U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
CFDA # 84.365Z
PR/Award # T365Z110090
Grants.gov Tracking#: GRANT10864593

Closing Date: MAY 09, 2011

Project Abstract

Name of IHE: Georgia State University
Title of the Program: ***Quality Instruction for English Learners (QuIEL)***
Consortium Partners:

1. Urban Accelerated Certification and Master's Program from Georgia State University's Early Childhood Education Department (ECE-UACM; IHE Partner)
2. DeKalb County School System (DCSS; Local Education Agency Partner)
3. Refugee Resettlement and Immigrations Services of Atlanta (RRISA; Community Partner)
4. Educational Testing Service (ETS; Corporate Partner)

Project Description: The QuIEL proposal provides school-based professional development targeting instruction for English Learners (EL) in the areas of science, technology, engineering and mathematics (STEM). The project builds on our current partnership with DeKalb County School System and the Urban Accelerated Certification and Master's Program (UACM) through the development of a Professional Learning Consortium capable of providing the highest quality teaching and learning environments for EL beyond the life of the grant. If funded, the grant activities would begin with a collaborative planning period August 2011-December 2011 with start-up professional learning activities beginning in January 2012 and continuing through the life of the grant June 2016. Three objectives that meet the local needs of DeKalb and community educators align with activities and meet NPD priorities as follows: (a) to improve the preparation of all teachers to serve English Learners better; (b) to increase the opportunities for high-quality preparation of and professional development for educators of science, technology, engineering, and mathematics to support English Learners; and (c) to improve instructional practices, policies, and student outcomes using data-based decision-making for English Learners.. Recognizing the need to continue supporting teachers during implementation of professional learning strategies, we build in mechanisms for follow-up activities to sustain learning featuring four PL standards: authentic contexts, active learning, prolonged engagement/time, and collaboration.

INVITATIONAL PRIORITY 2 MET: QuIEL Objective 1 is to improve the preparation of all teachers to serve English Learners better. It targets the preparation and support for teachers across three levels (preservice, paraprofessionals and inservice). Activities to support this goal include development of a *professional learning site*, including certification-oriented courses delivered at the school, extensive immersion experiences for preservice and paraprofessionals, demonstration lessons for teachers, and mentorship and coaching for participants. Six GPRA indicators focus the performance measures for this goal.

COMPETITIVE PREFERENCE PRIORITY 2 MET: QuIEL Objective 3 is to improve instructional practices, policies and student outcomes using data-based decision-making for English Learners. Activities include use of teacher action research, problem-solution projects, school collaboration mini-grants (STEM focused), and EL portfolios. Two performance (3.1, 3.2) measures target the impact of these activities.

COMPETITIVE PREFERENCE PRIORITY 3 MET: QuIEL Objective 2 is to increase the opportunities for high-quality preparation of and professional development for educators of

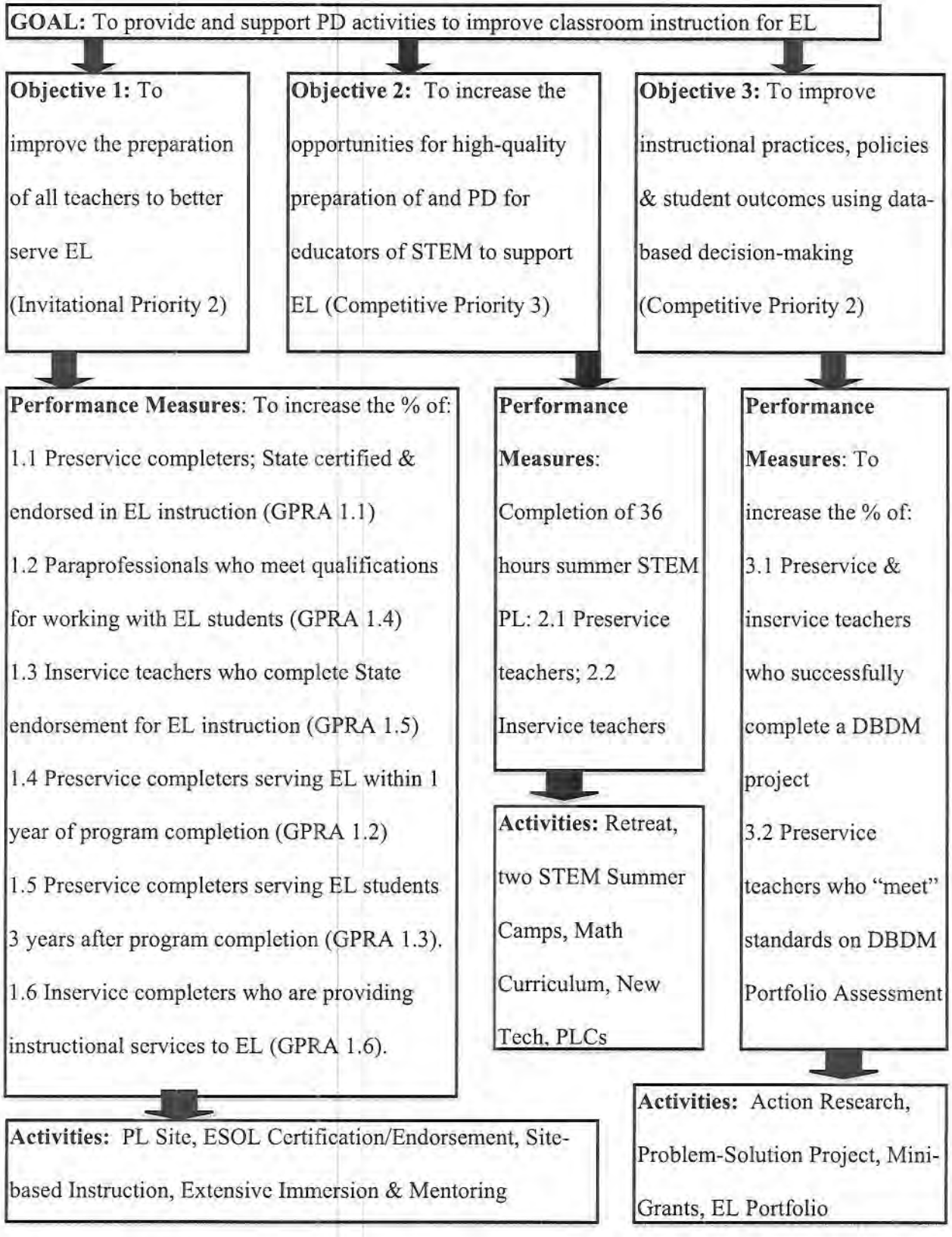
Project Narrative: Quality Instruction for English Learners (QuIEL)

A. QUALITY OF PROJECT DESIGN

It is increasingly clear that schools must improve instructional practices to meet new legislative demands, changing populations, global needs for highly skilled workers, and rapid advances in technology and knowledge. It is also clear that few schools meet the current needs of diverse learners, let alone new demands. To meet student needs and national standards, schools must implement instructional methods that are different from those that most schools use today. Yet, the central problem of building school capacity is not determining what to implement but finding ways to help educators and schools identify, implement, adapt, and sustain effective practices. The ***Quality Instruction for English Learners*** **(QuIEL)** program could provide the means to teach and support new behaviors, competencies, and dispositions among educators.

Current professional development efforts yield few returns on the dollars invested. Birman et al. (2007) estimated that the federal government alone spent about $1.5 billion dollars on educator professional development in 2004-05. Local, regional, and state expenditures add to a substantial societal financial commitment to teacher professional learning that has occurred over many years. Yet, most key indicators of educational improvement have remained static (e.g., high school graduation, achievement). This is especially true for students who are members of culturally/linguistically diverse groups (Lee, 2002). The ***QuIEL*** project builds a Professional Learning Consortium designed to provide the highest quality teaching and learning environments for English Learners (EL) beyond the life of the grant. The goal of QuIEL is to provide and support professional development activities to improve classroom instruction for all classroom teachers (mainstream and ESOL). Figure 1 provides the alignment between objectives, performance measures and activities to meet our goal.

Figure 1 QuIEL Logic Model



QuIEL activities are described in detail later in this section and performance measures (GPRA and Project) are detailed in Table 2 in the evaluation section. Recognizing that every teacher is a teacher of EL, the following QuIEL research base builds on what effective teachers of English Learners do and what effective teacher educators do.

I. What Effective Teachers of English Learners Do

Following the IES practice guide based on research relevant to elementary aged English Learners by Gersten, Baker, Shanahan, Linan-Thompson, Collins, and Scarcella (2007), QuIEL centers professional development opportunities on Database Decision Making (DBDM) and Science, Technology, Engineering and Mathematics (STEM), including content-based literacy.

Effective EL Teachers Base Instructional Decisions on Data. EL are a complex, heterogeneous group with considerable variety related to levels of English and formal education. Even when EL share age, amount of time in English-speaking communities, languages, and cultural experiences, variation still exists in children's language and literacy development and their risk for experiencing difficulty in school. Most immigrants and refugees arrive in the United States proficient in one language. That language may or may not be the official language of the family's native country; it may or may not have a print version. The level of education of elementary-aged English learners' parents varies greatly with some holding advanced degrees from their home countries, others with no formal education at all. Gersten, et al. (2007) recommend focused, intensive small-group interventions for those learners most in need of support based on data. Subsequently, QuIEL will direct considerable attention to assist participants on how to best use data to inform decision making in teaching.

Effective EL Teachers Teach Vocabulary and Academic English. Second, ***QuIEL*** will center professional development around integrating language and literacy development with

STEM content. While understanding that ELs need additional support in oral language development, project leadership works from the understanding that many ELs face challenges with print-based literacy development as well, especially with informational texts found in content areas such as science and math. This is evident by the comprehension barriers that often occur when the syntactical and morphological complexity of the texts become more difficult, and the concepts and labels used in the texts are less familiar. Gersten et al. recommend that EL receive high-quality vocabulary instruction throughout the day. Furthermore, they ask educators to make academic English a priority, beginning early in elementary grades. Following these recommendations, QuIEL will provide considerable support assisting preservice and inservice educators and paraprofessionals as they develop strategies for intentional, engaging, content-based vocabulary and academic English instruction.

II. What Effective Teacher Educators Do

Recently, Desimone (2009) provided a comprehensive review of the literature on teacher professional development (PD). She identified five core elements, derived from a careful examination of existing research, that are common to successful PD such as a focus on content (subject matter) that includes active learning, offers coherence with existing knowledge and requirements in the school, is of sufficient duration, and features collective participation of educators from naturally occurring groups. Unfortunately, most professional learning projects do not include these elements (Consortium for Policy Research in Education [CPRE], 1996; Easton, 2008) and instead rely on brief stand up and deliver didactic presentations accompanied by handouts and massed practice using analogue situations (Truscott & Truscott, 2004). This PD creates participant learning environments that are episodic, fragmented, and disconnected from the real problems of practice (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

There is wide agreement that educators need quality professional learning experiences congruent with those identified by Desimone (2009) and the National Staff Development Council (NSDC) 2008 standards. The QuIEL model is built around these standards: Authentic Contexts, Active Learning, Sufficient Duration and Collective Participation as described in the next section.

Teachers Learn in Authentic Contexts. DeKalb County, Georgia provides an optimal site for learning to teach EL. Located in the Atlanta metropolitan area, it has both a growing Latino population and, as a refugee resettlement site for the United Nations and United States State Department, is the most diverse school system in Georgia with students originating from 170 different countries and speaking 140 languages. The county school district registers more than 3,000 new immigrant students each year (DeKalb County Schools, 2008 http://www.dekalb.k12.ga.us/support/ell/). DeKalb county educators typically think of the ELs in the school system as belonging to one of two distinct groups: Latino Spanish-speaking immigrants and refugees. Neighborhood settlement trends in combination with district boundaries do not typically result in overlap between the two groups in any individual school.

The largest and fastest growing of Georgia's immigrant groups, the Latino population in Georgia has steadily grown since 1980 when Latino's made up 1% of the population to its current 8.3% in 2009 (http://quickfacts.census.gov/qfd/states/13000.html). This demographic transformation has not occurred equally across the state; within the Atlanta metropolitan area (including DeKalb County), the Latino population has grown 995% since 1980 (http://www.hispanicbusiness.com/_client_common/pdf/news/brookings-pew_study.pdf). Many elementary schools within the DeKalb County School System have more than 90% Latino students thereby providing an authentic context for QuIEL activities for both preservice and inservice teacher participants.

Teachers Learn Through Active Engagement. Almost every commission and report on teacher education advocates the professional development school (PDS) as a powerful vehicle for provoking educational change. PDSs are innovative institutions formed through partnerships between professional education programs and PreK-12 schools. Considerable research exists demonstrating the success of the PDS model, in particular on its role in improving teacher education (Taylor & Sobel, 2003; Levin & Rock, 2003; Gimbert, 2002). In this project, we propose to use the PDS model as the vehicle to design and implement a quality ***Professional Learning Site*** situated in a DCSS school to provide preservice and inservice teachers with active professional learning experiences to improve the instruction for ELs. Activities conducted at the PLS will include opportunities for ongoing professional development by inservice DCSS teachers of ELs, provide a site for concentrated support for paraprofessionals continuing to learn and work towards certification, and continue to serve as a site for preservice teacher development with site-based courses taught by QuIEL faculty.

Teachers Learn with Time and Support--Sufficient Duration. Sustained learning requires both time and support. In this project, we propose to continue providing considerable practice-focused, content-based support to first year teachers who complete their certification within the program. These teachers will take one master's level, STEM focused course each semester in addition to receiving instructional coaching from a university field supervisor. Furthermore, the PLS will allow for building relationships across partnership organizations that allow for sustained learning (e.g., book clubs, mentor development groups, collaboration mini-grants etc.).

Teachers Learn through Collective Participation. Research on professional development models that are unique to traditional, stand-up-and-deliver model are scarce but vital in helping school learning communities move toward lasting teacher change. The QuIEL program builds

communities of learners at every level of the program (faculty, endorsement candidates and inservice teachers) to provide an effective environment for higher-order thinking and learning. In the complex, fast-paced world of teaching, deliberate reflection and analysis that is focused on improving student learning through the building of community is a difficult task at best. Thomas, Wineburg, Grossman, Myhre, and Woolworth (1998) argue that as "compelling as the idea of a community of learners may be, it will forever remain a fragile entity if no parallel community exists among teachers" (p. 212). As described in the next section, the QuIEL consortium builds collective participation through PD structures designed to build communities of learners and also through the development of a QuIEL Consortium that takes advantage of the expertise, environment and feedback from school, community and corporate partners.

QuIEL Professional Learning Consortium

Four key partners make up the QuIEL consortium: the Urban Accelerated Certification and Master's Program from Georgia State University's Early Childhood Education Department (ECE-UACM; Institute of Higher Education Partner); DeKalb County School System (DCSS; Local Education Agency Partner); Refugee Resettlement and Immigration Services of Atlanta (RRISA; Community Partner); and Educational Testing Service (ETS; Corporate Partner). By September, 2011, individual members representing each partnering group will be asked to participate on the QuIEL Consortium Board based on the role within the organizations. The QuIEL Consortium Board will meet once per month September through December 2011, then once per semester beginning January 2012 (three times per year). Specifics on agenda items for grant period is provided in the timeline in section C.

ECE-Urban Accelerated Certification and Masters Program (UACM). QuIEL will be coordinated and administered through the Department of Early Childhood Education (ECE) at

Georgia State University in conjunction with the QuIEL Professional Learning Consortium. The ECE department has a long history of providing professional development and support for preservice and inservice teachers in local, high-need urban communities. UACM is a two-year program providing preservice teachers with the necessary abilities to teach successfully in linguistically and culturally diverse, urban schools during a one year certification period. Participants receive PreK-5 certification and an ESOL endorsement. Year two of the program provides support and refinement of knowledge, skills and dispositions to meet the needs of diverse populations through a one-year Master's program that features a coaching model and activities that help new teachers use data to inform practices in their classrooms.

DCSS. Initial planning of the project goals and activities began through meetings and communications with the DeKalb Director of Professional Learning and the Director of ELL Studies Program and in cooperation with the Interim Deputy Superintendent for Teaching and Learning for DeKalb County Schools. The attached Letter of Commitment (see appendix) details both the DCSS and ECE-UACM partnership commitments.

RRISA. This community partner adds an intimate, working knowledge of the immigrant population and available services of DeKalb County, GA. Experienced in meeting the family support need of diverse refugee populations, RRISA has the information and resources to meet those needs including interpreters and family service providers on staff who speak the multiple languages of the families in DeKalb County. Furthermore, RRISA (in collaboration with DCSS) operates the summer camp that will be used for site-based instruction. Initial collaboration has taken place with the Youth and Education Services Director. Commitments are specified in the attached Letter of Commitment.

ETS. Educational Testing Service's (ETS) Research and Development Division group will provide UACM preservice teachers with access to a technology-rich, professional development tool designed to support content-based curriculum development for EL. Through the use of this technological innovation, preservice teachers will learn which linguistic features make texts make more difficult for EL while modifying the texts for EL. Through ETS participation in this consortium, preservice teachers, along with 4th and 5th grade teachers at the PLS, will be able to continue this careful attention to how EL interact with informational texts. The attached Letter of Commitment specifies ETS agreement to partner and specifies the features to be established through a formal MOA if funded.

The QuIEL Program

Objective 1: To improve the preparation of all teachers to better serve English Learners (EL Invitational Priority 2)

Professional learning activities will be designed and refined during the planning period of the grant and include commitment to the development of a ***Professional Learning Site*** (PLS) that will serve as one hub for professional learning activities including certification-oriented courses delivered at the school, extensive immersion experiences for preservice and paraprofessionals, demonstration lessons for teachers, and mentorship and coaching for all participants.

Certification-oriented coursework. All certification coursework leading to the ESOL endorsement fulfills Georgia Professional Standards Commission requirements and national TESOL standards. Each endorsement candidates complete a professional portfolio demonstrating how s/he has met each standard at the end of their first year in the UACM program. Furthermore, teacher educators have spent considerable attention ensuring that certified teachers leaving the

program will be able to easily adjust to the new Common Core Standards recently adopted by the state of Georgia.

Site-Based Instruction. Important to quality professional learning is situating the certification method courses in the partner schools and PLS in order to tailor the curriculum to meet the needs of the school population and to facilitate modeling instructional practices that differentiate for learner variations. Site-based courses will occur at the PLS in both the fall and spring semesters of the certification component. These courses are led by the university faculty; however, as the partnership develops over time, we will encourage co-teaching with school personnel. The courses use varied instructional forms but always include time devoted to practice of instructional strategies related to STEM with EL children with faculty guidance and support. Summer camps (described below) offer site-based instruction during summer.

Extensive Immersion Experiences. During the fall and spring semesters, preservice candidates will be placed in partner schools four full days a week culminating in a two week role reversal where the candidate takes full responsibility for the classroom. During this time candidates work with mentor teachers who guide the candidates' development on a daily basis. These mentor teachers participate in regular professional development specifically focused on how to mentor preservice teachers in best practices for ELs as it relates to STEM. The candidates will also receive bi-weekly observation and consultation with a university faculty member. Professional development and/or consultation topics might include the following: attention to explicitness and rate of teachers' oral language, suggestions on how to better use DCSS SmartBoards to provide image support for ELs, how to better integrate Science and ELA instruction, English/Spanish cognates as a way to build vocabulary, basic information on the languages spoken by the refugee population (e.g., alphabet based).

Mentoring and Coaching. Mentoring (preservice) and coaching (inservice) occurs in three ways. First, faculty "generalists" will work with endorsement candidates on planning and instruction, organization, and classroom management. Mentoring involves a triadic relationship which includes the teacher candidate, the mentor classroom teacher, and the college supervisor and coach; this instructional feedback occurs after both live observations and candidate-videoed teaching. The partners join together for the purpose of helping the teacher candidate move as far as possible along the path toward acquiring desirable teaching competencies. A continual process of observation, analyses, and planning instruction enables the teacher candidate to alter and improve strategies and capabilities. This also provides coaching opportunities for inservice teachers to learn along side. Direct funding from the grant supports professional development and stipends for classroom teacher mentors working directly with certification students in their classrooms and for a mentor training coach and coordinator. But mentoring and coaching does not stop once teachers are certified.

In the second year of the program, faculty "content specialists" will work with Master's candidates to improve their understanding and teaching of math, science and literacy. First year teachers use video-taped lessons of themselves teaching science or math content to reflect with faculty guidance on ways to improve practice specific for EL. This video-coaching occurs several times during the first year of teaching. Third, teachers will participate in online professional learning communities (Cross-Career Learning Communities-CCLCs) based on the Critical Friends Group protocols (National School Reform Faculty, 2007). First year teachers have up to twelve opportunities to participate in CCLCs using a problem-driven case study in which they bring teaching challenges from their classrooms to the online professional learning community for discussion with peers and faculty. Teachers discuss and problem-solve teacher

dilemmas, share student work, and view videos of teacher work, all in order to improve pedagogy and student learning. It is the goal of this project to develop online professional learning communities that continue to meet beyond the Master's year of the program for sustained teacher professional development and to promote teacher collaboration and retention. CCLCs serve as a mechanism for supporting problem-solving with inservice teachers and paraprofessionals. CCLC trainers and mentor training coach have been written in the grant.

Objective 2: To increase the opportunities for high-quality preparation of and professional development for educators of science, technology, engineering and mathematics (STEM) to support EL (STEM-Competitive Preference Priority 3)

In addition to the integration of STEM content and pedagogy through certification-oriented coursework, several QuIEL activities are designed to support the instruction of quality instruction for EL in STEM. These include specialized summer workshops retreat, specialized summer programs for children, Math anchoring project, professional learning communities for teachers and paraprofessionals using technological innovations through on-line resources and Cross-Career Learning Communities (CCLC).

Summer Workshop Retreat. The Specialized Summer Workshop Series will involve a number of training experiences that will give endorsement candidates theoretical knowledge and practical experience in effective teaching. The new specialized instruction will require use of ESOL, Math and Science content specialists to help direct varied training exercises centered on application of new information for forthcoming classroom placements. The training also includes a training component for university faculty and supervisors to provide seamless continuity and focus for students. The program aligns with INTASC and TESOL standards for the pre-certification component (year 1) and the NBPTS for the Master's program (year 2). A two-day

summer retreat sets the stage for the program by building professional development and discussion activities for program participants (preservice teachers, university faculty, school mentors, and school leaders). Formal coursework in ESOL also begins at this time. Direct funding is provided by the grant each year.

Specialized summer program for DeKalb students. Over the summer, the project will design and implement specialized two summer programs for children and teachers: one focusing on math and science and the other on literacy and technology, both serving DeKalb English learners. The Summer Science Learning Camp is an innovative educational experience for elementary children through integrated hands-on science and literacy. The benefits of the program extend beyond the typical summer school test preparation programs that elementary students are often enrolled. For example, students may use film canisters, alka-seltzer, and water to experiment with rockets during the first part of class, write about the findings of the experiment afterward, and spend the remainder of the class time reading about rocket science and the history of space program. The program also serves as an introduction to teaching for preservice teachers who assist with the summer school program by working directly with the children in science and literacy instruction. Preservice teachers also participate in a second learning camp for young refugee children. Their work in this camp allows them to immediately implement the instructional practices they are learning about in their university literacy course (e.g., word work, guided reading) with a young EL. Considerable time is spent examining how to teach literacy through both traditional formats, electronic formats used by the local schools (i.e., promethean boards), and electronic formats expected to be in use soon (i.e., e-books). Support for trainers (inservice teachers) to help run the two summer camps for EL students has been written in the grant. Trainers receive PL training prior to serving as supports for the camps.

Mathematics Contextual Anchoring Curriculum. Contextual anchoring is a powerful pedagogical approach for promoting equity and culturally responsive mathematics practices and goes beyond merely engaging student interest in the lesson. Instead of using common techniques to connect to students such as inserting children's names into story problems or simply incorporating a location familiar to the children, teachers engaged in contextual anchoring use students' frames of reference, backgrounds, families, communities, lived, and out-of-school experiences to anchor the "mathematics." Teachers draw upon children's informal knowledge and experiences, make connections to the formal mathematics, and use those connections to help children understand the mathematical concept. Contextual anchoring is a pedagogical model of what it "looks like" to value and empower all students regardless of race, class, gender, language, culture, or other attributes.

During Year 1 of the grant a volume of math contextual anchoring activities for grades K-5 will be developed. Activities will encompass Number and Operations, Algebra, Geometry, Data Analysis and Probability, and Measurement and be aligned with the Georgia Performance Standards for Mathematics. Beginning in year 2 of the grant, preservice teachers will receive training on the curriculum and implement it their field placements with mentor teachers. Subsequent years in the grant will involve additional training and implementation of the new curriculum and extension to authentic environments in the PLS.

Technology Use in Professional Learning Communities. Technological innovations optimize active learning as it relates to teaching EL. One innovation is the use of the Supportive Technology for the Education of Literacy Learners and Reading (STELLAR) program in which preservice teachers watch a series of videos outside of class about instructional literacy practices (e.g., word work, guided reading, etc.) then respond to the videos with comments and questions.

Using this format opens up one third of the required course "seat time" allowing more tutoring time during the QuIEL summer learning camps. In addition, because QuIEL faculty read and respond to comments outside of class, they enter each course meeting aware of which content preservice teachers understand and who will need more attention, thereby providing an additional data-driven mechanism for tailored instruction.

To facilitate active learning and collaboration, QuIEL will also implement a new web-based communication board. This board will serve as a site for making available STEM and EL research and instructional resources relevant to consortium members. It will also serve as a place to highlight high-quality instructional practices by both paraprofessionals and inservice teachers. Through partnership, ETS will provide teachers with a new tool (Language Muse) that assists them in adapting texts for English Learners, particularly surrounding the use science and math-based informational texts. Funding for instructional technology (e.g., ipads) is proposed.

Objective 3: To improve instructional practices, policies and student outcomes using data-based decision-making (DBDM--Competitive Preference Priority 2)

Data-based decision-making (DBDM) is the activity of collecting, analyzing and using high-quality and timely data including data on program participant outcomes. QuIEL uses DBDM activities to inform teaching and to inform the QuIEL program. Each project features aspects of quality PL in that they are authentic, involve active learning through collaboration and occur over time (usually one year).

Using Data To Inform Teaching. The use of classroom-based teacher action research and problem-solution projects are ways to help educators select authentic issues presented in the classroom and community and use data as a means to make change. School-collaboration mini-grants will offer support for teacher-faculty teams in designing and implementing curricular

innovations targeted to STEM and that use data to inform practice. Additionally, other DBDM activities also appropriate for the school context may be developed on an as-needed basis.

Teacher Action Research . Using action research, teachers can make data-based decisions through a systematic inquiry or observation of their own instruction, students, and classroom context. Through this systematic inquiry, teachers can inform their own practice and ultimately improve the quality of instruction they provide to EL students. QuIEL new teachers (year 2 of the program) will conduct an action research project related to an instructional area they would like to improve or understand better. For example, a teacher might look at ways to effectively implement strategies in her or his classroom to increase EL students' critical literacy skills. The teacher then conducts a literature review, and develops a plan for collecting data (e.g., videotaping fifth graders' discussions on recently reviewed Podcasts over a series of several months). The teacher then analyzes the data and engages in a critical reflection of the findings. Teachers will disseminate their work in a research forum with their peers and faculty.

Approved DBDM Project (e.g., Problem-Solution Project). In addition to the action research project, the Problem Solution Project (PSP) is an approved DBDM project. The PSP combines the Project Approach and Service Learning, and has two main goals: (1) To enhance children's knowledge, attitudes, and skills in the content areas through meaningful use of reading, writing, mathematics, and scientific problem solving; and (2) To empower children to try to make a difference in making the world a better place. The QuIEL teacher and children pick a topic, then develop and implement a plan of action in order to effect positive change. The teacher integrates the topic into the curriculum, and connects the project to the Georgia Performance Standards. Student learning is assessed with a pre/post assessment; teachers also engage in ongoing formative assessments. Teachers use these assessments to know whether EL

students have successfully met specific performance standards and learning outcomes. Inservice teachers share their PSPs at public forums and professional meetings.

School Collaboration Mini-Grants. School Collaboration Mini-Grants are designed to support teachers and university faculty in collaborative efforts with a focus on using data to improve teaching practices in the STEM field. Projects are based on needs of the classroom or school (authentic contexts) and what can be achieved in each mini-grant cycle (one year). The mini-grants can be used to try out a new technique or strategy learned through the professional learning site, or to evaluate and assess existing instruction in order to change future practice. Examples of collaboration projects could include: book clubs (for children, for teachers), afterschool projects (e.g., science/math clubs, tutoring), science/math explorations (e.g., gardens, developing field guides), and/or family nights (e.g., science, math, literacy). Funding for DBDM activities is included in the proposal with a dedicated faculty member who is charged with the design, implementation and evaluation of DBDM activities including data assessment systems described in the next section.

Using Data To Inform Program. Data will also be used to inform program practices, and teacher and faculty development. The EL portfolio will assess QuIEL preservice teachers' EL content knowledge, teaching performance, and impact on student learning; it will be evaluated and discussed with the preservice teacher at Transition I and II benchmark conferences. Those candidates who do not meet standards will be put on an individual action plan, and reassessed at or before the next transition point. As part of the EL Portfolio, preservice teachers will develop EL Lesson Plans that incorporate student assessment data for more effective EL instruction. The QuIEL program will use Livetext, an online assessment data management system that allow faculty and preservice teachers to review and monitor the

candidate's progress. This database coupled with a program relational database (housed on the university's server) is used to collect data for program assessments and provides feedback IHE faculty development. Both Livetext and the program database will be used to store QuIEL participants' performance on key program assessments and activities (e.g., EL Portfolio), progress toward QuIEL objectives (e.g., participation in specialized summer STEM program), and specific feedback on program activities (e.g., Mentor Teacher Training evaluations. These data will be analyzed at least once a semester to provide faculty with feedback regarding program targets. Additionally, higher education faculty will meet once a month in program faculty meetings to reassess QuIEL curriculum and objectives. The Project Director will be responsible for determining additional training needed for program faculty based on these data.

B. QUALITY OF PROJECT PERSONNEL

The QuIEL project team includes one principal investigator and two co-PIs from the university as well as designated school district personnel. Dr. Diane Truscott is the lead principal investigator and head of the research team. She is an Associate Professor in ECE at GSU and has served as the principal investigator, project director, and/or evaluation director of 4 federal grants and director of 5 private foundation grants. She is currently the PI for the USDOE Transition to Teaching grant (2009-2012). Her research record includes numerous refereed publications and research presentations focusing on the education of children. She has worked with urban schools in a PDS model for 20 years across four states and has researched and published on supporting children who are English Language Learners. Her expertise in grant management and content knowledge of literacy for EL contribute to the project.

Dr. Nancy Jo Schafer serves as a co-principal investigator and the project manager of the grant. She is currently the Program Coordinator of the UACM, Co-PI on a USDOE Transition to

Teaching grant (2009-2012) and a professor and field coach in the program. She served as Project Manager and Researcher on the GenScope Assessment Project, a National Science Foundation funded research project at GSU, where she was responsible for managing all aspects of the classroom-based research project. She was also an elementary school teacher for 8 years in high-poverty urban schools serving culturally and linguistically diverse populations. Program coordination (including DCCS liaison) and expertise in mathematics contribute to the project.

Dr. Laura May serves as a co-principal investigator for the grant. A former elementary Spanish-English bilingual classroom teacher in Texas, she currently works with the UACM Program teaching 3 literacy methods courses in addition to the ESOL: Language Acquisition course. She serves as a research team member on the USDOE Transition to Teaching Grant and was a member of the evaluation team for the INSPIRED Early Reading First Grant (2005-2008). She serves as content expert in EL and liaison for RISSA and ETS.

Dr. E. Namisi Chilungu serves as the Research and Evaluation Coordinator for the grant. She is currently an internal evaluator and co-researcher on two federally funded grants. She is also a grant writer and evaluator for a non-profit organization (Somali and American Fund for Education-SAFE), and has previous experience as a Field Assessment Coordinator at the Center for Excellence in Urban and Rural Education (CEURE) at Buffalo State College. She currently teaches Action Research in the UACM program and will serve as the DBDM expert, internal evaluator, and coordinator of the QuIEL Consortium.

In addition to the experience and expertise offered by the PI and Co-PIs, additional content experts (STEM and EL) extend the quality of the project personnel. Dr. Olga Jarrett teaches science methods and is a University Fellow in the Urban Atlanta Coalition Compact, an Annenberg funded project whose purpose is excellence in education for African American

students. She also serves as a project coordinator of Project DOVE (Drop-out, Violence Elimination), a systematic prevention/intervention program which includes mentoring and a curriculum on empathy, impulse control, and bully prevention. Dr. Jarrett's research has focused on recess and playground behavior, bully prevention, effective teaching in urban schools, and effective methods of teaching science. She serves as content expert in science.

Dr. Brian Williams teaches science methods at GSU and coordinated the Math/Science Equity Program at the University of North Carolina at Charlotte. In addition to his research on how race, ethnicity, culture, and class influence teaching and learning in science classrooms, Dr. Williams has over 14 years of experience working with teachers and students in the U.S. and Africa. He also contributed to the development of the science curriculum, A World in Motion II (sponsored by the Society of Automotive Engineers and the National Science Foundation). He serves as content expert in science and runs one of summer camps.

Dr. Lemons-Smith has 20 years of experience in the field of mathematics education including K-12 and college/university teaching in urban, suburban, and rural contexts. She is very active in the education community and conducts mathematics professional development for teachers across the U.S. and internationally that focuses on helping teachers craft instruction that utilizes students' backgrounds, families, communities, lived, and out-of-school experiences to anchor mathematical thinking and understanding. She leads the design and implementation of math anchoring curriculum and teaches math methods.

Karen Davenport, Ed.S., has worked in the field of education for 40 years in urban high needs schools. For 8 years, she worked in an elementary school that was primarily of a population of EL Spanish-speaking migrant families. Her experiences include work as an elementary teacher, an elementary principal, a reading specialist, a district resource teacher, an

adult education teacher, a teacher in the juvenile detention system, and a high school assistant principal. Ms. Davenport coordinates the mentor teacher training and coaching components of the program. Descriptions of each role and responsibilities are provided in the next section.

C. QUALITY OF MANAGEMENT PLAN

Each objective and corresponding activity has been described in section A including information on time and budget allocations. The roles and responsibilities for successful implementation and evaluation of QuIEL are tailored toward specific activities in order to achieve each objective and described below. Roles are balanced among university and school participants. An emphasis on allocating adequate personnel to collect and maintain the database that informs the performance outcomes is evident. In addition, a commitment to a strong evaluation component exists with designed roles for both internal and external evaluators.

Principal Investigator: Diane Truscott. Overall responsibility for grant implementation and research. Communicates and coordinates with federal program officer, chief financial officer for COE, research post award office regarding budget management and external evaluator. Chairs grant team (includes all roles listed here). Works with IRB systems at both university and district levels on compliance for research with human subjects. Prepares & reports interim, annual and final reports. Attends mandatory federal meetings.

Co-PIs: Nancy Schafer (STEM) and Laura May (EL). Works with PI and Research and Evaluation Coordinator on grant implementation and assessment. Each Co-PI takes the lead on particular professional learning component. Dr. Schafer directs the STEM activities. Dr. May directs the EL activities including interfacing with ETS and STELLAR curriculum aspects. Dr. Chilungu (Research and Evaluation coordinator) directs the DBDM initiatives. Reports to PI.

Project Director: Nancy Schafer. Overall responsibility for preservice and Master's degree component of grant implementation and reporting. Coordinates with QuIEL content experts and Professional Learning Site. Works directly with DeKalb Chief Officers (Director of Professional Learning and Director of ELL Studies Program) on recruitment strategies, placements and certification components for school-based personnel. Reports to PI.

Research and Evaluation Coordinator: E. Namisi Chilungu (DBDM). Responsible for execution of evaluation plan as stated in proposal. Responsible for design and maintenance of database including data collection and reporting. Secures confidentiality of files and other IRB mandates. Responsible for working with the PI and external evaluator to provide information on progress toward goals including mandatory site visits by the external evaluator. Responsible for teaching four courses throughout the year which house many of the DBDM activities (problem-solution project, action research, school research mini-grants, Livetext). Coordinates QuIEL Consortium board for feedback and process on activities and outcomes. Completes annual evaluation report with Project Director. Reports to PI.

QuIEL Content Experts: Brian Williams (Science), Shonda Lemons-Smith (Mathematics), Olga Jarrett (Science), Laura May (EL). Responsible for design and implementation of QuIEL activities specific to STEM initiative. Develops new curriculum to meet EL needs specific to STEM focus, serves as resource and provider for ongoing professional development activities through the Professional Learning Site, provides site-based instruction, and coordinates summer programs for schools. Communicates with resource consultants as needed and chairs resource teams in their areas. Reports to Project Director.

Mentor Teacher Training Coordinator: Karen Davenport. Responsible for certification training at school four full days a week during the school year. Designs and implements 3-4

mentor teacher training sessions and ongoing professional development in instruction for EL in STEM and DBDM strategies applied in the classroom. Reports directly to Project Director.

External Evaluator: John Roden. Responsible for providing third-party evaluation on annual basis during the grant period including analysis and reporting of data as it relates to promising practices, significant model components and targeted areas for improvement. Provides additional technical support for development of instrumentation and design of database elements, queries and relation model setup. Includes site visits to the project 2 times a year during start-up and final evaluation and once a year during years 2-4. Reports to the PI.

Community Specialist: RRISA's Youth and Education Director, Laura Medders. Responsible for operating summer camp for refugee children in cooperation with DCSS (arranging transportation, communicating with parents, etc.), facilitates the hiring of interpreters and translators, and serves as a consultant to other consortium partners related to individual refugee groups. Reports to EL director (Mays, Co-PI).

QuIEL+ Timeline & Milestones

If funded, the grant activities would begin with a collaborative planning period August 2011-December 2011 with start-up professional learning activities beginning in January 2012 and continuing through the life of the five-year grant, June 2016. During the first term (August-December 2011), the project management team will work with our partner consortium in implementing targeted recruitment efforts, setting up the structures and procedures to make the grant run smoothly, designing the curriculum, selecting and setting up the PLS and training faculty and school staff. Spring 2012 (February) marks the first application and selection period. Cohort 1 begins in the summer 2012 with summer retreat, certification-oriented coursework and two school-based summer camps. Certification candidates begin their extensive year long

apprenticeship in the Professional Learning Site and other partner schools in fall 2012. Table 1 provides the timeline and milestones associate with project objectives.

Table 1 QuIEL Timeline & Milestones by Objectives

YEAR 1: 2011-2012	Fall	Spring	Summer
Create QuIEL consortium board (invitations, roles, responsibilities, timeline)	X		
Consortium Board meets (monthly in fall, 1X in spring, summer for planning curriculum and activity implementation)	X	X	X
Select & contract MOAs for consortium partners	X		
Contract project personnel: trainers, consultants, GRA	X		
Secure IRB approval at GSU and DeKalb County	X	X	
Work with DCCS to target teacher recruitment activities	X		
Select and step-up of Professional Learning Site with DCCS		X	X
Interview and select preservice cohort 1 (n=25)		X	
Establish participant database including baseline scores from selection process		X	
Work with LEA to select mentors/placements for cohort 1		X	
Analyze recruitment catchments efforts and selection results. Recommend modifications for year 2 recruitment scheme			X
Assemble content specialty teams- EL, STEM, DBDM	X		
Design math anchoring curriculum	X	X	
Begin design of summer workshops and camps (science, literacy-technology); hire trainers, order materials	X	X	

Implement summer workshops and camps: Cohort 1			X
Train faculty and school mentors in EL and STEM strategies		X	X
Design online professional learning community		X	

Year 1 (2011-2012) MILESTONES

Establishment of Professional Learning Site & curriculum

Establishment of QuIEL Consortium

Selection & begin training of cohort 1: Target n=25

Direct summer retreat and two summer STEM camps

YEARS 2-3: 2012-2014	Fall	Spring	Summer
QuIEL Consortium Board meets 3X year	X	X	X
Use recruitment analysis report to adjust recruitment scheme	X		
Interview and select cohorts 2 & 3(n=25 each year)		X	
Update and maintain participant database		X	
Analyze recruitment catchments efforts and selection results. Recommend modifications for years 3 & 4 recruitment scheme.			X
Certification cohorts begin full year apprenticeship in schools cohort 1-2012, and cohort 2-2013	X	X	
Certification cohort 1- completes certification and ESOL endorsement requirements 2013; cohort 2-2014			X
Implement summer retreat and two STEM camps			X
Affirm MOA with continuing consortium members	X		
Begin site-based instruction	X	X	X
Connect university resources to PD- align activities with PLS		X	X

Provide substitute teachers for training & coaching	X	X	X
Implement new math anchoring program-preservice level 2012, and inservice level 2013		X	X
Implement EL tools: STELLAR & Language Muse		X	X
Establish EL portfolio components	X	X	X(exit)
Analyze evaluation of classroom mentors. Make recommendations for modifications for years 3 & 4			X
Annual partnership retreat and training-all participants. Mini-grant recipients (end of year 3) present data.			X
Cohort 1 begins Masters Program.	X	X	X (exit)
DBDM Projects begin (action research or problem-solution)	X	X	X
Call for proposals for school collaborative mini-grants		X	
Work with PLS to integrate PL to district teachers	X	X	
Connect resources to support school improvement plan for EL	X	X	X
Collect data on exiting program completers on employment intent-cohort 1 (exit 2013) & cohort 2 exit (2014).			X
Teacher retention survey analysis. One year out-Cohort 1. Adjust program.	X		
Review and renewal of IRB-GSU & DCCS		X	X

Year 2 (2012-2013) MILESTONES	Year 3 (2013-2014) MILESTONES
23 Newly Certified & ESOL endorsed teachers (90% of cohort 1) 23 inservice teachers trained (90% of PL participants) 10 paraprofessionals served in PL School collaboration mini-grants presented	23 newly certified and ESOL endorsed teachers (90% of cohort 2) 80% newly certified teachers obtain Masters Degree end of year 80% program completers employed in schools 32 inservice teachers trained (90% of PL participants) 15 paraprofessionals served in PL Inservice Teachers present action research School collaboration mini-grants presented

YEARS 4-5: 2014-2016	Fall	Spring	Summer
QuIEL consortium board meets 3X year-use feedback for program adjustments	X	X	X
Use recruitment analysis report to adjust recruitment scheme	X		
Interview and select cohort 4 (n=30)		X	
Update and maintain participant database		X	
Analyze recruitment catchments efforts and selection results. Recommend modifications for year 4 recruitment scheme.			X
Certification cohorts begins full year in partner schools (cohort 3- fall 2014, cohort 4- fall 2015)	X		
EL portfolio development	X	X	X (exit)

Continue technology innovations: STELLAR & Language Muse-use feedback for modifications	X	X	X
Certification cohorts- complete certification & ESOL endorsement requirements (cohort 3-2015, cohort 4-2016)			X
Refine and implement summer retreat and two summer camps			X
Affirm MOA with continuing consortium partners			X
Revise and implement math anchoring curriculum for inservice teachers based on feedback from previous trials	X	X	X
Continue site-based instruction through PLS and summer camps	X	X	X
Work with PLS to integrate PL to DCSS teachers	X	X	
Rounds 3 & 4 for school collaboration mini-grants	X		
Connect resources to support school improvement plan for EL		X	X
Provide substitute teachers for training & coaching	X	X	X
Analyze evaluation of classroom mentors. Make recommendations for modifications for year 5			X
Annual partnership retreat. Mini-grant recipients present work.		X	
Teacher retention survey analysis. One year out-Cohort 2.	X		
Cohort 2 begins Masters Program (2014); cohort 3 (2015).	X	X	X (exit)
DBDM Projects begin (action research or problem-solution)- follow up in schools for exited cohorts 1, 2	X	X	X
Execute coaching and mentoring in schools by faculty	X	X	X
Collect data on employment intent-Cohorts 3 & 4			X
Review and approval of IRB-GSU & DCCS	X		

Year 4 (2014-2015) MILESTONES	Year 5 (2015-2016) MILESTONES
23 newly certified and ESOL endorsed teachers (90% of cohort 3) 18 program completers take positions teaching EL students (80% -cohort 1) 80% newly certified teachers obtain Masters Degrees end of year- original cohort 2) 32 inservice teachers trained (90% of PL participants) 20 paraprofessionals served in PL Inservice Teachers present action research in public forum School collaboration mini-grants presented	27 newly certified and ESOL endorsed teachers (90% of cohort 4) 22 program completers take positions teaching EL students- one year out (80% -cohort 3) 36 program completers still have positions teaching EL students 3 years out (cohorts 1 & 2) 80% newly certified teachers obtain Masters Degrees 36 inservice teachers trained (90% of PL participants) 20 paraprofessionals served in PL Inservice Teachers present action research School collaboration mini-grants presented

D. QUALITY OF PROJECT EVALUATION

The goal of the QuIEL+ project is to provide and support professional development activities designed to improve classroom instruction for English Learners (EL). The three objectives that focus this work are listed in Table 2 with details on the types of data collected, data collection schedule, methods, instrumentation design and reporting, and data use for program management.

Establishing a coherent record keeping system is essential for tracking program outcomes and establishing patterns over time. Given the dispersed nature of the project sites, we

will develop a database that allows central administration and validity checking of key data with an option for either on-line or paper input from project participants and controls. Data integrity will be the responsibility of a dedicated staff member with training is database design and management. Each preservice participant will complete an intake process that includes a complete application and informed consent agreements. As the cohort groups progresses through the program, individuals will be associated with treatment conditions using a relational database design. As preservice participants complete program milestones, their performance will be measured using an established series of departmental evaluation tools including rubrics and checklists. Two key assessments targeting instructional effectiveness are used at transition points and include:

- Review of EL Portfolio at Benchmark Assessments (Transition Point 1 and 2). The EL Portfolio requires QuIEL preservice teachers to demonstrate novice mastery of content knowledge, teaching performance, and impact on student learning.
- Summer STEM Field Observation. QuIEL preservice teachers will be observed at the conclusion of their Summer STEM experience on their personal development of STEM content knowledge and implementation of a STEM lesson plan.

Candidates will complete an online application and demographic inventory as part of the intake process into the program and will complete an interview with a structured rating rubric. Each candidate record will be indexed using the college-assigned ID number. Program applicants will be matched with college-provided achievement and matriculation data and maintained according to state and federal regulations to safeguard privacy. Data collection will begin within 60 days of receipt of funding letter and continue through the grant period and beyond.

Data collection on employment status, school district and building name, and other identifying information will be collected from subjects involved in the project, in addition to a brief retrospective inventory of the extent to which college experiences related to teacher duties. Forms will be hand delivered through program courses to all study participants and follow through conducted through online survey. Respondent incentive funds (25.00 each) have been budgeted to increase the survey return rate.

Table 2 Evaluation Plan

Performance indicator	Target	Instruments	Schedule
Objective 1: To improve the preparation of all teachers to better serve English Learners (EL Invitational Priority 2)			
1.1 To increase the percentage of preservice program completers who are State certified and ESOL endorsed (GPRA 1.1)	90% of entry group (N=96)	State certification info collected through college records office	Database updated yearly, early summer
1.2 To increase the percentage of paraprofessional program completers who meet State and/or local qualifications for paraprofessionals working with EL students (GPRA 1.4)	90% of participants (yrs 2-4, N=40)	Transcript info collected through existing data-sharing agreement with University; merged into secure participant database	Data updated twice yearly, January and Mid-July

1.3 To increase the percentage of inservice teacher completers who complete State endorsement requirements for EL instruction (GPRA 1.5)	70% (yrs 1-3; N=65)	Data verification forms-paper with telephone follow-up to non responders	Collected yearly in July as part of follow-up census
1.4 To increase the percentage of preservice program completers who are placed in instructional settings serving EL students within one year of program completion (GPRA 1.2)*	80% of program completers (N=76)	Data verification forms-paper with telephone follow-up to non responders	Collected yearly in July as part of the follow-up census
1.5 To increase the percentage of preservice program completers who are providing instructional services to EL students 3 years after program completion (GPRA 1.3).	80% of program completers (N=54)	Data verification forms-paper with telephone follow-up to non responders	Collected yearly in July as part of the follow-up census
1.6 To increase the percentage of inservice teacher completers who are providing instructional services to EL students (GPRA 1.6).	90% of PL participants (yrs 1-4) (N=123)	Performance rubrics completed by college faculty	January and July of each year
Objective 2: To increase the opportunities for high-quality preparation of and professional development for educators of science, technology, engineering and mathematics (STEM) to support EL (STEM-Competitive Preference Priority 3)			

2.1 Preservice teachers will complete a rigorous, 36 hour summer STEM immersion experience and earn a score of "meets" or "exceeds" on a final field observation	90% of entry group	Course records and field observation rubric completed by college faculty	Summer, yearly
2.2 Inservice teachers will complete a rigorous, 36 hour summer STEM immersion experience	70% of PL participants	Attendance record/hours log will be maintained	Summer, yearly

Objective 3: To improve instructional practices, policies and student outcomes using data-based decision-making (DBDM--Competitive Preference Priority 2)			
3.1 To increase the percentage of preservice program completers (inservice teachers in Year 2) who successfully complete an approved DBDM project	80% of participants	Analysis of instructional portfolios by supervising faculty	May of each year
3.2 To increase the percentage of preservice teachers who "meet" or "exceed" standards on DBDM Portfolio Assessment at Transition Points 1 and 2 (Benchmarks 1 & 2)	80% of participants	Structured EL portfolio collected for each learner using standard Department protocols	December and May of each year

*Note: "Instructional settings serving ELs" will include both Teachers of Record with EL student(s) in her/his classroom or those teachers who are in specialized ESOL positions.

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