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APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
CFDA # 84.365Z
PR/Award # T365Z110050
Grants.gov Tracking#: GRANT10863777

Closing Date: MAY 09, 2011

1) Name of the IHE: University of Alabama at Birmingham (UAB)

2) Program Title: Southeast ECHO: ELs Charting new Horizons and Opportunities

3) Number and type of participants projected to be served by the project:

Participants joining per year (duration of studies)	Y1	Y2	Y3	Y4	Y5	Total
1) IHE Faculty: ESL Best Practices PD						
1A) UAB faculty: 2 seminars + follow up (1 year)	4	4	4	4	4	20
1B) Non-UAB faculty: 2 seminars + follow up (1 year)	-	4	4	4	4	16
<i>Subtotal</i>	4	8	8	8	8	36
2) Pre-service Teachers: Tuition and fees						
Alt. MAEd/ESL w/certification: 14 courses (3 yrs)	3	3	3	-	-	9
<i>Subtotal</i>	3	3	3	-	-	9
3) In-service Teachers: Tuition and fees						
3A) In-Service Teachers: 9 ESL courses (includes <i>Strategies for Teaching Math/Science to ELs</i>), MAEd/ESL, and ESL certification (2½ years)	9	9	9	9	-	36
3B) STEM Teachers: 2 ESL courses, <i>Strategies for Teaching Math/Science to ELs and Issues in Secondary Education: STEM for ELs</i> (1 semester)	4	4	4	4	4	20
3C) Heritage Language Teachers: 1 course to learn to prepare ELs for AP exam in heritage lang. (1 sem.)	2	2	2	2	2	10
3D) Teachers with an MA: 4 ESL courses towards an EdS degree in a content area (1 year)	1	1	1	1	-	4
<i>Subtotal</i>	16	16	16	16	6	70
TOTAL PARTICIPANTS SERVED	23	27	27	24	14	115

4) Partners: LEA = Enterprise City Schools (ECS)

5) Project Description: Summarize project objectives, activities, and expected outcomes.

Through *Southeast ECHO*, UAB will collaborate with the ECS in providing effective EL instruction at all 11 schools where about half of its 6,450 students come from rural or semi-rural areas. Grounded in STEM, *Southeast ECHO* will train content teachers in research-supported strategies of the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2008). By leveraging recent advances from a UAB/ECS partnership established in 2010 and from workshops by the Alabama State Department of Education, *Southeast ECHO* will create a SIOP-STEM model transportable to other systems with high numbers of ELs, especially in the state's rural southeastern region for which the city of Enterprise is the economic and educational hub. Program effectiveness will focus on ELs attaining English proficiency, developing high levels of academic attainment, meeting challenging content standards, and making progress towards graduation. To determine how teachers have changed their teaching practices for EL success, evaluators will use the Engagement/Capacity/Continuity ECC Trilogy (Jolly, Campbell, & Perlman, 2004), with a third "C" added for Culture (Oxford, 2006; forthcoming). Data generated by *Southeast ECHO* will guide LEA decisions to enhance effective EL instruction and IHE decisions at UAB to inform the teacher preparation program.

Project objectives, GPRA measures, & expected outcomes	Y1	Y2	Y3	Y4	Y5	Total
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Goal 1. Assist higher education faculty in preparing all teachers (pre-service and in-service) to work effectively with ELs. *Evidence: content analysis of revised syllabi and curricula, interviews with faculty and department chairs, student exit surveys.*

Obj. 1A) UAB faculty: 2 seminars & yearlong follow-up	4	4	4	4	4	20
Obj. 1B) Non-UAB faculty: 2 seminars & yearlong follow-up	-	4	4	4	4	16

Goal 2. Assist pre-service teachers in earning teacher certification to teach ELs. *Evidence: surveys, self-reported questionnaires, pre/post measurements of project-developed assessment, content analysis of interviews, ESOL Praxis II scores.*

Obj. 2) Alternative MAEd/ESL with ESL certification	0	0	0	3	6	9
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Goal 3. Prepare in-service teachers to work effectively with ELs by using Sheltered Instruction and other ESL Best Practices, especially for teaching STEM. *Evidence: surveys, self-reported questionnaires, NCLB-mandated EL proficiency tests, school's annual yearly progress (AYP), pre/post measurements of project-developed assessment, content analysis of interviews, graduation rates, and ESOL Praxis II scores (Obj. 3A).*

Obj. 3A) In-service Teachers: MAEd/ESL & ESL-certified	0	0	9	9	18	36
Obj. 3B) STEM Teachers: 2 ESL courses & mentored teaching	4	4	4	4	4	20
Obj. 3C) Heritage Lang Tchrs: Course on AP lg. exam for ELs	2	2	2	2	2	10
Obj. 3D) Teachers with MA: 4 ESL courses towards EdS	0	1	1	1	1	4

Goal 4. Prepare ECS educators (teachers, administrators, counselors, etc.) in all 11 schools to better serve ELs' educational needs. *Evidence: agendas, surveys, pre/post measurements of project-developed assessments, AYP, content analysis of interviews.*

Obj. 4) PD in ESL Best Practices (number of schools)	3	2	2	2	2	11
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GPRA Measures

Percentage of pre-service completers (Obj. 2) who...

1.1) ...obtain Alabama's certification for teaching ELs	--	--	--	80%	80%	80%
1.2) ...are in a position teaching ELs 1 year after graduating	--	--	--	--	80%	80%
1.3) ...are in a position teaching ELs 3 years after graduating	--	--	--	--	--	NA

Percentage of in-service completers (Obj. 3A) who...

1.5) ... finish program requirements to become ESL-certified	--	--	80%	80%	80%	80%
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Percentage of in-service completers (Obj. 3A-D) who...

1.6) ... are providing instructional services to ELs	--	--	80%	80%	80%	80%
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- 6) Priorities:** *Southeast ECHO* addresses the following competitive and invitational priorities:
 Competitive #2: Enabling data-based decision-making
 Competitive #3: STEM
 Invitational #1: Improving achievement and high school graduation rates of ELs in rural areas
 Invitational #2: Improving preparation of all teachers to serve ELs, focused on IHE programs

7) Contact: Project Director's name, telephone and e-mail.

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Southeast ECHO: ELs Charting new Horizons and Opportunities

Through *Southeast ECHO: ELs Charting new Horizons and Opportunities*, the University of Alabama at Birmingham (UAB) will collaborate with the Enterprise City Schools (ECS), a district of 11 schools located approximately 180 miles southeast of Birmingham. *Southeast ECHO* will enhance the teaching of science, technology, and math (STEM)—a national priority (Schachter, 2011)—to English learners (ELs), extend sheltered instruction to all ECS schools, provide professional development to teachers for implementing the Sheltered Instruction Observation Protocol[®] (SIOP; Echevarria, Vogt, & Short, 2008) within Alabama's Response to Instruction (RtI) overarching instructional framework, train teachers to foster ELs' self-awareness of their academic potential by taking Advanced Placement (AP) exams in their heritage language (Texas Education Agency [TEA], 2007), and provide professional development in effective EL instruction for faculty at Institutions of Higher Education (IHE). The project's main purpose is to increase achievement and graduation rates of ELs. The extent to which *Southeast ECHO* accomplishes its goals will be measured by the Engagement-Capacity-Continuity model, the ECC Trilogy (Jolly, Campbell, & Perlman, 2004), with a third C added for Culture (Oxford, 1995, forthcoming).

Southeast ECHO will strengthen a UAB/ECS partnership in effective EL instruction that began in fall 2010. Through advances initiated by this partnership and through ESL workshops provided by Alabama's State Department of Education (ALSDE), the ECS is now positioned to design a SIOP-STEM approach that will be transportable to rural school systems such as Coffee County, where ECS is located, and also to the 6 surrounding counties. Because the regional universities that serve southeast Alabama do not have master's level ESL certification programs,

ECS will be inviting teachers from neighboring systems, whenever possible, to participate in *Southeast ECHO* activities.

Southeast ECHO will build on efforts started by *Project HEART*, a current UAB-led Title III NPD grant project entering its final year. Tuition support was extended to ECS by *Project HEART* when funds were not expended in the original *Project HEART* schools (Homewood City Schools, AL). Through this extension, a pilot group of 3 teachers will obtain their MAEd/ESL and ESL certification in summer 2012. This is the start for addressing a critical need in ECS for ESL-certified teachers. Currently teaching at 2 of the 11 ECS schools, these teachers have spearheaded changes at their respective sites and, based on EL successes in less than a year of initiating their graduate studies, these teachers have already started recruiting colleagues for *Southeast ECHO*. These preliminary outcomes indicate a school system and teacher commitment to ELs. Thus, we anticipate early success from *Southeast ECHO*.

Southeast ECHO will also build upon frameworks created at UAB through other NPD grants (Title VII and Title III). Through these earlier NPD projects, UAB has gained valuable experience at (1) establishing school/university partnerships (*Project EQUAL*), (2) training teachers to use sheltered instruction in content classes (*Shelby STARS* and *Project HEART*), (3) providing ESL certification through a distance-delivery model with onsite learning communities (*New Teachers for New Students*), and (4) delivering professional development seminars for IHE faculty to infuse ESL best practices in teacher preparation syllabi (*Project ACCESS*).

Grounded in STEM, *Southeast ECHO* will support ECS in training teachers to implement SIOP for the ELs in their classrooms. Like all other Alabama public schools, ECS schools are in the early stages of RtI. ECS teachers need extensive support embedding SIOP within the larger RtI framework, particularly STEM teachers at all grade levels. The *Southeast ECHO* Fellows

will receive hands-on experience with teaching STEM-based SIOP lessons in ECS's EL summer program, where they will be mentored by the ESL-certified STEM Coordinator. ECS's EL summer program will serve as a training lab for *Southeast ECHO* Fellows and for students in UAB's ESL teacher education program who live in the southeast part of the state.

Future UAB interns placed at ECS sites will learn to implement *Southeast ECHO*'s SIOP/STEM approach. Inevitably, they will transport this SIOP/STEM approach to their current and/or future school systems, which, in the areas surrounding Enterprise, are entirely rural. Thus, similar to UAB's earlier NPD grants, *Southeast ECHO* will influence effective EL instruction not only in the partner school system but also in the local region and across the state. Data collected through *Southeast ECHO* will be used by teacher Fellows to provide site-based coaching throughout the ECS and, in turn, influence decision-making for improving instructional practices for ELs. Through IHE seminars, *Southeast ECHO* will also serve to frame decision-making for effectively preparing teachers (pre-service and in-service) to teach ELs, both at UAB's School of Education (SOE) and at the IHEs in southeast Alabama that provide the majority of teachers for ECS schools.

Southeast ECHO is guided by 4 goals: (1) assist IHE faculty in preparing all teachers (pre-service and in-service) to work more effectively with ELs; (2) assist pre-service teachers to earn teacher certification for teaching ELs; (3) prepare in-service teachers through coursework to work effectively with ELs by implementing SIOP, especially for teaching STEM subjects; and (4) prepare ECS educators (teachers, administrators, and counselors) at all schools, through professional development, to better serve ELs' educational needs through SIOP embedded within RtI as the instructional framework.

Through these goals, *Southeast ECHO* will address the second and third competitive priorities. Data generated will enhance ECS decision-making to improve instructional practices and enhance EL outcomes through formal and informal assessments, an essential element of Alabama's RtI, and inform project evaluation activities at the IHE (2nd priority). This will be accomplished by enhancing STEM education for ELs (3rd priority) and by tracking EL academic achievement before and after changes in STEM instruction. *Southeast ECHO* will provide professional development to better prepare teachers, administrators, and support staff to use data more effectively for ensuring that ELs receive appropriate instruction in all content areas. These competitive priorities will, in turn, enable *Southeast ECHO* to concurrently address the invitational priorities: (1) accelerate EL learning, especially in rural areas, for improving EL achievement and graduation and college enrollment rates; and (2) improve the preparation of all teachers for better serving ELs by providing professional development at LEAs and IHEs, with the latter focused on aligning teacher education curricula to state content and EL standards.

Through these project goals and priorities, *Southeast ECHO* will be instrumental in leading Alabama out of the 44th position in the nation regarding services provided to ELs and raising its C- grade in how its schools meet EL needs (Edwards, 2009). This is of utmost urgency because Alabama ranked second in the nation for percentage of growth among the foreign-born during this century's first decade (Terrazas, 2011).

PROJECT DESIGN

Partnership Institutions

University of Alabama at Birmingham (UAB). UAB is a public research university recognized internationally for its work in health-related fields. Founded in 1969, it is one of the largest IHEs in Alabama and the state's largest employer. UAB's School of Education (SOE)

embraces the institution's STEM orientation and currently hosts 5 STEM programs: Alabama Math, Science, and Technology Initiative; Alabama Hands-on Activities Science Program; Alabama Leadership and Assistance for Science Education Reform; Greater Birmingham Math Partnership; and Community Outreach and Development (primarily Biotechnology). In 2010, the SOE Department of Curriculum and Instruction (C&I) further promoted STEM by piloting the credit course *Strategies for Teaching Math/Science to ELs (EESL 650)*.

UAB enjoys a central location, proximate to 13 school systems and 4 other IHEs. As the only IHE in the greater Birmingham area that offers ESL certification and as one of only 6 statewide, UAB leads in number of certification completers. From 2001 to 2011, 283 UAB students became ESL-certified. Averaging 690 on the PRAXIS *English to Speakers of Other Languages*, UAB students far exceeded the 540 score required by the ALSDE and the national average of 640.

UAB's strong commitment to improving educational services for ELs is evident through the successful completion of 2 Title VII grants (*Project ACCESS* and *New Teachers for New Students*), a Title III grant (*Project EQUAL*), and the pending completion of current Title III grants (*Shelby STARS* and *Project HEART*). Research findings produced through these grant projects have appeared in 4 publications (Spezzini & Austin, in press; Spezzini & Austin, 2010; Spezzini, Austin, Abbott, & Littleton, 2009; Spezzini & Becker, in press). Findings from these studies have served to further enhance UAB's ESL teacher education program.

UAB offers two ESL certification tracks: (1) traditional MAEd/ESL (for teachers with certification in any field) and (2) alternative MAEd/ESL (for pre-service teachers seeking initial certification). Each track contains 9 ESL courses which are as follows: second language acquisition, multicultural society, policies/programs, grammar, phonology, methods,

reading/writing, math/science, and internship. These courses are aligned with the National Board for Professional Teaching Standards (English as a New Language), World-class Instructional Design and Assessment (WIDA), and George Washington University's Guiding Principles and Indicators (*Promoting Excellence: Ensuring Academic Success for Limited English Proficient Students*). A learner-centered inquiry-based approach has been instrumental in situating UAB as one of ALSDE's premiere partners in delivering professional development to content teachers.

UAB SOE is on the threshold of a new era in preparing all teachers for effectively teaching ELs. Curriculum and Instruction (C&I) faculty have placed a priority on integrating EL best practices throughout its teacher preparation courses. In 2010-11, 25 internship supervisors attended workshops on effective EL instruction. At a recent SOE faculty retreat, an action plan was launched for mapping EL best practices across all C&I curricula. At a follow-up C&I retreat called *Reaching ALL Language Learners Institute* (RALLI), the SIOP was introduced for use with all students, including ELs, as a model of instruction for RtI. Future RALLIs will provide EL professional development to all faculty—including part-time and adjunct instructors.

Enterprise City Schools (ECS). Located in southeastern Alabama, ECS serves families in Enterprise, a city of approximately 25,000 residents. As the economic and educational hub for Coffee County (48,000 inhabitants) and its 6 neighboring counties—all rural, advances in Enterprise influence the entire region. Coffee County experienced an 11.5% increase in population during the first decade of this century (<http://quickfacts.census.gov>), and, currently, 5.1% speak a language other than English at home. Most families move to Enterprise because of employment related to Fort Rucker (home of US Army Aviation) or agriculture (peanuts and cotton) and because of affordable housing within this small, progressive-minded city.

Since the 2005-06 school year, ECS's student body grew 12%, from 5,739 to 6,450. During these 5 years, its EL student body increased by 17%, from 182 to 21. Spanish-speaking students comprise the largest language group, followed by Mestizo, Chu (Guatemala), Korean, and German. Because ELs spend most of their school day in content classes, their content teachers must also be prepared with skills needed for providing accessible course content and nurturing English language development. Although ECS has begun to provide training in effective EL instruction, the great majority of its content teachers remain under-trained in SIOP, especially in STEM subjects. Following are 3 examples of ECS's strong educational leadership in seeking quality EL-related professional development. (1) 2 ECS teachers are currently pursuing an MAEd/ESL and ESL certification at UAB. (2) ECS consistently supports content teachers and ESL instructional staff for participating in EL workshops provided by the ALSDE and also for attending state and regional TESOL conferences. (3) One ECS school has been participating in ALSDE's EL-Professional Development Academy (EL-PDA). This multi-year academy addresses the gap between academic achievement and graduation rates of ELs and non-ELs. To be selected for the EL-PDA, schools must complete a rigorous application process to demonstrate readiness to make changes for overcoming this achievement gap through site-based capacity in effective EL instruction.

In addition to providing tuition support and professional development for ECS content teachers, *Southeast ECHO* will also provide support to all members of its ESL teaching staff for becoming ESL-certified at the master's degree level. Currently, ECS schools are served by one ESL teacher (certified at the bachelor's level) and 7 paraprofessionals/instructional aides. The ESL teacher, who serves 2 schools, began pursuing her MAEd/ESL in fall 2010 through UAB's distance ESL certification program, which is delivered primarily through site-based professional

learning communities. Each of the 7 paraprofessionals is responsible for serving one or more schools. Many of them hold college degrees from their respective countries, yet, because of Enterprise's isolated location, they have been unable to pursue a college degree program for becoming ESL-certified teachers, which is their goal. Through *Southeast ECHO* and UAB's distance-delivery ESL certification program, these ECS paraprofessionals will be able to pursue an alternative MAEd/ESL and obtain ESL teacher certification.

Through ECS's recent efforts at providing professional development to content teachers and ESL instructional staff, services for ELs have been enhanced and growing numbers are reaching benchmarks and exiting EL services. When ELs enter this monitoring phase, their classification changes from limited English proficient (LEP) to former limited English proficient (FLEP). Currently, there are 212 LEP, 41 FLEP-1, and 13 FLEP-2. Nonetheless, much more support is still needed in order to maximize ELs' linguistic, academic, and socio-cultural development. To that end, ECS administrators enthusiastically support *Southeast ECHO* and are already encouraging content teachers, especially STEM, to pursue an MAEd/ESL and obtain ESL certification.

Yet, despite such efforts, ELs and FLEPs remain at risk of educational failure, as illustrated by a graduation gap between ELs and non-ELs (Gewertz, 2009). To offset a growing trend of early drop-out among long-term ELs and FLEPs, ECS schools are considering changes in their instructional approaches. Through *Southeast ECHO*, a STEM-based summer program will be made available and taught by project Fellows. Finally, in addition to the growing focus on STEM, teachers will also begin preparing ELs and FLEPs for AP exams in their heritage languages by the 9th grade.

Project Goals, Objectives, and Outcomes for *Southeast ECHO*

The goals, objectives, and outcomes are provided in Table 1. This table gives the number of participants targeted per year for each goal and its objectives. If Fellows withdraw, they will be replaced; hence, the number of entry Fellows per objective also reflects the number of completers (i.e., outcomes) per objective at the end of its duration. The time scheduled for Fellows to meet the expectations of a given objective is indicated in parentheses (e.g., 2½ years). Outcomes for the Government Performance and Results Act (GPRA) measures are listed at the end of Table 1. Additional information is provided under Project Implementation.

Table 1. Project Goals, Objectives, Outcomes, and GPRA Measures

Participants' entry per year and duration of their program	Y1	Y2	Y3	Y4	Y5	Total
Goal 1. Assist higher education faculty in preparing all teachers (pre-service and in-service) to work effectively with ELs (by providing PD and other support)						
Obj. 1A) UAB faculty (especially STEM professions): 2 seminars with plan for teaching ELs + follow up (1 year)	4	4	4	4	4	20
Obj. 1B) Non-UAB faculty: 2 seminars, infusing ELS best practices in teacher preparation courses, and follow up (1 year)	-	4	4	4	4	16
<i>Subtotal</i>	4	8	8	8	8	36
Goal 2. Assist pre-service teachers in earning teacher certification to teach ELs.						
Obj. 2) Alternative MAEd/ESL w/ESL certification: Tuition and fees for 14 courses (3 years)	3	3	3	-	-	9
Goal 3. Prepare in-service teachers to work effectively with ELs by using Sheltered Instruction, SIOP within RtI, and other ESL Best Practices, especially for teaching STEM.						
Obj. 3A) Content Teachers: Tuition & fees for 9 ESL courses	9	9	9	9	-	36

(includes <i>Strategies for Teaching Math/Science to ELs</i>), MAEd/ESL, and ESL certification (2½ years)						
Obj. 3B) STEM Teachers: Tuition & fees for 2 ESL courses, <i>Strategies for Teaching Math/Science to ELs</i> and <i>Issues in Secondary Education: STEM for ELs</i> (1 semester)	4	4	4	4	4	20
Obj. 3C) Heritage Language Teachers: Tuition & fees for 1 course to learn to prepare ELs for AP exam in heritage lang. (1 semester)	2	2	2	2	2	10
Obj. 3D) Teachers with an MA: Tuition & fees for 4 ESL courses towards an EdS degree in a content area (1 year)	1	1	1	1	-	4
Subtotal	16	16	16	16	6	70

Goal 4. Prepare ECS educators (teachers, administrators, and counselors) in all 11 schools to better serve ELs' educational needs, with a focus on rural outreach.

Obj. 4) PD in RtI through SIOP (number of schools)	3	2	2	2	2	11
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GPRM Measures *Percentage of pre-service program completers (Obj. 2) who are...*

1.1) state-certified in EL instruction	--	--	--	80%	80%	80%
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1.2) placed in instructional setting serving ELs within 1 year	--	--	--	--	80%	80%
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1.3) providing instructional services to ELs 3 years after program	--	--	--	--	--	NA
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Percentage of in-service teacher completers who ...

1.5) complete state's ESL certification requirements (<i>Objective 3A</i>)	--	--	--	80%	80%	80%
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1.6) are providing instructional services to ELs (<i>Objectives 3A-D</i>)	--	--	80%	80%	80%	80%
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Research Underpinnings

Southeast ECHO focuses on training educators to provide effective research-supported EL instruction. Sheltered instruction nurtures the language development of ELs as they learn academic content and is based on the concept that use of language in meaningful contexts encourages continued language development (Chamot, 2009; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Herrera & Murry, 2005; Krashen, 1985). By providing language instruction in content classes, sheltering extends the time ELs have for language development (Cummins, 1994). Sheltered instruction as realized through the SIOP has been shown to be one of the most effective approaches for meeting ELs' educational needs. Research shows that SIOP is effective in accelerating acquisition of oral and written language, developing high levels of academic attainment, and meeting challenging State content standards (Echevarria, Short, & Powers, 2006; Echevarria, Vogt, & Short, 2008; Honigsfeld & Dove, 2008).

Another important element of *Southeast ECHO* is RtI, ALSDE's Response to Intervention (RTI) instructional framework (Portland & Doolittle, 2008). ALSDE expanded Alabama's RTI framework beyond "intervention" to "instruction" because of its belief that "instruction" would provide the strongest framework for *all* learners in Alabama schools. As described in *Response to Instruction (RtI): Alabama's Core Support for All Students*, RtI is "an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs . . . through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data are utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity" (ALSDE, 2009, p.1). In RtI's three-tiered framework, the majority of students (80%), including ELs, should be served effectively in

Tier 1. Through *Southeast ECHO*, ECS will maximize RtI for ELs by providing professional development and on-going coaching to content teachers, helping them become more proficient at using SIOP as an RtI instructional framework (Echevarria & Vogt, 2011). To prepare project personnel and Fellows to successfully implement SIOP, particularly in STEM classes and within RtI, *Southeast ECHO* activities (professional development, mentoring/coaching, and credit courses) will use recent SIOP publications for content areas (*The SIOP Model for Teaching Science to ELs*, *The SIOP for Teaching Mathematics to English Learners*) and for RTI (*Response to Intervention [RTI] and English Learners: Making It Happen*).

The ELs' academic achievement will be enhanced by providing validation for their heritage language. Usually nurtured in elementary grades, the ELs' languages and cultures can be further validated in middle school with heritage language courses made available through departmentalized classes and individual student schedules. Through the College Board's AP vertical approach, Texas has been offering AP courses and exams to middle school students. The goal is "to use these students' first language as an academic asset to boost student academic success, promote self-confidence in school, and support aspirations and preparation for college" (TEA, 2007, p. 3). A 5-year study indicated that students in the study, mainly from low-income families, performed better in high school than their peers and took more advanced courses and AP exams. Findings also suggested that their self-confidence, motivation, and academic self-image were positively affected (TEA, 2007). Other schools have had similar outcomes, seeing increases in the number of AP test-takers and traditionally under-served minority students earning scores acceptable for college credit (Topiel, 2011). After successfully taking AP exams in their heritage language as 9th graders, ELs are more likely to take AP courses in 11th and 12th

grade (Finley, 2003). The English performance of ELs has also improved for heritage speakers who acquire native language literacy in AP courses (Menken, 2007).

Currently, AP exams are available in 5 modern languages: Spanish, French, German, Chinese, and Japanese. When it is not feasible for ECS to offer programs to ELs in all 5 languages, EL resource teachers and *Southeast ECHO* personnel will train community volunteers to prepare ELs for the AP exam in their respective heritage language via individually tailored approaches. Performing well on the AP exam in their heritage language can help ELs raise their performance in other subjects and gain confidence for succeeding in college.

Member Involvement. *Southeast ECHO* is planned through the collaborative efforts of a consortium between an IHE (UAB) and LEA (ECS). All members of this consortium will work together in developing and implementing *Southeast ECHO*. From UAB, Principal Investigator (PI), Dr. Susan Spezzini, and Co-Principal Investigator (Co-PI), Dr. Julia Austin, and other *Southeast ECHO* personnel will carry out activities in the Management Plan and other activities to be determined, as needed, during the life of the project. *Southeast ECHO*'s Advisory Council consists of employees from ECS: Superintendent (Dr. Aaron Milner), Assistant Superintendent (Bob Phares), Elementary Supervisor (Zel Thomas), Director of Federal Programs (Oveta Pearce), principals and assistant principals (represented by Waller Martin and Steven Graves), and the ESL teacher (Yolanda Santiago). Communication between both partners is a shared responsibility. For the IHE, communication will be initiated primarily by the PI, Dr. Susan Spezzini, UAB's Coordinator for ESL Teacher Education. For the LEA, *Southeast ECHO* communication will be the responsibility of ECS's Director of Federal Programs, Oveta Pearce.

In a meeting held on April 8, 2011, the *Southeast ECHO* Advisory Council identified the most pressing EL-related educational needs facing ECS: preparing STEM teachers to teach ELs,

establishing sheltered instruction in content classes, training teachers to prepare ELs for AP exams in their heritage language, supporting pre-service teachers in becoming ESL teachers; providing site-based EL professional development to educators (teachers, administrators, counselors) at all schools, and also creating a larger pool of incoming teachers trained to teach ELs. The *Southeast ECHO* Advisory Council is committed to using SIOP in all classes and to offering sheltered classes specifically for ELs. A major obstacle with implementing sheltered courses is the lack of teachers certified in STEM who are also trained in EL best practices. Alabama's statewide implementation of RtI intensifies the need for SIOP training.

Because EL populations vary greatly among schools (from 0% to 20%) and because each site must develop its own RtI plan, the Advisory Council has asked that this plan support teachers in using SIOP within the RtI framework. The Council also determined that EL training be made available at regularly scheduled system-wide meetings for principals and counselors.

Resources. ECS will provide infrastructure to support on-site delivery of credit-courses, including sites for weekly learning community sessions and monthly full class sessions. UAB will provide course instructors, classrooms for summer institutes, and related infrastructure (e.g., *Blackboard Learn*). Clerical staff in both of the partner institutions will respond, as needed.

One valuable resource provided by UAB is access to its ESL Teacher Education website (www.ed.uab.edu/esl). The webmaster, an ESL-certified educator with expertise in web design, will add resource pages that focus on STEM, RtI and ELs, SIOP, heritage languages, and ESL resources for administrators and counselors. In addition, instructional materials developed by *Southeast ECHO* Fellows will be posted. Such materials will include, but are not limited to, SIOP lessons, action research projects, EL-created bilingual books and annotated resource links.

Activities. To monitor capacity building within the ECS, the Advisory Council will review project activities prior to implementation, provide project oversight, and, as needed, work with *Southeast ECHO* personnel to make data-driven project revisions. The Council will meet annually in May and as needed. Project personnel will communicate weekly with ECS's EL supervisor and as needed with the Advisory Council. Project activities will be carried out by an Implementation Team and assessed by an Evaluation Team.

Built on UAB's experience with earlier NPD projects, *Southeast ECHO* will provide tuition support to pre-service and in-service teachers for becoming ESL-certified and also other activities. STEM teachers will be trained in SIOP by taking 2 ESL courses and by doing hands-on, mentored teaching of STEM in ECS's EL summer program. Educators at all schools will receive training in RtI for ELs. Heritage language teachers will learn to prepare ELs for taking AP language exams by 9th grade. Through these components, *Southeast ECHO* will position ECS for sustaining long-term changes and becoming a model system in Alabama's rural southeast for meeting the needs of ELs.

Educators (teachers, counselors, administrators) in all 11 ECS schools will participate in professional development focused in RtI for ELs, either system-wide or site-based in workshops and through coaching. The training of administrators and counselors makes a difference in the effectiveness of ESL-trained teachers for helping ELs and spontaneously coaching colleagues (Spezzini & Austin, 2010). Because one-shot workshops have been found ineffective (Díaz-Maggioli, 2004; NSDC, 2001), *Southeast ECHO* will support ECS schools with local, ongoing professional development so that all ECS teachers are prepared to teach ELs (Ballantyne, Sanderman, & Levy, 2008; Spezzini & Austin, 2010). Professional development offered to ECS teachers, administrators, and support personnel will be long-term and continuous, as

recommended by the National Staff Development Council (NSDC, 2001). All three categories of the NDSC standards (context, process, and content) are incorporated within the *Southeast ECHO* professional development plans, which include learning communities, leadership, data-driven decisions, evaluation, research-based activities, learning, collaboration, equity, quality teaching, and family involvement. *Southeast ECHO*'s professional development opportunities will regularly be monitored to ensure meeting these standards. In addition, project Fellows will work with colleagues to conduct action research on school-specific concerns (NSDC, 2001). The administrators will be guided in developing plans that include inviting ESL-certified teachers in their schools to assume instrumental roles in providing on-site professional development related to SIOP, RtI for ELs, and EL parent involvement. Also, consultants will provide training in new features (e.g., the role of the Acculturation Quick Screen within RiI) (Collier, 2010).

The growing numbers of ELs and FLEPs in ECS secondary schools require new types of instructional approaches to offset the drop-out rate of this at-risk student population (Gewertz, 2009). ECS secondary schools are examining ways to keep ELs in school and to support them in advanced academic tracks en route to graduation. Teachers and administrators are currently viewing heritage language classes as a way for ELs to see themselves as academically capable, thus raising the likelihood that they will be successful academically. *Southeast ECHO* will train teachers to design heritage language courses and to prepare ELs for AP language exams by 9th grade. In this way, ECS seeks to increase EL academic achievement and graduation rates.

A high potential exists for multiplying effects from project activities. ECS will become a teaching laboratory for the interns in UAB's ESL teacher education program who live in southeast Alabama. This will include the in-service ESL certification candidates who are required to teach as interns at an EL summer site and pre-service ESL candidates who must

complete one semester of student teaching. *Southeast ECHO* will serve to position the ECS as an EL training laboratory for teachers in the rural school systems surrounding Enterprise City.

PROJECT PERSONNEL

Southeast ECHO activities will be carried out by an Implementation Team and assessed by an Evaluation Team. If more than one NPD grant is awarded, adjustments in responsibilities will be made to leverage personnel and resources, while maintaining the integrity of each project.

Implementation Team

PI. The PI will be Dr. Susan Spezzini, Assistant Professor of EL Education in UAB's Department of C&I and Program Coordinator for ESL Teacher Education. She teaches graduate courses at UAB and provides teacher training in ESL for numerous school systems in Alabama, Georgia, and abroad. Before joining UAB, Dr. Spezzini supervised pre-service foreign language teachers in central Alabama, coordinated the Asuncion site of University of Alabama's master's degree program in education, taught teacher preparation courses at Paraguay's National and Catholic universities, and served as Curriculum and Staff Development Coordinator at the American School of Asuncion. Dr. Spezzini has presented extensively at local, regional, and international conferences. She was Associate Chair for the 2008 SETESOL conference and Team Leader for the 2011 TESOL Convention.

Dr. Spezzini was the Project Director of a Title III NPD grant (*Project EQUAL*, 2002-08) and is the PI for a Title III NPD grant (*Project HEART*, 2007-12). As PI for *Southeast ECHO*, Dr. Spezzini will share the responsibility for overseeing project implementation and supervising project personnel. She will devote 20% FTE during the 9-month academic year (represented by a two-course release) and 11.332% of a 9-month FTE during the summer. She will collaborate with the Co-PI and Evaluator to disseminate project findings through presentations and through

submission of scholarly articles to appropriate professional journals.

Co-PI. The Co-PI will be Dr. Julia Austin, Director of Educational Services for the UAB Graduate School. For the past two decades, Dr. Austin has taught ESL courses and trained ESL teachers. Since establishing the Graduate School's Professional Development Program in 1990, Dr. Austin has trained graduate students and postdoctoral fellows in ESL, written and oral scientific and professional communication, college-level teaching, and grant writing. She has also presented extensively at conferences and symposia on effective ESL teaching strategies and effective mentoring and professional development practices. Dr. Austin has been Co-Chair of the 1999 SETESOL Conference, Chair of the 2008 SETESOL Conference, local Co-Chair of the 2011 TESOL Convention, and will be Associate Chair of the 2013 TESOL Convention.

Dr. Austin has been PI on four USDE grants: Title VII *Project ACCESS* (2001-04) and *New Teachers for New Students* (2001-05) and Title III *Project EQUAL* (2002-08) and *Shelby STARS* (2007-12). All 4 projects have met, and often exceeded, proposed objectives. As Co-PI for *Southeast ECHO*, Dr. Austin will share responsibility for oversight of project implementation and supervision of project personnel. She will devote 10% FTE to this project.

STEM Coordinator. The Stem Coordinator will be Ms. Cindy Hunt, a 25-year veteran teacher (physical science, chemistry, and physics, including AP and International Baccalaureate). Ms. Hunt has also served as an EL resource teacher for 3 years and as Alabama's first statewide EL coach. She has delivered presentations in state, regional, and national conferences (including *A Theory of Everything: Sheltering Instruction for ELLs* at the 2011 TESOL Convention's K-12 Dream Day). As STEM coordinator, Ms. Hunt will teach *Strategies for Teaching Math and Science to ELs* and *Current Issues in Secondary Education: STEM for ELs*, give STEM workshops, and provide mentored support to grant Fellows teaching math, science, and

technology in ECS's EL summer program. Ms. Hunt will devote 50% FTE to *Shelby FORGE*.

Project Manager/Facilitator. A Project Manager/Facilitator will facilitate project activities, support and nurture fellows, maintain records, provide support to professional development activities, and serve as day-to-day contact person. Qualifications for this position include ESL certification or relevant experience as well as teaching, administrative and/or research experience in Alabama public schools. Every effort will be made to fill this position with someone who represents Alabama's culturally and linguistically diverse population. The Project Manager/Facilitator will devote 50% FTE to *Southeast ECHO*.

Project Webmaster. The Webmaster will be Ms. Lisa Preston, an ESL- and foreign language-certified teacher with 15 years experience. Ms. Preston was a technology specialist for a public school system before becoming a full-time web developer for ESL and education-related websites. In addition to updating and maintaining the website that she created under earlier Title III grants, she will design and develop new sections on the teacher resource page, which will include resources for (1) effectively teaching STEM subjects to ELs, (2) accelerating the learning of ELs to improve graduation and college enrollment rates, (3) providing focused support for ELs in rural schools, and (4) preparing ELs for AP language exams. This is a part-time position.

Financial Personnel. The **C&I Grant Project Coordinator** will be responsible for managing the project's financial documents. As such, he/she will process purchasing, salaries, disbursements, and tuition. The C&I Grant Project Coordinator will devote 20% FTE to *Southeast ECHO*. The **CAS Finance Manager** will be responsible for monthly and annual reconciliation of the *Southeast ECHO* account and will devote 5% FTE to *Southeast ECHO*.

Consultants. Consultants will help ECS teachers with accelerating EL learning and improving graduation rates. **Heritage Language** consultants will guide ECS teachers in

designing and establishing heritage language courses focused on AP language exams. RTI consultants, such as Dr. Catherine Collier (CrossCultural Developmental Educational Services, Inc.) and Jo Gusman (New Horizons in Education, Inc.), will provide technical assistance to ECS in implementing RtI for ELs.

Evaluation Team

External Evaluator. The External Evaluator will be Dr. Rebecca Oxford, Professor Emerita at the University of Maryland. For the past 30 years, Dr. Oxford has taught ESL teacher education, instructional methods, qualitative and quantitative research methods, language assessment, and statistics. She has also evaluated a number of federally funded projects, including Title VII. Dr. Oxford is known for diligence in recognizing best practices that emerge during the evaluation process. As External Evaluator, she will be responsible for evaluating *Southeast ECHO*. She will design the evaluation model, provide guidance in developing assessment tools, assure the reliability and validity of these tools, and write the evaluation portion of the annual and final reports and help lead oral discussions of the programmatic implications of results. Dr. Oxford will monitor data gathering and analysis undertaken by the Internal Evaluator, receive quantitative data analyses, interpret the results, conduct more complex analyses based on further questions that arise in the interpretation stage, and ensure continuous program improvement.

Center for Educational Accountability (CEA). The CEA, housed in the UAB SOE, will process the statistical analyses and provide results to the Internal and External Evaluators.

Internal Evaluator. The Internal Evaluator will be Dr. Richard Littleton, who has served as assistant evaluator for all of UAB's NPD grants. He will gather quantitative and qualitative data in accordance with the evaluation design, conduct qualitative data analysis, and contribute

to the evaluation portion of the annual and final reports. Dr. Littleton will support the continuous program improvement of *Southeast ECHO*, ensuring that the project will reach its objectives.

Equal Employment Opportunity

UAB maintains a policy of equal opportunity for both education and employment. UAB is expressly committed to maintaining and promoting nondiscrimination in all aspects of recruitment and employment of individuals at all levels throughout the University. Its Equal Opportunity Policy was reaffirmed as of January 1, 2007: “The University of Alabama at Birmingham prohibits discrimination in admission, educational programs, and other student matters on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability unrelated to program performance, disabled veteran status, or Vietnam era veteran status.” A supporting statement in the reaffirmed policy states: “UAB will not tolerate any conduct by an administrator, supervisor, faculty, or staff member which constitutes any form of prohibited discrimination. All personnel actions, programs, and facilities are administered in accordance with UAB’s equal opportunity commitment and affirmative action plan. This policy is noted in all student/faculty/staff handbooks and the UAB website (<http://www.uab.edu/aa-co>).

MANAGEMENT PLAN

The Management Plan for *Southeast ECHO* (Table 2) is designed around each of the 4 goals to ensure that the objectives for each goal are achieved on time and within budget. The plan includes major activities, responsibilities, timelines, and milestones for accomplishing project tasks. The 4 goals and, if applicable, their corresponding GPRAs are highlighted in shaded horizontal bars. For each goal, major activities and tasks are provided below, and the person or partner responsible is listed in the shaded column. The projected timeline (budget period, month, and year) appears in the columns to the right. The evaluation evidence related to

each goal appears at the bottom of its respective section. The Management Plan contains 3 additional sections that focus on the activities which support all of the goals: Website, Advisory Council, and Data Collection and Analysis.

Table 2. Management Plan (October 1, 2011 – September 30, 2016)

Goals and Activities: Anticipated Milestones <i>Evaluation Evidence</i>	Person/ Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
Goal 1) Professional Development for IHE Faculty							
Identify each department’s needs (IHE’s PD plan)	IHE/PI	May	x	x	x	x	x
Plan/schedule PD seminars and institutes (calendar)	IHE/PI	summer	x	x	x	x	x
Design and prepare PD seminars/institutes (materials)	PI/CoPI	summer	x	x	x		
Implement PD sessions (agendas) & provide follow-up	PI/CoPI	AgNvF	x	x	x	x	
Collect information and determine outcomes (data)	Evaluators	Nv Ap	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	Nv Ap	x	x	x	x	x
<i>EVIDENCE: materials, participant lists, mapped EL standards, revised syllabi/ curricula, end-of-course evaluations, interviews, pre/post measurements, student exit surveys</i>							
Goal 2) Pre-Service Teachers obtaining teacher certification: GPRAs 1.1, 1.2, 1.3							
Recruit Fellows (applications, emails, flyers, website)	Facilitator	Oct	x	x	x		
Select 3 Fellows per year, Yrs 1-3 (selection committee)	Adv Council/PI	Oct	x	x	x		
Obtain commitment (signed letters of commitment)	Facilitator	Nov	x	x	x		
Advise each fellow for 36 months (appointments)	Facilitator	ongoing	x	x	x	x	x
Oversee course registration (online student records)	Facilitator	NApJl	x	x	x	x	x
Maintain records and files (hard-copy and electronic)	Facilitator	ongoing	x	x	x	x	x

Goals and Activities: Anticipated Milestones <i>Evaluation Evidence</i>	Person/ Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
Process tuition and fees (payment requests)	C&I Coor	DMyJl	x	x	x	x	x
Deliver courses (syllabi, student rosters, and grades)	IHE	JaJnAg	x	x	x	x	x
Collect information and determine outcomes (data)	Evaluators	NvApJl	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	DMyAg	x	x	x	x	x
Submit applications for degrees, 3 yearly, as of Year 4	IHE/PI	DMyAg				x	x
Submit certification applications (GPRA 1.1)	IHE/PI	ApJnN				x	x
Do follow-up (GPRA 1.2—position teaching ELs)	Facilitator	July					x
<i>EVIDENCE: Grade sheets, surveys, questionnaires, project-developed assessments, and/or content analysis of interviews, Praxis II scores, diplomas, certifications.</i>							
Goal 3) ESL Courses for In-Service Teachers (Objective 3 a b c d e): GPRAs 1.5 & 1.6							
Recruit Fellows (applications, emails, flyers, website)	Facilitator	Oct	x	x	x	x	x
Select 9 tchrs: 9 courses for MAEd & ESL cert. (list)	Adv Council/PI	Nov	x	x	x	x	
Select 4 STEM teachers: 2 ESL courses (list)	Adv Council/PI	Mar	x	x	x	x	x
Select 2 language teachers: preparing ELs for AP (list)	Adv Council/PI	Mar	x	x	x	x	x
Select 1 teacher with MA: 4 ESL courses for EdS (list)	Adv Council/PI	Nov	x	x	x	x	
Obtain commitments from Fellows (signed letters)	Facilitator	Dec	x	x	x	x	x
Provide academic advising (emails and appointments)	Facilitator	ongoing	x	x	x	x	x
Oversee course registration (online student records)	Facilitator	NvApJl	x	x	x	x	x
Maintain records and files (hard-copy and electronic)	Facilitator	ongoing	x	x	x	x	x
Process tuition and fees (disbursement requests)	C&I Coor	DMyJl	x	x	x	x	x

Goals and Activities: Anticipated Milestones <i>Evaluation Evidence</i>	Person/ Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
Deliver courses (syllabi, student rosters, and grades)	Faculty	JaJnAg	x	x	x	x	x
Support LEA’s summer prog. (curriculum, lesson plans)	Facilitator/PI	Jun-Jul	x	x	x	x	x
Collect information and determine outcomes (data)	Evaluators	NvApJl	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	DMyAg	x	x	x	x	x
Submit applications for degree (Obj. 3A)	IHE/PI	DMyAg			x	x	x
Submit certification applications (Obj. 3A & GPRA 1.5)	IHE/PI	ApJnN			x	x	x
Do follow-up (GPRA 1.6—in positions teaching ELs)	Facilitator	July			x	x	x
<i>EVIDENCE: Grade sheets, Blackboard, portfolios, course evaluations, questionnaires, surveys, school’s AYP, standardized exams, pre/post measurements (project-developed assessments), content analysis of interviews, diplomas (Obj. 3A), Praxis II scores & certification (Obj. 3A).</i>							
Goal 4) Professional Development (PD) at schools, local sites and/or system-wide							
Identify each school’s needs and decide on type, format, presenter (site-based PD plans)	LEA	May	x	x	x	x	x
Plan/schedule site and system PD sessions (outlines)	LEA	summer	x	x	x	x	x
For consultant-led PD, arrange contract and travel	Facilitator	summer	x	x	x	x	x
For LEA-led PD, design and prepare workshops	facilitator/coach	ongoing	x	x	x	x	x
Implement site-based workshops, follow-up (agendas)	Coach	ongoing	x	x	x	x	x
Mentor educators—planned and spontaneous (reports)	LEA	ongoing	x	x	x	x	x
Collect information and determine outcomes (data)	Evaluators	April	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	May	x	x	x	x	x

Goals and Activities: Anticipated Milestones <i>Evaluation Evidence</i>	Person/ Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
<i>EVIDENCE: Surveys, questionnaires, interviews, agendas, surveys, AYP, EL scores on standardized exams, pre/post measurements, and/or content analysis of interviews.</i>							
Goals 1-4) Website							
Diagnose needs (surveys)	PI/CoPI	Ongoing	x	x	x	x	x
Design/create enhancements & new webpages (website)	Webmaster	Ongoing	x	x	x	x	x
Insert usage counter on PD resource pages (counter)	Webmaster	Ongoing	x	x	x	x	x
Collect items (best of work from ESL courses)	Faculty	Ongoing	x	x	x	x	x
Post enhancements (website pages)	Webmaster	Ongoing	x	x	x	x	x
Goals 1-4) Advisory Council							
Diagnose situation and plan activities (action plan)	LEA	Mar'11	x				
Gather input from major stakeholders (questionnaire)	LEA	Mar'11	x				
Propose adjustments to meet needs (recommendations)	LEA	May	x	x	x	x	x
Recruit and evaluate applicants (calendar, criteria, apps)	LEA	Oct-Apr	x	x	x	x	x
Guide focus for professional development (plans)	LEA	Oct-Apr	x	x	x	x	x
Review outcomes and propose adjustments (meetings)	LEA	July	x	x	x	x	
Goals 1-4) Data Collection and Assessment							
<u>Pre-program:</u> principal surveys, sheltered courses, AYP status, graduation rates, achievement scores, ACCESS scores, SOE courses w/ESL best practices	Int. Eval	Oct	x				
<u>Pre-cohort:</u> questionnaires, surveys	Int. Eval	Nov	x	x	x	x	x

Goals and Activities: Anticipated Milestones <i>Evaluation Evidence</i>	Person/ Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
<u>Formative data</u> : continuous improvement (Goals 1-4)	Int. Eval	Ongoing	x	x	x	x	x
<u>Post-cohort</u> : questionnaires, surveys, phone interviews, focus group interview with stratified-random sample for clarifying influence of cultural factors	Int. Eval Ext Eval	Sept	x	x	x	x	x
<u>PD activities</u> : questionnaires and interviews	Int. Eval	Ongoing	x	x	x	x	x
<u>Post-program</u> : surveys, number of sheltered courses, AYP status, graduation rates, achievement scores, ACCESS scores, revised SOE curricula and courses	Int. Eval	Sept					x
<u>Program assessment</u> : review & analysis of project data, review of program benchmarks, annual evaluation report (Ys 1-4) and final project report (Y5)	Ext. Eval	Apr- May	x	x	x	x	x

PROJECT EVALUATION

The evaluation plan has been aligned with the goals, objectives, and activities initially described in Project Implementation (Table 1) and further enumerated in the Management Plan (Table 2). The objectives from each of the four *Southeast ECHO* goals will be evaluated using a mixed-methods evaluation design, i.e., quantitative and qualitative methodologies. The GPRAs will be evaluated using quantitative methodologies. As reflected in the evidence indicators in the Management Plan (Table 2), formative and summative procedures will be used. This plan provides a timeline for the collection and evaluation of formative data related to activities that support all 4 goals and their corresponding objectives thereby establishing a basis for ongoing

decision-making. The final section of the Management Plan provides a timeline for the collection and evaluation of baseline data (pre-cohort and pre-program) and summative data (post-cohort and post-program). The Engagement-Capacity-Continuity—ECC Trilogy (Jolly, Campbell, & Perlman, 2004) provides a key part of the evaluation model to be used for determining the extent to which teachers change their teaching practices to maximize EL success. To this model, Dr. Oxford has added a final “C” for culture, creating the EC³ Evaluation Model, which guides the *Southeast ECHO* evaluation. The original ECC Trilogy Model was trialed for science education, and its three elements are particularly useful in the evaluation of effective STEM instruction for ELs through *Southeast ECHO* because three factors associated with success in educational environments are identified: engagement, capacity, and continuity. In ECC, the E stands for *engagement*, i.e., an awareness, interest, or motivation (Jolly et al., 2004; Oxford, 1996, 2011). The first C reflects *capacity*, i.e., the knowledge and skills to advance in increasingly difficult or more complex learning (Jolly et al., 2004). Capacity is not the same as a static conception of teaching aptitude, which discriminates between those who will succeed and those who will be less effective. Instead, capacity is viewed as a strongly modifiable feature of the teacher-as-learner. This view is based on Feuerstein’s concept that cognition and performance are almost infinitely modifiable if learners (i.e., teachers-as-learners) receive mediated instruction relevant to their needs. Feuerstein shows that a person’s capacity can increase dramatically throughout the lifespan (Feuerstein, Rand, Hoffman, & Miller, 1980). The second C, *continuity*, refers to pathways, institutional and programmatic opportunities, material resources, and guidance to support advancement (Jolly et al., 2004). Engagement, capacity, and continuity are all necessary for a person’s success in a new effort or discipline, which in this case is the implementation of sheltered instruction and other ESL best practices for teaching ELs.

The three elements of ECC are critical, but the ECC Model is missing a fourth crucial element: the third C, *culture* (Oxford, 1995, forthcoming). Culture refers to beliefs, values, attitudes, institutions, behaviors, and artifacts within a given group – the “software of the mind” (Hofstede, 2010) and of society. Without considering the cultural context, evaluation results related to the other elements of the model would not be fully interpretable. ESL teaching involves multiple cultures: those of the very diverse students and teachers, as well as the cultural context of the schools, the district, the state, and beyond. The complexities of linguistic and cultural diversity must be part of the evaluation model, so it is called EC³ instead of ECC.

By collecting data based on the evaluation evidence (outlined in the Management Plan) and by then analyzing them through the EC³ Model, the following evaluation questions will be addressed during each project year and also over the project’s entire 5-year life:

1. Which aspects of the *Southeast ECHO* curriculum and professional development activities were described as most beneficial by teachers (pre-service and in-service) and other educators (counselors and administrators) and why?
2. How did the professional practices of teachers and other educators change during their participation in *Southeast ECHO*?
3. To what extent did ELs throughout ECS, but more specifically in the rural areas, improve in their academic achievement, literacy, language development, and knowledge of STEM subjects from the quality professional development received by their teachers?
4. To what extent did the gap in the graduation rate close between ELs and non-ELs?
5. In what ways have completers become more effective in the instructional setting, i.e., How have their teaching practices become more congruent with sheltered instruction/SIOP (Echevarria, Vogt, & Short, 2008), SIOP within the RtI framework (Echevarria & Vogt, 2011),

and with other ESL best practices in the Pre-K-12 English Language Proficiency Standards ESL Standards (TESOL, 2006)?

6. To what extent was the training experienced by teachers in a specific school (i.e., from graduate courses, administrator and counselor training, and site-based professional development such as workshops and collegial mentoring) effective in producing changes in teaching practices that ultimately produced an impact on the academic achievement and English language development of ELs in K-12?

7. To what extent have pre-service completers met highly qualified teacher requirements?

8. To what extent are pre-service and in-service teachers placed in instructional settings serving ELs within one year of graduation/completion?

9. In what ways did undergraduate and graduate teacher preparation courses at IHEs change as related to ESL best practices?

10. To what extent are pre-service and in-service teachers more knowledgeable and better prepared for meeting the sociocultural and academic needs of ELs after enrollment in teacher preparation courses whose IHE instructors participated in the *Southeast ECHO* seminars?

11. To what degree are the IHE pre- and in-service training programs better aligned with K-12 State standards and assessments, including English language proficiency standards and content standards?

12. To what extent did the revised IHE curricula better prepare teachers to provide effective instruction to ELs?

13. For the above questions and variables, what were the direct and indirect influences of the multiple, intersecting cultural contexts in which *Southeast ECHO* was conducted?

Formative evaluation will document progress toward achieving the 4 *Southeast ECHO* objectives. Baseline data, to be obtained after a given cohort's acceptance into *Southeast ECHO*, will involve self-reported questionnaires. Completion of questionnaires will document participants' perceptions about using sheltered instruction and other ESL best practices prior to involvement in *Southeast ECHO*. An ESL Best Practices Checklist, to be developed by the External Evaluator and completed by all participants, will document changes in teaching practices as a result of *Southeast ECHO* participation. In addition, a subset (a stratified-random sample of 6-8 participants) will be interviewed to gain information not captured in written questionnaires and to further clarify the influence of cultural factors. Ensuing data collection will include use of *Southeast ECHO* archival data, including documents produced by teachers, content analysis of threaded discussions from *Blackboard* (the online course software program used at UAB/SOE), observations of SIOP lessons during the culminating internship, and written evaluations of professional development activities. Copies of curriculum materials developed for use in the delivery of the professional development programs for *Southeast ECHO* teachers (in-service and pre-service), counselors, and administrators will also serve as documentation. Further information will emerge from External Evaluator-developed questionnaires for and interviews of relevant principals, who will be asked how their teachers' participation in *Southeast ECHO* affected ESL teaching in their schools and influenced the implementation and effectiveness of school improvement plans. System-wide resource teachers will provide input through either questionnaires or interviews. Results will be reported to *Southeast ECHO* personnel at specific intervals during the project so that needed revisions can systematically be made to the project plan, course/workshop content, and delivery format, with the goal of maximizing impact.

Summative evaluation will identify changes in the teaching practices of K-12 teachers based on a self-reported questionnaire. These changes will provide evidence of the extent to which stated objectives have been met. Written questionnaires measuring summative perceptions of *Southeast ECHO* and knowledge of sheltered instruction and other ESL best practices will be developed by the *Southeast ECHO* External Evaluator. The degree of overall effectiveness of *Southeast ECHO* for improving EL achievement will be determined by examining the school-specific and system-wide results of the WIDA ACCESS scores and of the aggregated EL scores on other standardized achievement tests. Other summative evaluation data will be obtained from interviews with ECS staff and with faculty and administrators at the UAB/SOE and other IHEs.

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