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National Professional Development Program

Project ESTRELLA II Narrative

University of Wisconsin Oshkosh

Abstract:

The University of Wisconsin Oshkosh, College of Education & Human Services proposes *ESTRELLA II* (Excellent Schools: Teaching and Research for English Learner Achievement) to meet the needs of English learners in the Fox Valley of Wisconsin. Nine urban LEAs, three rural LEAs, and one SEA (Cooperative Educational Service Agency - CESA 7) have partnered with UW Oshkosh as consortium members for this grant. The grant proposal addresses Competitive Priorities 2 & 3 and Invitational Priorities 1 & 2.

The activities of the grant have been woven together through use of the SIOP (Sheltered Instruction Observational Protocol) Model, a proven research-based approach, to guide preservice and inservice teacher preparation to work with English learners (ELs) and for use as an evaluation tool to measure growth toward teaching goals.

Through this grant UW Oshkosh will license 80 inservice and 40 preservice teachers, with a special emphasis on educational assistants, in ESL and/or bilingual education by the end of the five-year period of the grant. They will secure ESL/bilingual positions and offer instructional services to ELs upon completion of their programs. In addition, 15 bilingual educators will complete graduate degrees in Curriculum & Instruction, Reading, Educational Counseling, or School Administration and be placed in educational settings serving ELs.

In an effort to ensure that all students completing the teacher-training program at UW Oshkosh are prepared to work with English learners upon graduation, 20 IHE faculty will complete special professional development programs. An EL consultant will guide faculty to

develop a clear understanding of education with ELs and pair them with an EL teacher in a PK - 12 setting. During the professional development period, faculty will monitor their progress through SIOP protocols and reflection journals. They will revise their syllabi to integrate EL language standards, pedagogy, and methodology into their course structure.

The STEM competitive priority was addressed through the development of a cohesive project to link pre-education students and inservice teachers. In this plan, a math and science education expert would develop a mentoring program for pre-education students interested in pursuing careers in teaching math or science. Students receive support in negotiating the requirements of university expectations and tutoring as needed in STEM courses. During year 2 of the cycle these student serve as mentors for incoming students. In all, 32 pre-education students will be served and accepted into the College of Education and Human Services.

Participating inservice teachers will take part in a professional development program during this time to strengthen their knowledge base and skills in teaching math and science, as well as strategies to support learning in math and science for ELs. A science education expert and an ESL expert would lead these sessions. The pre-education students would also participate in these inservices and volunteer for field experiences at the elementary school that has been selected to participate in this project.

A consortium of three rural districts will be formed and grant funds made available to support a collaborative effort to more fully address the work of these districts. Family Projects will be funded to support parents and caregivers. The goals of both of these project efforts are to help ensure academic success, high school graduation, and post-secondary education for ELs.

The ultimate measure of all of the grant activities will be to increase the academic success of consortium area LEP students in areas of instruction as measured by performance on

state-level standardized tests of content and language, as well as rates of high school graduation and post-secondary education.

The GPRA Measure Targets will be met as follows:

- The number of preservice teacher expected to be served:
 - Year 1: 20 Year 2: 40 Year 3: 40 Year 4: 40 Year 5: 20
- The number of preservice teachers expected to complete the program of study
 - Year 1: 0 Year 2: 0 Year 3: 0 Year 4: 20 Year 5: 20
- The number of preservice teacher completers expected to be placed in instructional settings serving ELs: Year 1: 0 Year 2: 0 Year 3: 0 Year 4: 20 Year 5: 20
- The number of preservice teachers expected to complete the program of study and be certified in EL instruction: Year 1: 0 Year 2: 0 Year 3: 0 Year 4: 20 Year 5: 20
- The number of paraprofessionals (who are not preservice teachers) expected to be served:
 - Year 1: 5 Year 2: 5 Year 3: 5 Year 4: 5 Year 5: 5
- The number of paraprofessional completers expected to meet state or local qualifications for ELs: Year 1: 0 Year 2: 0 Year 3: 0 Year 4: 5 Year 5: 5
- The number of inservice teachers expected to be complete the program of study
 - Year 1: 0 Year 2: 20 Year 3: 20 Year 4: 30 Year 5: 30
- The number of inservice teachers expected to complete the program of study and be certified in EL instruction: Year 1: 0 Year 2: 20 Year 3: 20 Year 4: 20 Year 5: 20
- The number of inservice teacher completers who are expected to serve EL students
 - Year 1: 0 Year 2: 20 Year 3: 20 Year 4: 30 Year 5: 30

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National Professional Development Project

Project ESTRELLA II Narrative

Project Overview

The University of Wisconsin Oshkosh has received a Title VII Teachers and Bilingual Personnel (2000-2005), Title III Project ADELANTE (2002-2007), and Project ESTRELLA (2007-2012) grants in the past for the preparation of ESL/bilingual teachers. Project ESTRELLA II proposes to continue and enhance the work begun by the previous grants. These grants have assisted us in building a premiere ESL/bilingual program in the state of Wisconsin. During our previous grant cycles we prepared enough bilingual teachers to staff over one dozen schools where developmental bilingual programs have been initiated. With additional trained ESL and bilingual personnel, our consortium districts can continue to move in the direction of more effective program models.

Project ESTRELLA II is a long-term training program with strong support from the administration at UW Oshkosh. Our alternative licensure program attracts inservice teachers from a 100-mile radius. Project ESTRELLA II will continue to work with the WI Department of Public Instruction, state educational agency CESA 6, and local educational agencies.

EL students were served in many ways since 2000 by these three projects, including:

- nearly 300 ESL and bilingual teachers licensed and placed in area districts
 - approximately 98.5%, continue to work with English learners in educational settings and many have assumed more advanced positions within school districts
 - among former grant participants : 3 reading specialists, 3 school principals, 4 bilingual coaches, 4 district ESL coordinators, 7 ad hoc university instructor

- over 30 bilingual counselors, principals, and reading specialists licensed and placed in area districts under the bilingual special graduate portion of the grants
- over 4,000 inservice teachers, bilingual teaching assistants, counselors, and administrators received professional development training through the grants
- over 200 IHE faculty participated in workshops and presentations and subsequently revised their course curricula to include issues related to enhancing the academic achievement of LEP students
- over 1,000 bilingual family and community members participated in workshops to enhance school-home relationships and achievement of LEP students

These grants made strong contributions to the education of English learner (ELs) students in Wisconsin. However, much work remains to be done to ensure that EL students receive the instruction needed to continually improve academic achievement. A new grant will enable us to continue to license ESL/bilingual teachers to meet the ever-growing need for educators licensed in these areas. The number of LEP students enrolled in partner districts has increased dramatically since we began receiving grant funding and district administrators project that the need for ESL/bilingual teachers will continue to grow. For all of these reasons, the University of Wisconsin in consortium with a state educational agency, 12 area school districts, and UW Oshkosh Head Start, proposes Project ESTRELLA II (Excellent Schools: Teaching and Research for English Language Learner Achievement).

I. EXTENT OF NEED FOR THE PROJECT

According to the 2011 WINSS: Successful School Guide (Wisconsin Department of Public Instruction, 2011) demographic data on EL students, 49,679 individuals were identified as LEP students in grades PK-12 in the state of Wisconsin during the 2010-2011 academic year. Over

10,000 LEP students are currently enrolled in the 12 consortium districts of Project ESTRELLA II. The need for well-prepared, certified teachers to serve these students continues to grow as well. Licensed teachers in ESL and bilingual education are in high demand in the state of Wisconsin. In *Supply and Demand of Educational Personnel for Wisconsin Public Schools: An Examination of Data Trends* (2009), teachers licensed in ESL and/or Bilingual Education are listed among the top areas of critical shortage by districts across the state. During the current academic year, 70 ESL teachers and 194 teachers in Wisconsin were employed under emergency license permits, which illustrates the fact that many school districts continue to grapple with the need to provide services to a growing number of LEP students. Many inservice teachers in our alternative licensure program have been hired under these circumstances. The consortium districts of Project ESTRELLA forecast a 5-year need for nearly 150 additional teachers licensed in ESL and/or bilingual education.

Statewide the majority of LEP students perform below the benchmark academically in their first years of schooling in the US. Despite sporadic increases in EL student scoring on state testing, the overall performance of LEP students on statewide testing is still well below the average for all students. An increase in highly qualified teachers will help address issues related to student achievement.

B. Personnel Needs in the Targeted Districts, Academic Year 2008 - 2009

District	Total LEP students	# Hmong LEP Students	# Spanish LEP Students	# Certified ESL/BE Teachers	Projected 5 Year ESL/BE Teacher Need
Appleton	1,542	856	547	34	35
Clintonville	41	0	30	3	5

Fond du Lac	390	97	255	8	5
Green Bay	4,373	904	3,249	69	40
Kaukauna	109	42	61	2	5
Manitowoc	464	287	164	8	5
Menasha	586	122	431	19	10
New London	125	7	105	4	5
Omro	38	0	30	2	3
Oshkosh	414	262	81	16	8
Ripon	107	0	90	3	7
Sheboygan	2,031	1,127	772	80	15
UW Head Start	62	18	44	2	5
Totals	10282	3722	5859	250	148

B. Coordination with SEAs and LEAs

Along with the University of Wisconsin Oshkosh, other members of this consortium are Wisconsin Cooperative Educational Service Agency (CESA 7), the Appleton Area School District, the Clintonville Public Schools, the Fond du Lac School District, the Green Bay Area School District, the Kaukauna School District, the Manitowoc Public School District, the Menasha Joint School District, the New London School District, the Omro School District, the Oshkosh Area School District, the Ripon Unified School District, the Sheboygan Area School District and UW Oshkosh Head Start. All districts in the consortium desire licensed personnel to fully implement content-based instruction for English learners.

Project ESTRELLA II proposes to address the teacher shortage in ESL/bilingual education by preparing and licensing nearly 150 highly qualified teachers, reading specialists, counselors, and administrators for consortium and other districts in Wisconsin; and by providing courses and workshops to over 1,000 secondary and elementary inservice educators, 500 parents/caregivers of LEP children, and 50 IHE faculty. Project ESTRELLA II proposes to support over 10,000 LEP students in consortium districts in their efforts to achieve academically on statewide tests, to graduate from high school, and to enroll in post-secondary education.

II. Project Design

We propose a five-year training program that will address the need for highly qualified content teachers with additional licensure in ESL and/or bilingual education; bilingual counselors, reading specialists, and administrators; teachers trained in STEM subjects to work with English learners (ELs) and the preparation of all preservice and inservice teachers at UW Oshkosh to work effectively for LEP student achievement. Given the shortage of trained bilingual and ESL teachers in the region and the financial limitations of school districts to provide for the continuing education of bilingual staff, it is unlikely that these school districts will be able to meet their needs for fully certified ESL and bilingual education teachers in the near future. Project ESTRELLA II proposes to address the following training needs:

Project ESTRELLA II has the following training goals

Goal 1: to increase the number of classroom teachers additionally licensed in ESL and/or bilingual education serving consortium districts to improve classroom instruction for English Learners (ELs) and assist educational personnel working with ELs to meet high professional standards.

Objectives and Outcomes:

- 1.a. 80 PK-12 inservice teachers in consortium districts will be trained and licensed as highly qualified teachers in ESL and/or bilingual education and placed in instructional settings serving EL students within one year of program completion.
- 1.b. 40 preservice teachers, with a special focus on educational assistants, will be trained and licensed as highly qualified teachers in ESL and/or bilingual education, and placed in instructional settings serving EL students within one year of program completion.
- 1.c. 15 bilingual individuals (bilingual graduate specials) will complete graduate degrees in Curriculum & Instruction, Educational Counseling, Reading, or School Administration and be placed in instructional settings serving ELs within one year of program completion.

Goal 2: to enable more data-based decision making: collect, analyze, and use high-quality and timely data to improve instructional practices, policies, and student outcomes in elementary or secondary schools (competitive priority 2 and invitational priority 2)

- 2.a. 20 IHE education and L&S faculty (10 faculty in each of two cycles) will complete a 2-year cycle of professional development, while partnered with a PK-12 EL teacher, to help ensure that all preservice teachers are prepared to provide effective instruction to English learners. Student and faculty SIOP protocol results, reflections, and curricular changes will be used as measures to monitor progress.
- 2.b. All inservice and preservice teachers in the ESL/bilingual program will have their performance assessed with SIOP protocol (including student self-assessment) in field and student teaching experiences

Goal 3: to increase the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects (competitive priority 3)

Objectives and Outcomes:

- 3.a. 15 inservice teachers will be trained in both ESL and science/math through one of the following C&I graduate programs designed to prepare them to work more effectively with ELs in math and science and placed in instructional settings serving EL students within one year of program completion: *Math and Science for the ESL/Special Education Teacher* or *RtI for the Classroom Teacher*
- 3.b. 20 teachers, who have ELs in their general classrooms, will participate in *C2STEM, Sr.* math/science and ESL workshops aimed at strengthening the math/science content knowledge and pedagogy for working with ELs in math and science
- 3.c. 32 pre-education students will participate in a two-year *C2STEM, Jr.* cycle to strengthen skills in math and science and to be accepted into the College of Education as preservice teachers and select math or science and ESL as minors.
- 3.d. 10 students (women, students of color, or students whose first language is not English) from the *C2STEM, Jr.* program will select math, science, and/or ESL as minors in the course of the grant

Goal 4: to improve achievement and high school graduation rates for rural districts (Invitational Priority #1)

Objectives and Outcomes:

- 4.a. 3 rural school districts will form a consortium to work collaboratively to more fully meet the unique needs of these districts in relation to education of English learners
- 4.b. ELs in the rural consortium will improve academic achievement, high school graduation rates, and post-secondary enrollment

Goal 5: to support parents and caregivers in guiding their children to succeed academically, complete high school, and pursue post-secondary education

Objectives and Outcomes:

- 5.a. 5 Family Projects will be funded each year through schools or community organizations aimed at supporting parents/caregivers to help ensure academic success, high school graduation, and post-secondary education for their children
- 5.b. 500 parents and caregivers of LEP students will participate in workshops and institutes designed to promote partnership in their children’s academic success, especially in relation to achievement, high school graduation, and post-secondary education

Goal 6: to enhance understanding of effective education of English learners for all faculty and students in the College of Education and Human Services

Goals and Outcomes:

- 6.a. 1,000 preservice teachers and IHE faculty will participate in courses, institutes, and workshops to learn strategies to support academic achievement of LEP students in mainstream classrooms.
- 6.b. Project Implementer and Co-Director will actively participate in and guide integration of more course and field experiences related to effective education of English learners for all preservice teachers in the redesign process in the College of Education and Human Services (Invitational Priority 2)

Goal 7: to increase the success of consortium LEP students in areas of instruction as measured by performance on state-level standardized tests of content and language, as well as rates of high school graduation, and post-secondary education.

Objectives and Outcomes:

- 7.a. Through teacher training, professional development, and workshops consortium districts will increase the success of EL students in academic areas of instruction, as measured by their performance on state level content and language tests
- 7.b. The percentage of LEP students graduating from high school and pursuing post-secondary education will steadily increase each year

Goal Narrative:

Goal 1: Project ESTRELLA II will address district staff needs and the needs of LEP students through the following goals, objectives, and outcomes

A. Inservice Teacher Licensure in ESL/bilingual Education

Inservice teachers will participate in a weekend, graduate, alternative licensure program. Each year (Years 1-4), a cohort of 20 inservice teachers (80 total) will be recruited from consortium school districts. These teachers will form a learning community, taking a course sequence together over the period of 16 months for ESL licensure (18 months for those pursuing bilingual education licensure). Inservice teachers in each cohort must be licensed grade level or content area teachers. Those participants applying for the bilingual education license must pass a fluency test in the target language prior to admission to the program.

Alternative Licensing Course Delivery

Term	Courses	Delivery
Spring, Yr. 1 (6 credits)	-Principles of Bilingual/Bicultural Instruction -ESL and Multicultural Materials + <i>Attend Institute</i>	* weekend sessions (5) * school site visits (2) * hybrid course instruction
Summer Yr. 1	-Introduction to Linguistics	* hybrid course instruction

(6 credits)	-Sociolinguistics	
Fall, Yr. 1 (6 credits)	-ESL Methods -Authentic Assessment for ESL and Bilingual Education	* weekend sessions (5) * school site visits (2) * hybrid course instruction
Spring , Yr. 2 (4 credits)	-Hmong Language, Learning, and Culture OR -Latino Language, Learning, and Culture -On-the-job Student Teaching + <i>Attend Institute</i>	* weekend sessions (4) * school site visits (2) * hybrid course instruction
Summer, Yr. 2	-Content Area Bilingual Instruction *(3 cr)	* hybrid course instruction

* Content Area Bilingual Instruction course is required for Bilingual Education licenses only

ESTRELLA II participants will be accepted for participation following successful completion of the application and interview process. Interviews will be conducted by the Program Implementer and the Co-Director and include an interview protocol. Once accepted into the program, participants must maintain a GPA of 3.0 (undergraduates) or 3.5 (graduates) in university coursework and maintain a high level of professionalism in all aspects of their participation in the program. Each spring beginning in Year 2 of the grant, 20 inservice participants will complete on-the-job student teaching within their own classrooms.

B. Preservice Teacher Licensure in ESL/Bilingual Education

Preservice teacher participants, with a special focus on paraprofessionals, will also complete an application and interview process similar to that of inservice teachers for acceptance into the program. They will complete the ESL/bilingual licensure program in 4 to 5 years. Twenty bilingual preservice teacher participants will be recruited in Years 1 of the grant and 20

additional participants will be recruited in Year 2. Student teaching field placements for these participants will begin by Year 4, with 40 earning ESL/bilingual licensure by the end of Year 5. Where possible, bilingual participants will receive job placement in consortium districts.

Participants will receive student teaching and practicum assignments in consortium districts toward the end of their licensure programs. Preservice teacher participants will be eligible for tutoring assistance, with a special emphasis on paraprofessionals and students whose first language is not English. Travel support for conferences and workshops related to ELs will be made available.

C. Bilingual Graduate Specials

Schools with EL populations need bilingual administrators, counselors, teachers, and reading specialists who are able to communicate with students, their families, and community members and move local districts toward effective two-way bilingual and sheltered content-based approaches to educating ELs (Ovando and Combs, 2012). Fifteen bilingual participants will be recruited to complete programs in Curriculum & Instruction, Educational Counseling, Reading, and School Administration. They will complete their programs in 2-3 years. These participants will follow the established sequence of courses for their particular programs at UW Oshkosh. Each of these participants will proceed through the ESTRELLA II application and interview process and pass language fluency assessments in their non-English language prior to acceptance into the program.

Goal 2: to enable more data-based decision making: collect, analyze, and use high-quality and timely data to improve instructional practices, policies, and student outcomes in elementary or secondary schools (competitive priority 2 and invitational priority 2)

The SIOP (Sheltered Instruction Observation Protocol) Model (Echevarría, Vogt, and Short, 2008,2010) has been used extensively throughout the ESL/bilingual program during past grants and it will be used as a foundational measurement tool across all of the components of the ESTRELLA II grant. The model is a research-based (CAL, 2011) and proven approach to teaching, learning, and assessment with English learners in both ESL and bilingual settings. The model focuses on lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment related directly and specifically to education of English learners. The SIOP Model will be closely aligned with use of the WIDA English Language Proficiency Standards (WIDA, 2007) to closely link content and language learning. The observation protocol included in this model is a measurement tool that will serve as an opportunity for preservice/in-service teachers and IHE faculty to continually refine their understanding and practice with ELs. Course instructors complete observations in in-service teacher classrooms during specific courses in the program. The SIOP observational protocol will serve as an effective measurement tool to ensure theory to practice application and to provide feedback to continually improve the effectiveness of the ESTRELLA II licensure program.

A. IHE Faculty Professional Development

Two groups of 10 IHE faculty involved in teacher preparation at UW Oshkosh will be invited to participate in a two-year cycle of professional development. An EL consultant will be hired to lead each group through two years of professional development, during which they will develop a strong understanding of ELP Standards and effective teaching, learning, and assessment practices with ELs as well as the role of language development and culture in the learning process. During the two-year cycle, IHE faculty will be paired with individual EL

teachers in school settings and will make regular observations in their programs and expand their understanding of language and content learning with ELs.

IHE faculty will complete periodic SIOP protocols of their own teaching and evaluate areas of strength and weakness and set goals for continued improvement. They will have students from their classes complete the SIOP protocol as a way to gauge student understanding. In Year 2 they will revise their syllabi to more fully reflect preparation of all students to work with ELs. Faculty will keep reflective journals to document understandings and relate them to application in their own courses. During Year 5 of the grant, the EL consultant will guide IHE faculty in dissemination of their work. Faculty completing Year 2 of the cycle may wish to fulfill this requirement by serving as mentors/resources to cycle 2 participants.

B. Inservice and Preservice Teacher Data-based Plan

The process of data-based decision making will be an essential and integral part of implementing the grant and monitoring the effectiveness of the program. Instructors will assess student progress and inservice teachers will monitor their own progress and the progress of their students through the use of data collection, including self-assessments, to measure progress on content and language goals. The data collected will be analyzed on a regular basis by the Program Implementer and the Co-Director to monitor and enhance student progress and to evaluate progress of grant goals. Goal-setting for continued development of inservice teachers, program development, and grant objectives will also be an integral part of this process for all participants.

Inservice teachers participating in the accelerated, weekend licensure program are seeking licensure as ESL and/or bilingual teachers. As part of the enrollment process, students also enroll in the Graduate Program in the Department of Curriculum & Instruction. This

department uses a portfolio process that students complete at entry and exit levels of the licensure program to self-assess their confidence level with the Wisconsin Teaching Standards and the components of the conceptual model of the College of Education and Human Services (COEHS). Participants also set goals to focus on during the program as part of this measure. Data will be analyzed from these two self-assessments to determine students' perceived areas of strength and lack of confidence and goals will be established to meet areas of need.

At the undergraduate level an extensive portfolio system is in place within the College of Education for preservice teachers as they move through the Professional Education Program (PEP). They will complete portfolios and reflections as part of their clinical experience and during their student teaching placements. These portfolios will be analyzed to relate Wisconsin Standards and COEHS conceptual model to the EL classroom during the clinical experience.

Both preservice/in-service teachers and university instructors will complete the SIOP observational protocol during classroom observations in specific courses. Participants will monitor their growth, indicate areas of strength and areas to be developed, and will receive feedback from their instructors that will also support growth. The SIOP observational protocol will be used as an evaluation instrument during clinical experiences and student teacher placements. Data from the SIOP protocols will be analyzed to determine student growth and to inform instruction and program refinement and improvement.

Results of the Praxis II ESOL (English to Speakers of Other Languages) tests that licensure candidates complete prior to their practicum will be analyzed to determine areas of strength and weakness and to weave areas where students struggle on the test into courses scheduled prior to the test. GPAs will be tabulated for each semester.

Inservice teachers complete three items during the practicum experiences at the end of the program that will be used as measures of the effectiveness of the program. They write a final reflection on what they are taking away from participation in the program, offer a workshop/presentation or submit an article for publication in which they share their expertise with a broader audience, and submit a portfolio demonstrating their understanding of the Wisconsin Teaching Standards prior to application of the ESL/bilingual teaching license.

The assessment plans along with course assignments may reveal inservice or preservice teachers who are struggling with aspects of the program and plans will be devised to support these students.

Goal 3: to increase the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Teachers well prepared to teach math and science are critical for the success of English learners. In addition to developing content knowledge in these areas, students are well served throughout their lives by the development of high-level critical thinking and problem solving skills. These are the types of skills that will be essential to close the achievement gap and enable ELs to reach grade level parity with their peers. ESTRELLA II proposes several opportunities for high quality preparation of and professional development for educators in math and science.

A. *Master of Science in Education: Curriculum & Instruction (2 options)*

Fifteen inservice teachers will be trained in both ESL and math/science through the following:

Math and Science for the ESL/Special Education Teacher is a new graduate area of emphasis in the Master of Science in Education: Curriculum & Instruction (MSE:C&I) program that will begin in Fall 2012. This program is designed especially for licensed early adolescence-adolescence ESL and special education teachers to strengthen their background in

math and science. Many of these educators are expected to work with ELs in these content areas, but their own backgrounds are not well developed, especially middle school and secondary math and science.

Participants will complete SIOP protocols at regular intervals and receive feedback from instructors. Coursework assignments and reflections will provide evidence of the integration of science and math standards with SIOP/ELP Standards in assessments with their own students.

In Fall 2012 a new area of emphasis, *RtI for the Classroom Teacher*, will be added to the MSE:C&I for early childhood through early adolescence inservice teachers with an emphasis on differentiation of instruction across the content areas. This program represents a collaborative effort among the Special Education Department, The Curriculum & Instruction Department, and the ESL/bilingual faculty at UW Oshkosh.

B. Collaborative Community STEM Project (C2STEM, Sr.). This ongoing project will involve collaboration between the Oshkosh Area School District and the University of Wisconsin Oshkosh to enhance the teaching of science and math, with an emphasis on English learners. Webster-Stanley Elementary, with a very diverse population and large numbers of English learners among the student body, has been invited to participate in this project. Dr. Michelle Fleming will lead the project, as a continuation of a University of Wisconsin System P-16 Initiative: (Teacher Quality Initiative (*C2STEM*)) for inservice teachers and integrate it with the *C2STEM, Jr* project for pre-education students at UW Oshkosh. An ESL consultant will collaborate with Dr. Fleming in delivery of the professional development program.

In this project, classroom teachers will be supported in determining how best to address the needs of their students, and English learners in particular, around mathematics and science. Enhanced academic preparation of elementary students in math, science, and the development of

critical thinking skills will provide ELs with better opportunities to close the achievement gap. Teachers will attend an intensive two-day seminar each summer and will participate in monthly workshops throughout the school year. The inservice teachers will complete SIOP protocols and STEM surveys, focus group interviews, and reflections and receive feedback from Dr. Fleming and the EL consultant on how to continually refine the teaching of math and science and integrate standards and strategies in learning and assessment with English learners.

A leadership component is integrated into this project and inservice teachers will be expected to disseminate their work to their schools/districts and at math, science, or ESL conferences. Inservice teachers will participate in summer sessions and have release time for ongoing school-based workshops. SIOP texts (Short, et al. 2011, and Echevarria, et al, 2010) relating to work with English learners in math and science will be made available to participants.

C. The Collaborative Communities in Science, Technology, Engineering, and Mathematics Education (C₂STEM, Jr) project.

This project is designed to recruit and retain underrepresented students (i.e. female students, students whose first language is not English, and/or students of color) into science, technology, engineering, and mathematics (STEM) education at the University of Wisconsin Oshkosh (UWO). The *C₂STEM, Jr* project will create university-based collaborative communities comprised of pre-education students, university multicultural education advisors, retention specialists, STEM faculty, and PK-12 educators/ coordinators.

The *C₂STEM, Jr.* project will form collaborative communities to support academic success and social/emotional well being for participants at UW Oshkosh. Each year the

collaborative community will welcome 8 new underrepresented pre-education students, increasing the total number recruited each year. Students who are interested in becoming ESL/bilingual teachers will be specifically recruited among this group. The goal is to improve the retention of these pre-education students into the COEHS STEM education programs by keeping them connected to a collaborative community. Among many other supports pre-education students will receive academic tutoring to help ensure success in all classes, especially in mathematics and science. A total of 32 pre-education students will complete this program.

Year 1. The collaborative community will be comprised of 16 student participants (8 current education student mentors and 8 recruited pre-education students). One pre-education student (mentee) will be partnered with each current education student (mentor) to provide support. Seminars throughout the year will additionally focus not only on teaching but also learning STEM content and developing the skills and abilities of a successful university student.

Year 2. In year two of each two-year cycle, the collaborative community will be comprised of approximately 16 student participants. Eight retained “Year 1” pre-education students will mentor 8 newly recruited pre-education students, which is the unique aspect and intention of Year 2 of the project. These retained education students will complete mentorship training and continue building their connections and networks to the COEHS and STEM education fields. At the end of year 2, mentors will apply and be accepted into COEHS.

The pre-education students will volunteer in the classrooms of the teachers involved with the *C₂STEM, Sr.* project and participate in workshops to gain experiences in working with English learners in math and science. Mentors will receive a stipend for their services and mentees will receive a smaller stipend for participation in *C₂STEM, Jr.* Ten students (women,

students of color, or students whose first language is not English) from the *C2STEM, Jr.* will select math/science and/or ESL as minors by the end of the grant period.

A collaborative community is viewed as a special type of a professional learning community. This type of professional learning community is based upon the ideas of encouraging educators to collaborate on issues of teaching and learning (DuFour & Eaker, 2002; DuFour & Eaker, 1998). A critical purpose of professional learning communities is engaging educators in important and meaningful learning opportunities that directly benefit teachers and their students. Professional development structures that engage district educators and university personnel in joint investigations create opportunities to share expertise and build interdependence in understanding instructional issues within particular contexts (Elmore & Burney, 1999; Little, 1999). Collaborative efforts also support participants in building contextualized knowledge of PK-12 students and school communities by recognizing the collective nature of understanding.

Goal 4: to improve achievement and high school graduation rates for rural districts (Invitational Priority #1)

A consortium of 3 rural districts will be formed to initiate dialogue and collaboration among districts to more fully meet the unique needs of these districts in relation to education of English learners. The consortium will form discussion groups to discuss common challenges that they face, such as limited numbers of ESL teachers to service an entire district, student mobility, and limited resources and devise opportunities to work collaboratively to enhance learning experiences for their English learners.

The consortium will submit a proposal for use of grant funds aimed at accelerating learning and helping to improve high school graduation rates and post-secondary enrollment

rates for students in rural districts for each year of the grant. Proposals will include a description of the collaborative efforts of the group, a timeline, and an assessment plan. Consortium members will monitor the academic and linguistic progress of their students, as well as graduation rates and post-secondary enrollment. The consortium may submit continuation proposals for each year of the grant.

Goal 5: to support parents and caregivers in guiding their children to succeed academically, complete high school, and pursue post-secondary education

Five Family Projects will be funded each year through schools or community organizations aimed at supporting parents/caregivers to help ensure academic success, high school graduation, and post-secondary education for their children. Semi-annual reports will be submitted (as is possible under privacy regulations) to document increases in academic success, high school graduation, and post-secondary enrollment. Goals for continued funding will reflect refinements made to the individual projects. In addition, each year 200 parents and caregivers of LEP students will participate in workshops on how to support their children's academic success.

Goal 6: to enhance understanding of effective education of English learners for all faculty and students in the College of Education and Human Services

In addition to the intensive IHE professional development plan outlined in goal 2, 1,000 preservice teachers and IHE faculty will participate in courses, institutes, and workshops to learn strategies to support academic achievement of LEP students in mainstream classrooms. All education students will be invited to participate in the Language, Culture, and Education Institute and other events sponsored by the ESTRELLA II grant and education faculty will be encouraged to make attendance at the Institute a course requirement. An elective course, Elem/Sec 354 Fostering English Language Learner Development is open to all education students.

The Professional Education Program (PEP) at UW Oshkosh is in the process of completing an extensive revision of its current program. The grant P.I. and Co-Director will participate in the redesign of PEP in the College of Education and Human Services to ensure that that more course and field experiences related to effective education of English learners are available for all preservice teachers.

Goal 7: to increase the success of consortium area LEP students in areas of instruction as measured by performance on state-level standardized content and language testing, as well as rates of high school graduation and post-secondary education. The Program Implementer and the Co-Director will collect and analyze data related to content and language test scores, high school graduation rates, and post-secondary enrollment in collaboration with LEA and SEA partners to determine impact of grant activities.

III. Project Personnel

A. Project Implementer

The Project Implementer will be responsible for monitoring growth toward Project ESTRELLA II goals and objectives, overseeing the grant budget and coordinating coursework for ESL/bilingual licensure through the University of Wisconsin Oshkosh. The project implementer will maintain an active network of communications with consortium partner school districts and agencies, chair the consortium's advisory committee, and consult with these partners concerning the selection of participants and their placement in student teaching assignments and regular teaching jobs. The project implementer will be responsible for gathering data for purposes of evaluating and improving the success of the project and submitting fall, spring, and final grant reports.

Dr. Kathryn Henn-Reinke, will be the Project Director for this grant. Dr. Kathryn Henn-

Reinke, professor, teaches courses in the ESL/bilingual education program and is nationally recognized in the areas of English learner assessment and literacy development. Dr. Henn-Reinke co-directed the Title VII Teachers and Bilingual Personnel grant as well as a Title III grant, Project ADELANTE, and currently co-directs Project ESTRELLA.

B. Project Co-Directors

The Project Co-Directors, along with the Project Implementer, will be responsible for monitoring project goals and objectives. The project co-directors will be responsible for teaching much of the course content to participants in the program, as well as supervising participants when they perform their ESL/bilingual clinicals and student teaching placements. In addition, the project co-directors will oversee student recruitment, work with districts; professional development with IHE; STEM projects; and data collection, analysis, and application.

Dr. Donald Hones, Project Co-Director and professor, has developed and teaches courses in the ESL/bilingual program at UW Oshkosh. This program has been profiled in a TESOL case studies series on teacher education (Hones, 2000). Dr. Hones co-directed a Title VII Teachers and Bilingual Personnel grant, Project ADELANTE, and currently co-directs Project ESTRELLA.

Dr. Kathryn Henn-Reinke will also serve as a co-director in her role as a faculty member.

C. Major Professors involved in Project Course

Primary courses in the area of ESL and bilingual education will be taught by Dr. Henn-Reinke and Dr. Hones, above. Other project faculty include:

- Michelle Fleming, Ph.D., science education expert, will oversee STEM activities

- Jana Detlaff, Ph.D., Director of ESL Program at St. Norbert College, fluent in 5 languages, teaches ESL Methods and supervises student teachers
 - Breck Speers, Ph.D., professor, teaches linguistics courses
 - Gina Cornù Grogan, M.S., Principal Danz Two-Way Bilingual School, teaches Content Area Bilingual course
 - a well-qualified ESL/bilingual grant evaluator will be selected to provide semi-annual progress reports that include a review of progress toward grant goals and recommendations for improvement
 - well-qualified LEP consultants will be selected to work with the IHE and STEM projects
- Txerthoj Vang, fluent in 5 languages, instructor of Hmong language and literacy for 20 years, co-teaches the Hmong Language, Learning, and Culture course.

IV. Management Plan

The management plan for this project includes a budget for the five-year project cycle. This plan also defines project responsibilities as well as timelines, benchmarks and milestones for accomplishing project tasks. Within this management plan, the project implementer will take the lead in organizing and implementing the grant. The Grants Accountant at UW Oshkosh will set up an account for the project, manage the fiscal side of the project grant, and keep records as to distribution of funds to participants. The Project Implementer will maintain a record of participants' progress toward completion of degree and licensure requirements. The project implementer and co-director will have responsibility for the overall budget, record keeping, and the filing of periodic reports. The PI will receive three credits of release time per semester, plus summer funding. The Co-Director will receive three credits per year, plus summer funding.

Regular collection and analysis of program data from participants and consortium partners will support continuous improvement in the operation of the project. The project assistant will assist the project implementer and the project co-director in record keeping, filing of reports, and in the day-to-day activities of the project.

A. Timeline, Benchmarks, and Milestones Project Tasks

Timeline	Responsibilities	Benchmarks and Milestones
Year One September	Initiate the project. Personnel Responsible: Project Implementer (PI) and Co-Director (CD)	* Inform key offices, administrators, and staff at UWO, and consortium partners; set up an account with the business office, grants accountant. * Organize and equip grant office for project activities
Year 1-5	Establishment of and meeting of Advisory Committee, and in Y2, Y3, Y4 and Y5.	* Establish data collection procedures * Advisory committee meets and provides feedback

Year One September	Begin marketing/recruitment process for educational programs.	* Marketing and recruitment – focus on educational assistants
Spring	PI, CD responsible	* Select program participants
Years 2-4		* Graduate 80 inservice and 40 preservice
By Year 5		ESL/bilingual teachers, 15 bilingual graduate specials, and 15 STEM/ESL trained teachers

		and work with English learners
Year One	Initiate ESTRELLA II projects:	
Y1-4	* IHE Faculty Professional Development Plan	* 20 faculty complete professional development and revise curricula
Y1-5	* Convene Rural Consortium	* Rural consortium supports EL learning
Y1-5	* Family Projects	* 5 Family Projects funded per year
Y2-5	* C2STEM, Jr and C2STEM, Sr. PI, CD, Project Coordinators responsible	* 32 pre-education students served/20 inservice teachers
Year 1-5	Data Analysis: *Collection and analysis of district data on LEP student academic performance *SIOP data analysis *Portfolio analysis PI and CD, Project Coordinators responsible	* Analyze data and use results to inform instruction, improve program, and consult with LEAs and SEAs to improve education of English learners in the PK-12 classroom
Year 1-5	* Completion of fall, spring and final reports PI and CD responsible	*Analysis of data for grant reports to continually refine and improve the ESTRELLA II grant program * Implementation of improvement plans * Review reports with grant evaluator

V. PROJECT EVALUATION

A. The Evaluation Plan: An Overview

The purpose of the evaluation plan is to assess in a quantifiable way, how the objectives of the Project ESTRELLA II are met. The evaluation plan of this project consists of two major components: (1) Summative evaluation – evaluating the product (outcomes); and (2) formative evaluation – evaluating the process. Project staff under the supervision of the project implementer will be responsible for record keeping, data gathering, data analysis, and application of findings. An external grant evaluator experienced in NPD grants and education of ELs will be selected to review progress toward the goals of the grant and to provide feedback on how goals are being met and offer suggestions for continued refinement. Program data will be shared with SEA and LEAs during advisory meetings and input from these consortium partners will further enhance data collection and analysis. Fall, spring, and final reports will be prepared by the project implementer and the co-director.

The ongoing formative evaluation of this project will be used to: (1) guide preservice and inservice teacher participants to become licensed, practicing, and effective EL and STEM educators; (2) continually improve the program during and after the funding period; (3) further define, revise, and upgrade the program goals, objectives, and activities; and (4) continually gauge and improve program effectiveness.

Summative evaluation plans include periodic collection and analysis of data on outcomes of the project such as gains in participants' achievement, number of participants completing the proposed licensure and training activities, and number of participants serving EL populations one and three years after program completion. Data analysis results will be used as decision-making tools in continually improving progress toward grant goals and objectives.

B. Evaluation Plans. Measuring objectives/outcomes & success indicators

Goal 1: to increase the number of classroom teachers additionally licensed in ESL and/or bilingual education serving consortium districts (addresses primary grant purpose)

Goal	Outcomes/ indicators	Evaluation/Feedback	Timelines/ Milestones	Responsible Person(s)
1.a. Recruit and select 80 inservice participants; train to meet licensure requirements	80 inservice teachers licensed in ESL/bilingual education by Y5 (20 per year); monitor teaching placements Y1, Y3	Entry/Exit Electronic Portfolios; SIOP/ WIDA data collection, analysis, and application; practicum reflections and applications; Praxis II scores	Start Fall 2012; program completion beginning spring 2014	Project Implementer (PI) and Co-director (CDs) [GPRA:1.5, 1.6]
1.b. Recruit and select 40 preservice teachers to meet licensure ESL/bilingual licensure	40 preservice teachers/para professionals licensed in ESL/bilingual education by Y5; monitor teaching placements Y1, Y3	College of Education clinical portfolio evaluation; SIOP/ WIDA data collection, analysis, and application; Praxis II scores; GPA	Start Fall 2012 Graduation beginning spring 2015.	PI CD [GPRA: 1.1, 1.2, 1.3, 1.4]
1.c. Recruit and select 15 bilingual	15 bilingual educators (reading specialists,	Language proficiency assessment, reflection logs, GPA, certification	Start fall 2012; graduation	PI and CD

participants to meet licensure requirements	counselors, and principals) are licensed by Y5	documents	beginning spring 2015	
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Goal 2: To enable more data-based decision making; collect, analyze, and use high quality and timely data to improve instructional practices, policies, and student outcomes in elementary or secondary schools (Addresses: competitive priority 2 and invitational priority 2)

Goal	Outcomes/ indicators	Evaluation/Feedback	Timelines/ Milestones	Responsible Person(s)
2.a.* Recruit and select 20 IHE faculty to participate in EL training	Prepare 20 IHE education and Letters and Science faculty to ensure that all teachers are prepared to teach ELs	Faculty: SIOP protocol reflections and feedback from ESL consultant; revised syllabi to reflect ELP standards and practices. Students of faculty: SIOP protocols	Y 1-2 first group of 10 faculty training; Y3-4 second group of 10 faculty training; Y5 dissemination of findings	PI and CD, EL Consultant

*Evaluation of objectives 2 b /c are addressed in 1a/1b.

Goal 3: to increase the opportunities for high quality preparation of, or professional development for, teachers or other educators of STEM subjects (addresses competitive priority #3)

Goal	Outcomes/ indicators	Evaluation/Feedback	Timelines/ Milestones	Responsible Person(s)

<p>3.a. Recruit and select 15 inservice teachers to complete master’s program: <i>- Math & Science for the ESL/bilingual Teacher or</i> <i>- RtI for the Classroom Teacher</i></p>	<p>High quality preparation of inservice teachers in math/science and ESL</p>	<p>SIOP protocols and feedback; teachers evidence of integration of science/math standards with SIOP/WIDA in teaching, learning, and assessment with students</p>	<p>Begin classes Fall 2012; begin graduation from program in 2015</p>	<p>PI and CD</p>
<p>3.b. Work with inservice teachers at Webster-Stanley Elementary to complete professional development in math/science and ESL (C2STEM, SR)</p>	<p>High quality preparation of inservice teachers in math/science and ESL</p>	<p>SIOP protocols and feedback; teacher evidence of integration of science/math standards with SIOP/WIDA in teaching, learning, and assessment with students</p>	<p>Begin professional development in fall 2013 with cycle one: Y2-3 cycle 1 Y4-5 cycle 2</p>	<p>PI and CD; Dr. Fleming; EL Consultant</p>
<p>3c/d. Recruit and select 32 pre-education students to</p>	<p>High quality preparation of inservice teachers</p>	<p>SIOP protocols & feedback; science/math</p>	<p>Y2-5: 8 mentees & 8 mentors;</p>	<p>PI, CD, Dr. Fleming</p>

participate in C2STEM, JR	in math/science and ESL; 10 underrepresented students select science, math, ESL as minors	standards & reflections; GPA in math/science; application logs/SIOP in field experiences	C2STEM, JR students accepted into the College of Education	
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Goal 4: English learners in the rural consortium will improve in academic achievement and high school graduation rate (addresses invitational priority #2).

Goal	Outcomes/ indicators	Evaluation/Feedback	Timelines/ Milestones	Responsible Person(s)
Form a rural consortium to more fully meet unique needs of districts in relation to education of English learners	Rural consortium members will work collaboratively to improve academic and linguistic development of ELs in improving educational experiences of ELs in rural districts	Consortium members monitor academic and linguistic progress and graduation rates of ELs; revise proposals each year to more effectively guide work of teachers and English learners	Y1 – form consortium, determine goals; Y1-5 submit joint proposals and support work of consortium	PI and Rural district consortium members

Goal 5: to support parents and caregivers in guiding their children to succeed academically, complete high school, and pursue post-secondary education

Goal	Outcomes/ indicators	Evaluation/Feedba ck	Timelines/ Milestones	Respon. Person(s)
5.a. Fund 5 family projects each year through school and community organizations aimed at supporting parents/caregivers to help ensure academic success, high school graduation, and post-secondary education	Parents/caregivers will participate in family projects to learn how to support their children’s academic success, have them stay in school until graduation, and enroll in post-secondary programs	Projects will submit semi-annual reports indicating activities and documenting increases in academic success, high school graduation rate, and post-secondary program enrollment	Start fall 2012; Y1-5 fund 5 family projects per year	PI and CD Family Project Coordinators

Goal 6: to enhance understanding of effective education of English learners for all faculty and students in the College of Education and Human Services (addresses invitational #2)

Goal	Outcomes/ indicators	Evaluation/Feedback	Timelines/ Milestones	Respon. Persons
6.a. 1,000 preservice teachers will participate	Offer courses, institutes, and	Institute, conference and workshop	Start fall 2012	PI and CD

<p>in courses, institute, and workshops to learn strategies to support academic achievement of LEP students in mainstream classrooms</p>	<p>workshops for ALL preservice teachers to learn strategies to support academic achievement of LEP in mainstream classrooms</p>	<p>registrations, activity logs, observation and comment logs</p>	<p>through spring 2017</p>	
<p>6.b. Project Implementer and Co-Director will actively participate in the redesign process in COEHS to integrate more courses and field experiences related to effective education of ELs for ALL preservice teachers</p>	<p>Project Implementer and Co-Director will guide integration of LEP components into the restructuring process in COEHS to ensure that ALL preservice teachers are prepared to teach ELs</p>	<p>The restructured curriculum in COEHS will contain field experiences and coursework that provide ALL preservice teachers with a solid preparation in effective education of ELs</p>	<p>Continue Fall 2012 through Spring 2017</p>	<p>PI and CD</p>

Goal 7: to increase the success of consortium area LEP students in academic areas of instruction, as measured by performance on the state tests, as well as rates of high school graduation and post-secondary attendance (addresses competitive priority # 2).

Goal	Outcomes/ indicators	Evaluation/Feedback	Timelines/ Milestones	Responsible Person(s)
Prepare educators to promote LEP academic success in consortium districts	All participants mentioned above, trained Years 1-5	Collect and analyze data related to test scores, high school graduation rates, post-secondary attendance rates to determine impact of grant activities	Start fall 2012 through spring 2017	PI and CD LEAs

Both formative and summative evaluation methods will provide periodic and continuous data for Project ESTRELLA II key personnel, participants, and consortium partners to ascertain that all project activities, procedures, and strategies are effective. The methods will also generate data on training activities, appropriateness of instructional and training strategies, appropriateness of evaluation and course requirements, and appropriateness of training activities, timelines, and milestones.

The evaluation methods in this project include the use of clearly specified and measurable objective performance measures that are directly linked to the intended outcomes for each goal and objective. Use of the SIOP Model, a proven and widely-used approach to instruction with ELs in the United States (CAL 2011), as a common evaluation tool in all grant activities provides a comprehensive and cohesive way to monitor participant growth, analyze program effectiveness, and continually refine the program. Quantitative and qualitative data analysis will be carried out and continual refinements made to ensure that all goals and objectives are met.

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