESL). Additionally, instructional leaders (principals, literacy coaches, etc.) will participate in professional development

opportunities tailored to prepare them to become effective instructional leaders who are knowledgeable about best practices for EL students. These instructional leaders will earn a 9-credit hour certificate from the University of Colorado attesting to specialized leadership skills grounded in current research regarding effective practice to meet the educational needs of linguistically diverse student populations. Finally, course syllabi within the LDE program will be modified to better connect theory to practice, and to align with the WIDA-ELP standards that will be newly implemented within the state of Colorado beginning in the 2011-2012 school year.

In preparation for the writing of the application, a planning committee, consisting of Denver Public School (DPS), Boulder Valley School District (BVSD), & St. Vrain Valley Schools (SVVS) administrators met with University of Colorado faculty to develop the program's goal and objectives. These partner LEAs were chosen because they highly impacted school districts in Colorado, and together they serve 30% of the state's 110,500 ELs. The initial design was then shared with Dr. Barbara Medina of the Colorado Department of Education and her recommendations were incorporated into the overall framework of the proposed project. Of fundamental importance to the OASES project is the state's recent adoption of the World-class Instructional Design and Assessment English Language Proficiency Standards (WIDA-ELP). The adoption of new standards requires a large-scale realignment of curricula, syllabi, and assessments. Further, teachers and administrators statewide will need to become familiar with how to implement instruction to meet these rigorous standards.

The goals and objectives in this application are written to **Invitational Priority 2**. This invitation gives priority to projects that propose to improve preparation of all teachers to better serve English Learners.

Goal 1: ***Develop and implement a model Linguistically Diverse Educator (LDE) Endorsement Program to prepare teacher candidates to provide instruction that accelerates English Learners' acquisition of language, literacy and content knowledge and to align to World-class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards.***

Objective 1 By December 31, 2011, develop a model 25 semester hour LDE program that includes lab-based opportunities in methods courses that aligns with the WIDA-ELP Standards.

Objective 2 By December 31, 2011 recruit 24 Cohort 1 teachers, and by April 30, 2014 recruit 24 additional Cohort 2 teachers to participate in the program.

Objective 3 Beginning January 2012 offer a 25 hour LDE endorsement program to Cohort 1 teacher candidates and beginning June 2014 offer the program to Cohort 2.

Objective 4 Teachers earning the LDE endorsement will attend a Language, Culture, and Equity Academy twice throughout endorsement program.

Objective 5 Each project year collect data to determine the effectiveness of teachers providing quality instruction to EL students in the partner school districts.

Goal 2: ***Develop and implement 9-credit hour Certificate of Administrative Excellence in EL Education program for principals, coaches, and directors of the English Language Acquisition Program.***

Objective 1 By March 30, 2012 develop a model 9 semester-hour Certificate of Administrative Excellence in EL Education.

Objective 2 By April 30, 2012, recruit 12 instructional leaders (principals, ELA Directors, literacy coaches) to earn a Certificate of Administrative Excellence in EL

Education. By April 30, 2014, recruit a second cohort of 12 instructional leaders to earn the Certificate of Administrative Excellence in EL Education.

Objective 3 By March 1 of each year secure leadership participation in an annual Language, Culture, and Equity Academy.

Objective 4 By January 30 of each year following the Certificate coursework interview/survey members of the leadership cohort to understand how the knowledge gained through the certificate program is put into practice at the building level.

Goal 3: ***Provide on-going up-to-date professional development to instructional leaders across the state (Superintendents, District English Language Acquisition Directors, Literacy Coaches, Counselors, etc.) by organizing an annual Language, Culture, and Equity Academy.***

Objective 1 By November 30 of each funded year, collaborate with Colorado Department of Education (CDE) personnel to plan and organize an annual LCE Academy to take place each April.

Objective 2 By May 30 of each funded year summarize LCE Academy evaluations and participation.

Strategies for Accomplishing Program Objectives

Goal 1, Objective 1 speaks to the development of a model 24 semester-hour Linguistically Diverse Educator (LDE) program that includes lab-based opportunities and is aligned with the WIDA-ELP standards. Upon notification of funding, the proposed Director, Dr. Wendy Sparrow, will take the lead role in revising courses that students take when entering in the Linguistically Diverse Educator ESL endorsement program beginning with modification of the first course (EDUC 5425 – Introduction to Bilingual Education). Particular attention will be given as to how course readings and assignments ensure that students are thoroughly familiar with the WIDA-ELP

standards that the state of Colorado has adopted to guide instruction beginning in fall 2011. Since this will be the project participants' first course in the program, the conceptual framework that will be the basis for all other courses in the program will be embedded into this course. Throughout this first phase of program development, the proposed Principal Investigator, Dr. Lucinda Soltero-González, will review adapted syllabi to ensure all standards are met and that courses follow the conceptual framework proposed in this application. As courses are modified, faculty from the department of Equity, Education and Cultural Diversity (EECD) will be asked to review syllabi to provide input for strengthening LDE endorsement courses. The courses demarcated with an asterisk on the following table are those to be modified.

Table 1: Timeline and Course of Study – Teachers in Cohorts 1 & 2						
Cohort 1		**Cohort 2**				
Semester	**Year**	**Semester**	**Year**	**Prefix**	**Course Title**	**Hrs.**
Spring	2012	Summer	2014	EDUC 5425	*Introduction to Bilingual/Multicultural Education	3
Summer	2012	Summer	2014	EDUC 5035	*Pro-Seminar: Parent & Community Involvement	3
Fall	2012	Fall	2014	EDUC 5615	* Second Language Acquisition	3
Spring	2013	Spring	2015	EDUC 5455	Literacy for Linguistically Different Learners	3
Summer	2013	Summer	2015	EDUC 5625	*ESL Methods	3
Summer	2013	Summer	2015	EDUC 5445	*Curriculum for Multicultural Education	3
Fall	2013	Fall	2015	EDUC 5535	Diagnostic Testing in Bilingual/ESL	3

					Education	
Spring	2014	Spring	2016	EDUC 5595	Practicum in Bilingual/ESL Education	4
					Total Hours	25

Goal 1, Objective 2 speaks to the recruitment and selection of 24 teachers (8 from each partner district) to participate in the program. Cohort 1 will begin their program of study spring semester of year 1 and will complete their program in the spring of 2014. A second cohort of 24 teachers will be recruited in the spring of 2014 (the semester when Cohort 1 teachers will earn the LDE endorsement) and will begin the program in the summer of 2014; completing the program by the end of the spring semester of 2016 (see program of study, detailed below). In order to select the most qualified and interested teachers, the proposed Project Director, Dr. Wendy Sparrow, will hold a meeting in the partner districts to fully explain the program (October 2011 - Cohort 1 and March 2014 - Cohort 2). At these meetings, the Director will detail program requirements and commitments from selected teachers. Teachers will be told that, if selected, they must agree to teach in classrooms with high numbers of EL students. Further, they agree to register and attend the Language, Culture, and Equity Academy co-sponsored by the BUENO Center for Multi-cultural Education and the Colorado Department of Education. In the application process, teachers will be asked to: 1) provide general information about themselves; 2) write an essay describing their reason(s) for wanting to participate in the program and describing their commitment to working in a classrooms with EL students; and 3) submit two letters of recommendation from school staff who possess knowledge of their work with students, especially English learners. A Selection Committee, consisting of project staff, EECD faculty from the University of Colorado, a representative from each LEA and the Colorado Department of Education, will meet to select program participants.

Selected teachers will then meet with the Project Director to apply to the University of Colorado and to enroll in courses. Teachers not selected for the program will be placed on a "waiting list'" and, should a vacancy occur, will be invited to participate in the program.

Upon recruitment of students, a 25-hour endorsement program will be offered to selected teacher candidates (**Goal 1, Objective 3**). The program will be offered at school sites in partner districts in order to enhance the fieldwork components of the classes. As stated, fall semester of the first project year will be used to develop the program and for recruitment of Cohort 1 participants. Table 1 lists the courses and timeline to be used in offering the 25-hour endorsement program. Courses with an asterisk (*) are courses that will be modified during the fall semester of the first project year in that they will include WIDA-ELP Standards, as appropriate, and field based components.

As previously stated, Cohort 2 teachers will be recruited in April of 2014 and will begin their program of study in the summer of 2014. They will complete their program of study in the spring semester of 2016 (fifth project year). As illustrated in Table 1, the sequence of courses for Cohort 2 teachers will remain the same as Cohort 1. In each methods course (courses with an asterisks in the table above), a field-based component will be embedded. The traditional method of delivery of courses is 15 weeks of in-class lecture and discussion. The proposed project views field-based experiences as vital to making the connection between theory and practice. Therefore, in addition to revising content with courses, a practicum component will be embedded into all methods courses. Delivery of course content will include 10 weeks of in-class discussions on theories and methods, and five sessions in classrooms of participating teachers where said teachers are utilizing new strategies learned in course work classes. Field-based strategy implementation will take the form of the Public Education Business Coalition (PEBC) discussion sessions and each field-based discussion will be explicitly connected to the WIDA-ELP Standards. The PEBC observation structure consists

of a teacher volunteering his/her classroom to be observed by 3-4 others in the class. The observers are first given a lesson plan that they review and discuss at a pre-observation session. They then observe direct and explicit instruction for a period of about 1 hour followed by a post observation discussion. These field-based experiences ask teachers to critique lesson delivery and student learning in relation to the standards while exploring how they will apply it in their own classrooms. This structure is not evaluative, but serves to provide a structured opportunity for teachers to apply what they are learning in college classes to their own classrooms, and to get feedback or coaching on their teaching. It further provides an opportunity to observe and coach peers. By providing teachers an opportunity to engage in observations, teachers will learn from one another, leading to collegiality at the school site. All but two courses in the proposed program will be devoted to field-based assignments.

Additionally, participating teachers will be asked to engage in the broader community conversation regarding the education of EL students throughout the state of Colorado by attending the Language, Culture, and Equity Academy co-sponsored by the Colorado Department of Education and the BUENO Center for Multi-cultural Education (**Goal 1, Objective 4**). Substitutes will be provided so that teachers can attend the LCE Academy two times while studying for the LDE endorsement. At the conference, teachers will attend sessions offered by nationally and regionally recognized experts in the field of English Learner education to supplement and synthesize the classroom based learning at the university. The cohort's university professors will be encouraged to attend, so that the information shared at the Academy can be carried back to the university setting.

Goal 1, Objective 5 speaks to designing a study to collect post-training data on the effectiveness of program graduates and completers, and to complete the study in the fall of years three and five (**Competitive Preference Priority 2---Enabling more data-based decision-making**). In January 2012, Drs. Lucinda Soltero-González and Wendy Sparrow, in collaboration

with University of Colorado EECD faculty and Dr. Barbara Medina of the Colorado Department of Education will develop a research design that gathers both qualitative and quantitative data on the effectiveness of the teachers in meeting the needs of EL students. The research design will be shared with partner LEAs for approval and will be cleared through the University of Colorado's Human Subjects Committee. The P.I. and the Director, with the assistance of a graduate research assistant, will visit classrooms to collect data beginning in the fall of 2013. Data collected from Cohort 1 teachers will be used to strengthen the program for Cohort 2 teachers, and will be used by the evaluator to determine the degree to which the program is producing teachers who are skilled in meeting the linguistic and academic needs of EL students. The instruments used to gather research data will be modified in the summer of 2014 and will be used to gather data from Cohort 2 teachers.

While the project will end in the summer of 2016, the University of Colorado is committed to continuing the study, without federal support. As a result of Goal 1, Objective 5, research-based articles will be written and submitted for publication and will be shared with the Office of English Language Acquisition, for distribution to other IHEs seeking to develop a similar endorsement program, specifically targeting bilingual/ESL teachers.

Knowledgeable and decisive leaders must lead effective programs for ELs. **Goal 2, Objective 1** speaks to the development of a 9-credit hour Certificate of Administrative Excellence in EL Education program for principals, coaches, and directors of English Language Acquisition Schools and Programs. Throughout the fall of 2011 and spring of 2012, the Project Director, Dr. Wendy Sparrow, will work with University of Colorado EECD faculty to create a 9-credit course series for instructional leaders designed to help them better understand and assess the needs and progress of ELs and the teachers who design and deliver their instruction. One 3-credit course per year will be offered to a cohort of 12 instructional leaders (4 from each LEA). This coursework will synthesize the learning of the LDE teacher endorsement program and offer guidance on effective

coaching and leadership. Courses will be tailored to meet the specific needs of those charged with supervising LDE endorsed teachers. Emphasis will be on aligning coaching observations with data-driven decisions to maximize learning for EL students. Initial thinking regarding the scope and content of the courses is reflected in the courses titles as represented in Table 2.

Table 2: Requirements for *Certificate of Administrative Excellence in EL Education*

Prefix	Course Title	Hrs.
EDUC 6804	*SPECIAL TOPIC I- Meeting the educational needs of English Learners: policy, practice, & program	3
EDUC 6804	*SPECIAL TOPIC II- Multicultural curriculum and instructional leadership for English Learner success	3
EDUC 6804	* SPECIAL TOPIC III – Data-driven decision making for English Learners: research & assessment	3
	Language, Culture, and Equity Academy – Attendance & participation at two academies - Once in the capacity of a workshop presenter or a panel participant.	0

Goal 2, Objective 2 states that by April 30, 2012 the Director will recruit 12 instructional leaders to earn a Certificate of Administrative Excellence in EL Education (4 from each LEA). Preference will be given to instructional leaders who have direct contact with the teachers accepted to the LDE endorsement program. In the application process, leadership certificate candidates will be asked to: 1) provide general information about themselves and their roles within their districts; 2) write an essay describing their reason(s) for wanting to participate in the program and describing their commitment to working toward holistic organizational reform for the benefit of EL students;

and 3) submit a minimum of one letter of recommendation from a district administrator who can attest to the candidate's commitment to EL learners and their teachers.

We encourage our instructional leaders to create cross-district relationships and to be generous in sharing their learning and experiences. **Goal 2, Objective 3** requires that participants in the Leadership Certificate program actively contribute to the statewide conversation regarding the education of ELs by attending a Language, Culture, and Equity Academy. Attendees at this academy will convene from around the state of Colorado share their successes and challenges and to learn about the latest research findings from local, regional, and national experts in the field of EL education. Candidates for the certificate will be asked to attend two times, and required to serve as a presenter or a member of a panel at least once.

Goal 2, Objective 4 requires the project evaluator to collect data beginning in the fall of 2012 regarding the instructional leaders' experience in the program and their ability to change practice and create a positive learning climate for EL learners. Data collected from Cohort 1 instructional leaders will be used to strengthen the program for Cohort 2 instructional leaders, and will be used by the evaluator to determine the degree to which the program is producing leaders who are skilled in instituting change to meet the linguistic and academic needs of EL students. The instruments used to gather research data will be modified in the summer of 2013 and will be used to gather data from Cohort 2 instructional leaders.

Goal 3 addresses the need to disseminate knowledge widely, and to create a forum for leaders throughout the state of Colorado to come together to share successes, to learn of the latest regulations and research, and to create a collaborative and mutually supportive community that envisions and sustains maximum educational opportunity for ELs. As such, we propose a Language, Culture and Equity Academy to take place yearly in April. ELA Directors, Superintendents, Principals, Coaches, Teachers, and Parents from across the state will be invited to the Academy

where they can choose to attend a variety of sessions facilitated by local, regional, and national leaders. Sessions are designed to extend professional development in the following 4 areas: Equity, Leadership, Instructional Strategies, and Policy.

Goal 3, Objective 1 asks that the Project Director work closely with personnel from the BUENO Center and the Colorado Department of Education (CDE) to plan and organize the academy. The staff of both the BUENO Center and CDE have extensive experience organizing large-scale conferences and will provide the expertise to ensure a successful event. Initial work will include: developing academy theme and goals, securing a venue, and inviting nationally and regionally recognized experts in the area of English Language Acquisition.

Goal 3, Objective 2 requires us to evaluate the success of the academy by collecting feedback from academy participants regarding the usefulness of individual sessions and the academy overall. Participant feedback will be summarized in its totality and used to formulate recommendations for the following year's academy. Each fall, the organizing committee will be charged with revisiting this data to inform their planning and organization. The feedback will be used to inform on-going professional development opportunities offered at the University of Colorado at Boulder, through CDE trainings, and the following year's LCE Academy.

Student achievement can best be improved by insuring that all public school students, including those who do not speak English, have access to a rigorous curriculum, taught by teachers who are prepared and qualified to teach them (Echevarria, 2003). This project proposes to contribute to the improvement of student achievement by insuring that teachers participate in quality LDE endorsement program, specifically designed to prepare them to accelerate the acquisition of English literacy development through an explicit literacy-based ESL program. The existing LDE endorsement program at the University of Colorado, while approved by the Colorado Department of Education and the National Council for Accreditation of Teacher Education, is not directly aligned to the WIDA-ELP

Standards, and currently does not have a concrete way to connect theory to practice. As a result of this project, courses within the existing LDE endorsement program at the University of Colorado will be modified to align directly to the WIDA-ELP Standards and will include structured field experiences to support teachers in implementing new strategies to teach ELs. As a result of this project teachers from the partner school districts will not only learn methods and strategies for increasing the academic success of second language learners, but more importantly, will become educational leaders in their schools and in their districts. Further, school leaders will learn to become better informed about how to implement effective programs for ELs in their buildings.

(a)(2) Project Reflects Up-to-date Knowledge from Research and Effective Practice

Aligning the LDE endorsement coursework with the WIDA-ELP Standards requires not just familiarization with the standards, but a fundamental adoption and implementation of the 10 principles upon which they were founded. These 10 principles represent the most current research in our field and are the following (www.wida.us):

1. Students learn language and culture through meaningful use and interaction (García & Hamayan, 2006; García, 2005; Kramsch, 2003).
2. Students use language in functional and communicative ways that vary according to context (Schleppegrell, 2004; Halliday & Hassan, 1989).
3. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways (Gottlieb & Hamayan, 2007).
4. Students' development of social, instructional, and academic language is the foundation for their success in school (Anstrom, et. Al, 2010; Francis, Lesaux, Kieffer & Rivera, 2006; Bailey & Butler, 2002).
5. Students' development of academic language and academic content knowledge are inter-related processes (Gibbons, 2009; Collier & Thomas, 2009; Echevarria, Vogt, & Short 2008).

6. Students' academic language development in the native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language (August & Shanahan, 2006; Escamilla & Hopewell, 2010; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Gottlieb, Katz & Ernst-Slavit, 2009; Tabors, 2008).
7. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency (Gottlieb, Katz, & Ernst-Slavit, 2009; Gibbons, 2002).
8. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in multiple languages (Bialystok, 2007; Cloud, Genesee, & Hamayan, 2009).
9. Students' home, school, and community experiences influence their language development (Nieto, 2008; Payne, 2003).
10. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling (Escamilla & Hopewell, 2010; Freeman, Freeman, & Mercuri, 2002; Goldenberg & Coleman, 2010; Moll, Amanti, Neff, & González, 1992).

This project is titled ***Organizational Alignment to Serve EL Students*** (OASES) because it is based on two fundamental ideas: (1) Better alignment of WIDA Standards to programs of instruction for EL students will result in improved academic achievement for these children and acceleration in their acquisition of English, and (2) Instructional leadership must be organized and provided by knowledgeable administrators who understand and value the modifications teachers must implement to assure the academic achievement of EL students. Leadership in organizing and aligning curricula and instruction to ensure EL academic success must begin with University coursework and be embraced and implemented at the district, school, and classroom levels. The OASES project proposes to enhance the Linguistically Diverse Teacher Education program (LDE)

in two ways. Currently, all courses in the program include national TESOL standards, but they do not include the WIDA-ELP Standards that are being newly adopted by the state of Colorado. Courses will be revised to include WIDA-ELP Standards along with TESOL standards. In addition, the delivery of the Linguistically Diverse Teacher Education program will be revised.

Currently, teacher education programs are criticized as being too theoretical in their content, and too far removed from actual classroom settings (Goodlad, 1998; & Zeichner, 2003. The disconnect between theory and practice makes it difficult for teachers to apply what they are learning at the university to their actual classroom practices. Conversely, learning a new teaching strategy without understanding the underlying theory is not likely to improve instruction either. Therefore, the OASES Program will be based on the concept that theory will be combined with practice in all courses, and that all courses will have guided field based assignments to enable project participants to practice with guidance new concepts and strategies learned in the courses.

Further, the project will utilize findings from several recent studies in the field to revise and reform classroom practice. For example, recent syntheses of research in the field (August & Shanahan, 2006; Genesee, 2005; Gersten and Baker, 2000) have found that EL students benefit from direct and explicit instruction in reading, writing and ESL instruction and that process approaches, while effective for monolingual students are not as effective for second language learners. Therefore, course content will provide structure and support to help teachers learn explicit strategies for teaching EL students particularly in reading, writing, and ESL. Findings from the above studies also established that explicit teaching of cross-language connections help EL students in content area learning.

Slavin & Cheung (2003) suggest that the most effective programs for accelerating English literacy acquisition are those that engage in some type of simultaneous literacy instruction in two languages. They caution, however, that simultaneous literacy instruction does not mean that

children will be learning the same things in the same way in Spanish and English. They propose a more strategic use of two languages, which has been proposed and tested by other researchers (Moll & Diaz, 1985). According to these researchers, literacy instruction for ELs in early grades must include both oral language development and literacy-based ESL, as proposed in this project. Gersten & Baker's (2000) synthesis of research on the effectiveness of instructional programs for ELs raised concerns about the focus of ESL instruction in content areas (sheltered instruction) at the expense of oral ESL and focused instruction on reading and writing English as a Second Language. The researchers conclude that managing ESL teaching and content teaching at the same time is problematic and leads teachers to teach in English over having students acquire English language skills. Genesee & Riches (2006), in their synthesis of the literature on best practices for ELs, concluded that the direct/explicit approaches were most effective with second language learners, as this type of explicit instruction promotes acquisition of specific skills, including: 1) phonological awareness decoding; 2) strategies for comprehending text; and, 3) strategies for inferring the meaning of new words from context. The methods to be embedded into existing courses within the existing LDE endorsement program will place emphasis on direct and interactive teaching methods. Finally, research on improving teaching and instruction (Cochran-Smith, 2003; Darling-Hammond, 2004; Levine & Marcus, 2007) concludes that it is not sufficient for teachers to learn about new methods in college classes. If these methods are to be employed in their classrooms, they must have an opportunity to try out these new methods in their own classrooms with guidance and coaching from others who have learned or are learning these same methods. Thus, the field-based nature of many courses in the program will assure that new strategies are implemented in the school settings.

Teachers are mediators between policy and practice, and as such play a critical and important role in implementing change with regard to how curricula are designed and delivered to meet the needs of EL learners (Stillman, 2011). They do not, however, teach in isolation, and their success depends

very much on administrative support. We know from research that schools with high numbers of ELs are often led by the least experienced principals (Young, Reimer, & Young, 2010). If we are to increase the academic achievement of ELs, we must organize schools and staffs around a common vision of success grounded in effective research-based practices specific to ELs. Those charged to evaluate teachers and to develop data-driven professional learning communities must be knowledgeable in such practices. By including a Leadership Certificate, we will guide administrators and instructional leaders to create transformative educational environments designed to align behaviors and practices in the best interest of ELs (Jean-Marie, 2008).

Improving academic achievement for the 5 million English Language Learners in U.S. schools, 80% of whom speak Spanish as a first language, is a national imperative. The OASES project, supported by the partner LEAs, proposes to provide professional development opportunities for teachers and school leaders that directly focus on language of instruction, quality of instruction issues, and cross language connections. As stated above, courses have been structured so that all courses will be offered in school sites and so that one-third of the class sessions in five courses include specific field experiences so that teachers may learn to implement new instructional strategies. As a result of the professional development opportunities, teachers will learn how to utilize a child's native language concomitantly with a focused and explicit literacy-based ESL program to accelerate the development of literacy in English. Further, since all courses will be aligned with WIDA-ELP Standards, teachers will be learning and implementing strategies that are directly aligned to the latest research regarding the education of ELs, and will engage in on-going assessment practices designed to improve academic achievement of English Learners. As previously stated, upon notification of funding, the Director, in collaboration with the P.I., will make revisions to the existing endorsement program and will infuse the interventions necessary so that teachers leave the program skilled in developing a child's literacy skills while providing them a sound English language acquisition program. Furthermore, this project

proposes to train administrators and leaders from the partner districts so they, too, are aware of the research-based strategies their teachers will be using in classrooms.

(b) Quality of Project Personnel (10 points)

The University of Colorado and the partner school districts are committed to equal opportunity in employment and education for all individuals, regardless of age, race, color, religion, gender, national origin, or disability. Statements of nondiscriminatory employment practices are on file in the School of Education at the University of Colorado at Boulder.

(b)(1) <u>The qualifications, including relevant training and experience, of the project director or principal investigator</u>

Dr. Lucinda Soltero-González will serve as the Principal Investigator for the OASES project. Dr. Soltero-González earned her doctorate from University of Arizona with a degree in Language, Reading, and Culture with a specialty in bilingual education. Her dissertation was titled "Exploring the literacy practices of preschool bilingual Spanish-English speaking children," and reflects her expertise in bilingual and biliteracy development in early childhood and elementary school children, bilingual special education, methods of reading and language arts for linguistically and culturally diverse students, and second language acquisition. Dr. Soltero-González is presently is an Assistant Professor at the University of Colorado where she teaches graduate level courses in Second Language Acquisition, Literacy for Linguistically Different Learners, and Methods and Materials of Bilingual/ESL Education. Dr. Soltero-González is developing a national reputation in the field of biliteracy and bilingual/ESL education and is the author of numerous refereed journal articles, invited chapters, and conference papers. She consults throughout the United States on issues related to the education of English Learners. Most recently, she has been instrumental in the implementation, professional development, and data collection/analyses of a multi-state biliteracy study involving 16 schools and over 2,000 children.

Dr. Wendy Sparrow will serve as the Project Director. Dr. Sparrow earned her Ph.D. from the University of Colorado at Boulder. She is an expert in the area of fidelity of implementation having begun her work in this area with her doctoral dissertation research. The title of her dissertation was "An Examination of the Challenges Associated with Fidelity of Implementation in an Innovative Biliteracy Program." It was an AERA dissertation of the year finalist. Dr. Sparrow is currently an Associate Researcher at the BUENO Center for Multicultural Education where she serves as a Project Director for a large-scale biliteracy project titled "Transitions to Biliteracy: Literacy Squared®," coordinates an off-campus master's degree cohort program, works in conjunction with the Region VIII Equity Assistance Center (EAC) to provide expert consultation in bilingual education, and teaches graduate level courses. Dr. Sparrow regularly consults with school districts throughout the United States to improve instruction for ELs. She is a regular contributor to the field through her conference presentations (AERA, NABE, CABE, La Cosecha, etc.) and her co-authorship of book chapters, technical reports, and research reports. Should the OASES grant be funded, Dr. Sparrow has agreed to dedicate 85% of her time to it the first funded year, and 50% of her time in each subsequent year.

(b)(2) <u>Qualifications, Including Relevant Training and Experience of Key Personnel</u>

The External Evaluator for the project is Dr. Guillermo Solano-Flores. Dr. Solano-Flores is a Professor of Bilingual Education, English as a Second Language, and Diagnostic Testing at the School of Education of the University of Colorado, Boulder. He specializes in educational measurement, assessment development, and the linguistic and cultural issues that are relevant to testing. His work focuses on the development of alternative, multidisciplinary approaches that address linguistic and cultural diversity in the development of tests and instructional materials. He has conducted research on the development of science and mathematics assessments for elementary schools. He is or has been the

principal investigator of two NSF-funded projects, and has served as an evaluator for numerous federal projects.

The proposed Staff Assistant, Ms. Debra Haffey, holds an M.B.A. degree and has experience working with Title III and EAC projects. She is presently employed as a part-time Staff Assistant with the University of Colorado at Boulder. She is well-versed on contracts and grants and is knowledgeable about all office equipment and technology. Upon notification of funding, Ms. Haffey will increase her time to 100% with 50% being dedicated to the OASES project.

While high quality staff has been identified for the proposed project, should a vacancy occur during the five project years, the following Job Descriptions will be used in identify quality staff with the qualifications training and experience needed for the proposed project.

Position Descriptions

The Principal Investigator must hold a Ph.D., possess experience working with diverse student populations and have taught graduate level courses in bilingual and ESL education, reading and multicultural education. The P.I. will be responsible for: 1) overall program management; 2) overall supervision of the Director and Staff Assistant; 3) meeting with faculty to review course syllabi to ensure course content is specific to the training of teachers; 4) overseeing the project budget; and 5) participating in meetings between the faculty, project staff and LEA partners. The P.I. will also be responsible for working closely with the Director in establishing the on-site program.

The Director of the project must hold a Ph.D. and be experienced in developing and implementing teacher education programs, specifically targeting teachers who wish to earn an endorsement in bilingual/ESL education. The Director must posses experience teaching graduate and/or undergraduate teacher education courses in bilingual/ESL education, must be bilingual (English and Spanish) and must possess experience working with diverse student populations. He/She will be responsible for the following: 1) the day to day management of program activities, including reviewing

course syllabi to ensure WIDA-ELP Standards and assessments are present in all courses; 2) meeting with IHE and LEA partners to place trainees in high need classrooms, 3) in collaboration with the P.I. and other faculty and Colorado Department of Education staff, review course content to assure state content standards are embedded into all courses; 4) work closely with students to schedule classes and to embed field based experiences into courses, ensuring a direct and immediate transfer of theory learned in courses to real classroom settings; 5) meeting with the P.I. and faculty to apprise them of progress made in meeting project objectives; 6) working with the project evaluator on all aspects of the project evaluation; 7) meeting with LEA administrators and Boards of Education to keep them informed on the progress made by the project in preparing their teachers to teach EL students; 8) meeting with the P.I. and the Colorado Department of Education to gain final approval for the on-site program; 9) working closely with the P.I. and other faculty to develop a research design to conduct post-training data on effectiveness of the program; 10) disseminating the program and working with the P.I. and other interested faculty to write research-based articles related to project findings; 11) working with BUENO and CDE staff to organize, plan, and coordinate the LCE Academy.

The Staff Assistant must hold an Associate of Arts degree or higher. He/She must be bilingual (English/Spanish) and must possess computer experience and experience operating standard office equipment (copier, fax machine, etc.). The Staff Assistant will be responsible for: 1) all correspondence associated with the project, including answering the phone and providing project information to clients; 2) developing and maintaining student files; 3) ordering books and materials; 4) working with the Director, P.I. and the Office of Contracts and Grants on the campus to ensure that program expenditures are legitimate; 5) attending meetings and transcribing minutes of all meetings; 6) to provide secretarial support to project staff and to faculty who will teach courses and 7) processing all invoices & honoraria related to the grant and the LCE Academy..

The External Evaluator must hold a M.A. degree or higher. He/She must be bilingual and must possess extensive experience developing systems for evaluation of federally funded program. The External Evaluator will be responsible for: 1) developing all instruments associated with evaluation of project objectives; 2) will visit project sites to evaluate the effectiveness of training; 3) will meet with the Advisory Board to provide updates on project evaluation activities; 4) will write the Annual Performance and Summative Reports; and, 5) will be responsible for making recommendations for program improvement.

(c) Quality of the Management Plan (20 points)

(c)(1) The adequacy of the Management Plan to achieve the objectives of proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

The detailed plan for achieving project objectives is provided on pages 5 through 12. The anticipated milestones for this program are as follows: (a) revise the existing program with focus on alignment WIDA-ELP Standards, and applying theory to practice (12/11); (b) recruit and admit teachers to the program (12/11 and 4/14); (b) finalize training plan with the partner LEAs on 12/11 and continue modifying the program yearly, as needed; (c) begin offering courses 1/12 and each semester thereafter; (d) infuse field-based experiences into endorsement courses (yearly); (e) develop 9-credit Certificate of Administrative Excellence for instructional leaders (3/12); (f) publish project outcomes, summers of years 2 – 5; (g) 48 teachers earn LDE endorsements (24 spring 2014 and 24 spring, 2016); (h) 16 instructions leaders certified as excellent in EL Education (8 summer of 2014; 8 summer of 2016); (i) Co-sponsor a Language, Culture, and Equity Academy with the Colorado Department of Education and the BUENO Center for Multicultural Education (Yearly, 2012-2016)

The following Management by Objectives Matrix will be used to assure project objectives are met. The matrix lists each project objective, the activities to accomplish each objective, evaluation criteria, personnel responsible and the timeline to be used in accomplishing each objective.

MANAGEMENT BY OBJECTIVE MATRIX

Objective	Activities to Accomplish Objective	Evaluation Strategies	Person Responsible	Timeline
Goal 1, Obj. 1 Develop a model 25 credit hour LDE program including lab-based opportunities that aligns with the WIDA Stds	1.1 Collect course syllabi 1.2 Research WIDA Stds. Embed practicum req. & WIDA Standards 1.3 Share with EECD Faculty/Dean 1.4 Share w/CDE Staff 1.5 Share w/LEAs 1.6 Approve courses	1.1 Syllabi on file 1.2 Documented research on file 1.3 Evidence of embedded standards 1.4 Agenda & minutes of meeting(s) 1.5 Agenda & minutes of meeting(s) 1.6 Course approval ltr.	-P.I. & P.D. -P.I. & P.D. -P.I. & P.D. -P.I. & P.D. -P.I. & P.D. -Dean	08/2011 through 12/2012 and on-going during the five years
Goal 1, Obj. 2 Recruit 24 Cohort 1 teachers from LEA districts Recruit 24 Cohort 2	2.1 Notify LEAs & Dean of funding 2.2 Develop & approve recruitment application 2.3 Meet with partner district admin. & staff 2.4 Convene Selection	2.1 Letter of Notification on file 2.2 Approved plan 2.3 Agendas of meetings on file 2.4 Lists of selected	-P.I. & P.D. -P.I. & P.D. -P.I. & P.D. -P.I. & P.D.	12/2011 and 4/2014 and on-going as needed during the

teachers from LEA districts.	Committee/Select participants 2.5 Notify participants of acceptance 2.6 Apply to CU 2.7 Register for classes	trainees on file 2.5 Letters sent to applicants on file 2.6 Completed applications on file 2.7 Registration on file	- P.D., S.A. - Tchrs., PD - P.D., S.A.	five years
Goal 1, Obj. 3 Offer a 25 hour LDE endorsement program to Cohort 1 and Cohort 2 students.	3.1 Meet with faculty - approve offerings 3.2 Identify instructors 3.3 Meet with participants to agree on course schedules 3.4 Secure course site 3.5 Supervise practicum 3.6 Develop annual coursework schedule	3.1 Letter of approval on file 3.2 List of instructors on file 3.3 Agenda of meetings held on file 3.4 Letter approving course site on file 3.5 Supervision write-ups on file 3.6 Course path scheduled & on file	- P.I., P.D., Faculty - P.I., P.D., Faculty - P.D. & Trainees - P.I. & P.D. - P.D. & Faculty - P.I. & P.D.	Each semester during the five project years
Goal 1, Obj. 4 Teachers earning LDE Endorsement attend LCE	4.1 Inform candidate of requirement to attend LCE Academy 4.2 Delineate process for securing substitutes	1.1 Students sign letter of agreement 4.2 Written procedure on file	-P.D. -P.D., S.A.	Spring 2012 (cohort 1) & Summer

Academy	4.3 Register Participants 4.4 Verify attendance	4.3 On-line registration 4.4 Academy sign-in sheets summarized	-P.D., CDE -P.D., CDE	2014 (cohort 2)
Goal 1, Obj. 5 Collect data to determine the effectiveness of teachers providing quality instruction to EL students in the partner school districts.	5.1 Design framework for the study 5.2 Meet with university faculty to discuss framework 5.3 Meet with LEAs to seek approval for study 5.4 Seek approval from university Human Subjects 5.5 Conduct study and report findings 5.6 Provide results to OELA 5.7 Write articles	5.1 Minutes of meetings held 5.2 Written results of meeting on file 5.3 Results of meetings held on file 5.4 Approval letter on file 5.5 Reports of findings on file 5.6 APR reports sent to OELA 5.7 Articles published	- P.I. & P.D. - P.I., P.D., Faculty - P.I., P.D., LEA - P.D. - P.I., P.D., Faculty -P.I., P.D., Eval. -P.I., P.D.	Begin 7/1/2012 and on-going
Goal 2, Obj. 1 Develop a model 9 semester-hour Certificate of	1.1 Collect M.A. and ESL course syllabi 1.2 Embed WIDA-ELP Standards 1.3 Develop & align	1.1 All syllabi on electronically on file 1.2 Documented research on file 1.3 Course syllabi	-P.I. & P.D. -P.D., EECD Faculty -P.I. -P.I. & P.D.	Complete by 3/2012

Administrative Excellence in EL Education	Certificate classes with LDE 1.4 Share with EECD Faculty/Dean 1.5 Share with State Dept. of Ed. Staff 1.6 Share with LEA partner district staff 1.7 Approve courses	complete 1.4 Agenda & minutes of meeting(s) 1.5 Agenda & minutes of meeting(s) 1.6 Agenda & minutes of meeting(s) 1.7 Letter of course approval	-P.I. & P.D. -P.I. & P.D. -CU -Dean	
Goal 2, Obj. 2 Recruit 8 instructional leaders	2.1 Notify Faculty/Dean & partner districts of funding 2.2 Develop & approve recruitment application 2.3 Meet with partner district admin. & staff 2.4 Convene Selection Committee/Select participants 2.5 Notify participants of acceptance 2.6 Register for classes	2.1 Letter of Notification on file 2.2 Approved plan on file 2.3 Agendas of meetings on file 2.4 Lists of selected trainees on file 2.5 Letters sent to applicants on file 2.6 Registration forms on file	-P.I. & P.D. -P.I., P.D., Faculty -P.I & P.D. -P.I., P.D., Comm. - P.D., S.A. - P.D., S.A.	Cohort 1 by 4/30/2012 Cohort 2 by 4/30/2014
Goal 2, Obj. 3	3.1 Inform candidate of	3.1 Participants sign	-P.D.	Spring

Secure leadership participation in annual LCE Academy	requirement to attend LCE academy 3.2 Assist student in preparing presentations 3.3 Register Inst. Leaders 3.4 Verify attendance 3.5 Evaluate participation	letter of agreement 3.2 Hand-outs on file 3.3 On-line registration 3.4 File sign-in sheets 3.5 Collect & file session evaluations	-P.D., Univ. Faculty -P.D., CDE -P.D., CDE -P.D., CDE	2012 (cohort 1) & Summer 2014 (cohort 2)
Goal 2, Obj. 4 Interview members of leadership cohorts	4.1 Develop interview protocol 4.2 Schedule interview 4.3 Conduct interviews 4.4 Data Analysis	4.1 Instrument on file 4.2 Calendar on file 4.3 Written and audio documentation filed 4.4 Paper w/findings	-P.D., P.I. -P.D., GRA -P.D., P.I., GRA -P.D., P.I.	By 1/30 of each year beginning in 2013
Goal 3, Obj. 1 Collaborate with CDE to plan LCE Academy	1.1 Set theme and goals 1.2 Secure venue 1.3 Invite experts 1.4 On-line registration 1.5 Print Programs	1.1–1.2 Save the date flyer on file 1.3 Academy Program 1.4 Registrations filed 1.5 Program on file	-P.D., CDE -P.D. -P.D.	By 11/30 of each funded year
Goal 3, Obj. 2 Summarize LCE Academy Participation & Evaluations	2.1 Develop & print session evaluation forms 2.2 Distribute & collect session evaluations 2.3 Summarize feedback	2.1 Evaluation forms on file 2.2 LCE Academy Room Hosts 2.3 File summaries	-P.D., CDE -P.D., CDE -CDE	By 5/30 of each funded year

	2.4 List Participants	2.4 File participant list	-CDE	
P.I. = Principal Investigator P.D. = Project Director S.A. = Staff Assistant CDE = Colorado Department of Education				

Organizational Structure - To ensure achievement of the objectives all staff must fully understand and agree to the internal **organizational management** of this project. Dr. Lucinda Soltero-González, the proposed P.I., will report to Dr. Lorrie Shepard, Dean of the School of Education. She will be responsible for overall project management. As a tenure-track assistant professor in the School of Education, Dr. Lucinda Soltero-González will be in direct contact with faculty members in the department of Education Equity and Cultural Diversity. This will ensure that faculty is familiar with and in support of the project. The proposed Project Director, Dr. Wendy Sparrow, will report to Dr. Lucinda Soltero-González. She will be responsible for the day-to day management of the program and will serve as the link between students, LEA administrators and CDE staff. Debra Haffey, the Staff Assistant will report directly to the Project Director. She will be responsible for assisting with administrative support and will be the link between the project and the Office of Contracts and Grants. Dr. Guillermo Solano-Flores, the External Evaluator, will also report to the P.I. and Director. He will be responsible for implementing a sound evaluation system, based on the evaluation design, detailed in this application. The Office of Contracts and Grants (OCG) will be responsible for all budgetary transactions. Financial transactions, approved by the P.I. and/or Director, will be countersigned by OCG, assuring that dollars are spent as described in this application.

(c)(2) Time Commitments of the Project Director and Other Key Personnel

Dr. Lucinda Soltero-González (P.I.) will devote 15% of her time to the project. Dr. Wendy Sparrow, the Project Director, will spend 85% of her time devoted to establishing the project during the first year, and 50% of her time in all subsequent years. Debra Haffey, the staff Assistant will

devote 50% of her time to the project and the evaluator, Dr. Guillermo Solano-Flores will devote 10 days per year to evaluation activities.

(d) Quality of the Project Evaluation (30 points)

(d)(1) Methods of Evaluation are Thorough, Feasible and Appropriate

The **C**ontext, **I**nput, **P**rocess and **P**roduct (CIPP) evaluation model will be used in evaluating the proposed OASES Project. Developed by Stufflebeam, Gullickson & Wingate (2003), the CIPP evaluation model is a comprehensive framework for guiding formative and summative evaluations of federal programs and based on guiding principles of evaluation set forth by the U.S. General Accounting Office's *Government Auditing Standards* (2003) and the U.S. Department of Education's document titled *Practitioner's Evaluation Guide*, developed at the University of Virginia.

The model's core concepts of evaluation are denoted by its acronym, CIPP; evaluation of a program based on Context, Input, Processes, and Products. In this model, **Context** evaluation assesses the needs, problems and positive aspects of a program to help program staff determine whether program goals and objectives are being met and to provide information to partner agencies (in this case CU Boulder, Denver Public Schools, Boulder Valley School District, St. Vrain Valley School District and the Colorado Department of Education) so they may also judge the effectiveness of the project in meeting its goals and objectives. **Input** evaluation is used to assess whether alternative approaches should be used in the evaluation process and the cost-effectiveness of the project in meeting the needs of the targeted group affected by the program. **Process** evaluation is used to assess the implementation of project activities and to judge whether the activities are leading to successful completion of the intended outcomes. Finally, **Product** evaluation is used to identify and assess overall outcomes, both intended and unintended, to assess the project's ability in meeting the training needs of project area teachers, thus positively affecting EL students' ability to speak, read and write in English and to do well on standardized tests in all areas of the curriculum.

In addition to evaluation of program objectives, the project will report on the extent to which GPRA Performance Measures are being met (Placement of graduates and percentage of teachers who are providing instructional services to EL students). This will be accomplished in the following ways. First, during and after completion of the program project staff will survey teachers to determine and report on the number and percentage of in-service teacher completers who complete State and/or local certification, licensure, or endorsement requirements in EL instruction (Performance Measure 1.5). Further, the Project Director and Principal Investigator will visit teacher's classrooms to determine the number and percent of in-service teacher completers who are providing instructional services to EL students (Performance Measure 1.6). Throughout the five years of the project, the Principal Investigator and Project Director will work collaboratively with University of Colorado EECD faculty, the Dean of the School of Education and the Colorado Department of Education to ensure that courses within the program meet state standards for K-12 licensure and endorsements in Linguistically Diverse Education for teachers. This will ensure that courses are preparing teachers with the skills needed to meet NCLB Highly Qualified Teacher requirements. In addition to meeting GPRA requirements, the Department of Education's National Professional Development program (NPD) has developed two additional program measures that will be considered when evaluating the proposed project. In order to evaluate the effectiveness of graduates in the instructional setting, the P.I., the Director and University of Colorado EECD faculty will, as a commitment to this project and its trainees, embed field based requirements into each of the courses, assuring that teachers practice learned skills while going through the program. The effectiveness of these embedded experiences as well as their alignment to WIDA-ELP standards will be evaluated, not only by the Director and course instructors, but also by the project evaluator. This information will be reported to OELA staff via annual performance reports and via the final report, due 90 days after the end of the five project years. The P.I., Director, and University of Colorado

faculty, with assistance from Dr. Barbara Medina from the Colorado Department of Education and LEA administrators, will review each course to be taught each semester to determine the extent to which WIDA-ELP Standards and assessments are reflected in courses. If needed, courses will be revised to include these state standards. The evaluator will report on the quality of work by project staff.

(d)(2) Evaluation Uses Objective Measures Including Quantitative and Qualitative Data

The CIPP evaluation model requires the use of quantitative, qualitative and triangulation procedures in evaluating the worth of a program. During the formative stages of evaluation, the evaluator will provide project staff and partner agencies qualitative data, following guidelines recommended in the Context, Input, Process and Product (CIPP) model; including 1) describing the Context of the project and identifying potential problems that may exist and providing suggestions for meeting identified needs; 2) providing Input data that describes day-to-day operation of the program and provides suggestions or alternative strategies for strengthening the program's design; 3) providing information on the Process used in meeting program goals and objectives and providing suggested activities that will meet the project's goals and objectives; and, 4) providing Product, or end of the year information, and make suggestions for modifying, adopting or discontinuing certain aspects of the program. During the summative stages of evaluation, the evaluator will utilize quantitative methods in analyzing the overall effectiveness of the program, again following guidelines recommended in the CIPP model. A review of formative data will be used to conduct a statistical analysis to measure the extent to which the goal and objectives have been achieved. The matrix on pages 22-27 provides information on evaluation criteria to be gathered in evaluating program activities.

(d)(3) Methods of Evaluation Provide Performance Feedback and Assessment of Progress

Formative and Summative evaluation will occur throughout each year. Questions to be addressed during the formative phase of evaluation include: 1) What needs to be done? How should it

be done? Is it being done? Is it succeeding? The evaluator submits interim reports addressing these questions to keep stakeholders informed about findings, help guide decision-making, and strengthen staff work. In finalizing a summative report, the evaluator will address the following questions: 1) Were important needs addressed? Was the effort guided by a defensible plan and budget? Was the service design executed competently and modified as needed? Did the effort succeed? The Formative **stage** of evaluation will be to study how the program operates on a day-to-day basis, how it is influenced by various situations in which it is applied, and what those people directly affected by this program regard as its advantages and disadvantages. Throughout this process, the evaluator will "illuminate" the most significant features of the program and determine how these features relate a complex array of questions, including "hidden" as well as visible variables. The methodological strategies to be used during the Formative stage of evaluation are: observations; interviews with staff; questionnaires; and analysis of project documents including information on student progress. These methodological strategies, in combination, will help to uncover any problems that may exist in the project. Furthermore, it will assist in determining: 1) teachers' understanding of research-based ESL teaching strategies; 2) teachers' success in coursework; 3) their satisfaction with program management; 4) their ability to utilize learned skills from university courses with EL students in real classroom settings; 5) Participant feed-back of leadership institutes in the summer; and, 6) each partner's perception of the project in meeting the goals and objectives of the project. The external evaluator will meet with project staff and partners each semester to apprise them of the project's success at addressing the above questions. Program participants, LEA staff, university faculty, and project staff will be involved during this stage of evaluation. Individuals will freely express their perceptions of the project. This information, along with observational data, will determine the extent to which the program is meeting needs.

The Summative stage of evaluation will include an analysis of overall program results, which are based on information gathered during formative evaluation stage. The external evaluator will submit the summative evaluation report 30 days after the end of each project year. The report will include comprehensive data (qualitative and quantitative), including: 1) an analysis of the programs' ability to meet the professional development needs of teachers, based on surveys and interviews gathered during the formative evaluation state, and provide recommendations for program improvement; 2) a comprehensive analysis of teachers' progress in completing coursework, including grades earned in completed courses; 3) an analysis of project staff's management of the program, based on surveys and questionnaires; 4) a detailed analysis of how the program goals and objectives are being met; and, 5) a detailed analysis of the cost benefits of the program and an analysis of how project dollars were spent each year.

The overall purpose of the evaluation is to provide performance feedback (formative evaluation) and to assess the overall worthiness of the project. Procedures to be used in evaluating this project are described above. The formative and summative evaluation report will be prepared by the program evaluator in collaboration with project staff and will then be submitted to the Department of Education, Office of English Language Acquisition (OELA). The evaluator will be contracted for 10 days each year. These days will be devoted to formative evaluation processes, including observing in classrooms, conducting interviews with project trainees, partner agencies and program staff and for summarizing data collected during this stage. In addition, the evaluator will develop an interim report (end of fall, spring and summer semester of each year) and will meet with project staff and partners to report formative evaluation findings and to make recommendations for program improvement. Additionally, the evaluator will develop a comprehensive summative evaluation report and to meet with project staff and partner agencies to summarize findings and to make recommendations for program improvement.

As stated in the Personnel section of this application, Dr. Guillermo Solano-Flores will serve as the project external evaluator. Dr. Solano-Flores will be contracted, on a fixed rate, for a period of 10 days each year. As an experienced evaluator, Dr. Solano-Flores will continuously update project staff on the project's success in meeting project objectives and will provide staff suggestions for improving all aspects of the project. While he will develop Annual Performance and Summative Reports, project staff will be involved in all aspects of the evaluation process.

The OASES Project has several embedded mechanisms that will insure feedback and continuous improvement. First, there are regularly scheduled meetings between the project staff, LEA staff and staff from the Colorado Department of Education. Agendas for these meetings will include time to discuss project implementation issues, including what is going well and what needs to be improved. Each course in the Linguistically Diverse Educator Endorsement program will undergo a syllabus revision to include WIDA-ELP standards as well as the current standards. Revisions will be given to LEA partners for their approval and suggestions. Once approved, each one of these revised syllabi, along with the embedded field-based components in selected courses in the program will be offered to participating teachers in the project.

At the end of each course, questionnaires are given to students (anonymously). Students are asked to rate the quality of the course in terms of its content, delivery and instructor. These questionnaires, called FCQs, will be used by the project as feedback mechanisms and will be revised as needed to insure that all project goals and objectives are being met and that the project is having a positive impact on participants. Further, the Public Education Business Coalition (PEBC) lab experiences that will be embedded in the majority of courses in the project require that participating teachers submit a written report after each lab. The written report asks participants to list what they learned in the lab and how they will apply what they have learned to their own classroom situations.

These written lab reports provide rich sources of data to assess how well teachers are applying theories learned in course work to classroom settings, thereby providing important feedback to the project.

All stakeholders (project staff, LEA partners and the Colorado Department of Education) will jointly plan and conduct an annual Language, Culture, and Equity Academy for school leaders and English Language Acquisition Directors. Participant feedback for each institute session will be gathered, summarized and discussed as a means of gathering feedback on project activities. Finally, evaluation data collected on academic achievement outcomes in the classrooms of project teachers will provide the ultimate measure of feedback regarding the efficacy of the project in meeting it goal and objectives.