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**National Professional Development Program
(CFDA NUMBER: 84.365Z)**

Project Abstract

Name of the IHE: Arizona State University
Title of the Program: Teaching English Learners Academic Content (TELAC)
Consortia Partners: Phoenix Union High School District (LEA) and Scottsdale Unified School District (LEA)

Project Description:

This professional development project focuses on providing in-service secondary content teachers (specifically those in Science, Math, Technology and English) the knowledge and practice to promote English learner (EL) success in attaining grade level content area standards and graduation requirements in Arizona. For the last four years, Arizona Department of Education (ADE) has required ELs in all schools across the state to participate in a four-hour instructional block, which focuses primarily on English Language Development, to the detriment of content area instruction. Consequently, while many ELs at the secondary level (grades 6-12) successfully exit the ELD block, most struggle in their content area courses and continue to need additional support in language development. ELs continue to lag behind their grade level peers in credits toward graduation and in their performance on the state mandated graduation exam: Arizona Instrument to Measure Standards (AIMS). Schools and teachers in Arizona are struggling with how to address the needs of ELs who have been excluded from content area coursework for years. As a result, of this policy, secondary ELs in Arizona are at an increased risk for high school graduation and continue to underperform in high stakes testing.

The primary goal of this project is to support in-service content area teachers to develop and practice their skills to help secondary EL students achieve success in the content area classrooms. We will meet this goal through a series of objectives: First, project staff will collaborate with partner districts to optimize the delivery of professional development for content teachers of ELs. Working with our partner districts, we plan to integrate the components of this professional development model with district goals for professional development. Second, participating teachers will complete innovative site-based courses delivered by Arizona State University faculty, focused on the foundational knowledge and strategies needed to support secondary EL students in the content areas. These courses also meet the requirements of the state of Arizona for a provisional ESL endorsement. Third, over the course of the year, project secondary math, science, technology and English teachers will participate in a research-based coaching model, emphasizing on-going, content embedded learning through practice. The coaching model is research-based, emphasizing pre-conference, observation, and post-conferences for each coaching cycle, allowing teachers and coaches to work collaboratively to identify strengths and areas of improvement for each participating teacher. Fourth, throughout the year, teachers will participate in three professional development institutes, reviewing the impact of the new core standards on their content areas and collaborating on their experiences and understandings related to the instructional needs of secondary EL students. Finally, our last objective is to evaluate program goals using formative and summative, as well as quantitative and qualitative measures.

By the completion of the grant period, it is expected that a cadre of over 100 secondary teachers will have expertise in content area strategies for secondary ELs in the Science, Math, Technology, and English related areas. Upon grant completion, it is also expected that 100 teachers will have qualified for the provisional ESL endorsement.

a) Quality of the project design.

1) The extent to which goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The goals of the TELAC project are twofold: 1) to develop the requisite knowledge and practice for secondary content teachers in Science, Math, Technology, and English to improve the academic achievement of English Learners (ELs), and 2) to collaborate with partner LEAs to develop the teacher cadre prepared to support ELs in secondary schools.

We maintain that there is an urgent need in Arizona for a project like TELAC that will provide professional development to address the critical need for secondary content area teachers (Science, Math, Technology, and English) who are prepared to work with ELs or reclassified ELs. English learners comprise over one out of every five students in Arizona, (Garcia, 2010) and ELs at the secondary level are lagging critically behind their peers in accumulated credits for graduation, thereby threatening their ability to graduate on time. Access to the subject matter curriculum is essential for secondary ELs in Arizona, due to the fact that the state imposed Structured English Immersion (SEI) model, segregates ELs into English Language Development (ELD) classes for four hours of each instructional day.

The language regulations currently in place in Arizona are negatively affecting the academic achievement and educational experiences of EL students, as several studies have shown. Arizona secondary students are in ELD classes for four hours per day learning “about” English, and they are excluded from the core academic areas of math, science, and social studies (Mahoney et al., 2010; Gandara et al. 2010). Research recently conducted by Lillie, et al (2010) demonstrated that at the secondary level, ELs were not accumulating core credit classes due to their participation in the mandated SEI model.

Given the restrictions of the SEI model, secondary ELs or reclassified ELs need to optimize their performance in content area courses. This optimal performance is only possible if their content area teachers are knowledgeable and proficient in strategies that promote EL acquisition of content area material. The TELAC project promises to offset the detrimental impact of the Arizona 4 hour segregated model, it is critical that secondary content teachers be proficient in instructional strategies and approaches that will assure EL or reclassified EL student success.

The TELAC project will address this need by preparing a critical mass of highly qualified provisionally ESL endorsed secondary content teachers (Science, Math, Technology, and English) for our consortium of districts: Phoenix Union, and Scottsdale Unified School District. The TELAC program will provide greater opportunities for secondary EL students to access the core curriculum in comprehensive high schools by increasing the number of content area teachers in Science, Math, Technology, and English who are proficient in instructional strategies for students with varying language proficiencies. Greater curricular access for ELs should result in improved performance on state mandated tests and high school promotion. This project will provide an opportunity to address the high school completion rate and graduation rate of secondary EL students.

The need to address the professional development for secondary content teachers of ELs becomes even more acute when we consider that teacher preparation in Arizona has been significantly reduced quantitatively and qualitatively since the establishment of restrictive policies in the state (de Jong, Arias, & Sanchez, 2010). De Jong and colleagues explain that quantitative effects of new teacher preparation practices established after Proposition 203 include the reduction of curricular requirements from 24-27 credits in ESL and BLE programs (between 360 and 405 hours) to six credits in the current SEI endorsement (90 hours). This new number

accounts for approximately 10% of the preparation usually cited as needed to effectively serve these students. Moreover, data from 2006 to 2009 shows a decrease of 16% in the number of credentialed and certified bilingual instructors in the state (Arias, 2009).

Most of the teacher preparation currently in place in Arizona is focused on the knowledge of state policy related to SEI and the requirement that English as a second language instruction should focus on the linguistic domains of English instruction (de Jong, Arias, and Sanchez, 2010). Consequently, novice and experienced teachers have shown lack of expertise and/or knowledge related to some of the very effective practices in second language education, such as the integration of students' primary language in the classroom and the understanding of how language proficiency interacts with learning. Finally, the SEI model currently in place in the state restricts in-service teachers, as well as schools and districts, from being able to implement the best practices to enhance the linguistic and academic achievement of their ELs (de Jong, Arias & Sanchez, 2010). As a result, of the restrictive policies' impact on teacher preparation, very few secondary content area teachers have had any kind of coursework, workshops or professional development geared towards working with adolescent ELs.

The student population of concern for the TELAC is ELs, both short term and long term. Long term ELs are those students who reach high school after having completed some special language service programs (ESL or bilingual), but they were still not sufficiently literate in English to meet state or local criteria for promotion from Limited English Proficient (LEP) status. Secondary EL students are highly at risk for dropping out. Data shows that 25% of all LEP students age 16-24 drop out, 40% of Mexican-origin children drop out, and the Mexican dropout rates are roughly double the national average for each of the first, second, and third generations (Fix & Ruiz de Velasco, 2001).

Secondary EL students in the TELAC consortium (Phoenix Union, and Scottsdale Unified School districts) meet these high-risk criteria. The Phoenix Union High School District is a Title I school district with over 80% of its students on free and reduced lunch. Fifty percent of the students have primary home languages other than English and 20% are not proficient in English. Every year the district receives at least 300 new students who have attended school for one year or less. Out of a total teaching staff of approximately 1558 teachers, 80% of Phoenix District teachers are teaching ELs in content areas without an ESL endorsement. Similarly, the five participating schools from the Scottsdale District are Title 1 schools with over 40% of their students on free and reduced lunch. Twenty percent of these students have a primary home language other than English, and 15% are not proficient in English. The professional learning communities in these Scottsdale schools have placed meeting the needs of ELs as one of their top professional development priorities. By providing opportunities for courses (which lead to provisional ESL endorsement) and professional development, the TELAC project goals will address the need to enhance the knowledge and practice for secondary content teachers in Science, Math, Technology, and English to improve the academic achievement of ELs. Furthermore, this professional development will be planned and delivered in conjunction with and participation of partner LEAs. This rationale is in support of TELAC project goals.

Goal 1: to develop the requisite knowledge and practice for secondary content teachers in Science, Math, Technology, and English to improve the delivery of academic content for current and reclassified ELS.

This goal is addressed by the following three measurable objectives, which focus on the completion of coursework, teacher participation in coaching cycles for professional development, and professional development institutes.

Objective 1: At the end of each project year, 80% of participating teachers will complete the coursework necessary to apply for a provisional ESL endorsement through the Arizona Department of Education (GPRA Measure 1.5).

Objective 2: At the end of each project year, 80% of in-service teacher participants will participate in a research based coaching model, completing three coaching cycles over the project year, as part of their practicum coursework (ENG 598: Practicum for Secondary ESL teachers) (GPRA Measure 1.6).

Objective 3: At the end of each project year, 90% of in-service teacher participants will participate in three Professional Development Institutes (Program Measure).

The second goal of the TELAC project addresses collaboration with our partner LEA's.

Goal 2: to collaborate with partner LEAs in the development, implementation and assessment of the professional development efforts to prepare secondary teachers to support ELs in secondary schools.

The following measurable objectives will facilitate our attainment of this goal:

Objective 4: TELAC staff will convene three professional development institutes with partner LEAs at the beginning, middle, and end of each project year to plan, collaborate, and assess professional development activities. (Program Measure).

Objective 5: Each project year, 20 secondary content area teachers in Science, Math, Technology and English will be recruited to participate in the TELAC program. (Program Measure)

The key components of the TELAC project include: delivering courses for provisional ESL endorsement; designing and implementing professional development based on a coaching model; designing and implementing professional development institutes to facilitate

collaboration with partner districts in the planning , implementation, and assessment of the professional development; and recruiting qualified secondary teachers from partner districts. Embedded in these components are activities related to each objective.

Activities related to Objective #1: In-service teacher participants will participate in three innovative site-based courses focused on the foundational knowledge, methods, and practices needed to support secondary EL students in the content areas. The foundations course (ENG 598: Foundations of Instruction for Secondary ELs) will be an 8-week course offered in the middle of the fall semester. The methods course (ENG 598: Methods of Instruction for Secondary ELs) will be a 15 week course offered during the spring semester. The third course (ENG 598: Practicum for Secondary Teachers of ELs) will be a 15 week course offered during the spring semester and encompassing the coaching cycles of participating teachers. Arizona State University faculty will design and deliver the coursework. These courses meet the requirements of the state of Arizona for a provisional ESL endorsement.

Activities related to Objective #2: Participants will participate in coaching cycles, founded on research based coaching that emphasizes on-going, content embedded learning through practice and reflection. Each coaching cycle includes a pre-conference, observation, and post-conferences, allowing in-service teachers and TELAC coaches to work collaboratively to identify strengths and areas of improvement for each participating teacher. Coaching cycles will provide opportunities assess teacher learning related to ELs through analysis of observations of classroom practices. In addition to the four coaching cycles, in-service teachers will meet regularly with TELAC coaches, observe other teachers in the project, and keep a reflective journal as part of their practicum coursework. In collaboration with partner districts, the TELAC

coaching team will identify research-based strategies and prepare resource materials for the coaching modules.

Activities related to Objective #3: Professional Development Institutes will provide participants with the opportunity to discuss their learning in the project as well as learn from other participants and TELAC personnel. Professional Development Institutes will also provide opportunities to assess (both formatively and summatively) participants' developing knowledge about and practices for ELs. TELAC staff will develop assessments and teacher surveys to serve as data collection instruments during Professional development institutes. The Project Evaluator will attend the Professional Development Institutes and prepare an external report of the activities.

Activities related to Objective #4: Three one-day collaborative meetings between TELAC staff and partner districts are proposed. The first meeting will be convened to discuss the most appropriate manner to identify and recruit prospective in-service secondary teacher participants. In addition to recruitment, the first meeting will be an opportunity for partner districts to provide input and inform TELAC staff regarding LEA's current coaching and professional development approaches. The midyear meeting will serve as a point of formative assessment – wherein LEA personnel and TELAC personnel will discuss and document feedback on the project. The end of the year meeting will focus on a summative analysis of the project, highlighting intended and actual outcomes, as well as beginning planning for the following year (if applicable).

Activities related to Objective #5: TELAC staff will actively engage in recruitment of qualified secondary content teachers through the approaches suggested by partner districts, including but not limited to campus visits, website dissemination, and presentations at faculty meetings.

We expect the following outcomes at the completion of each project year:

- 1) 20 secondary content teachers (Science, Math, Technology, and English) will be recruited for participation from partner districts;
- 2) 20 secondary content teachers (Science, Math, Technology, and English) will participate in project delivered coursework, which will qualify them for a provisional ESL endorsement as approved by the State of Arizona;
- 3) 20 secondary content teachers (Science, Math, Technology, and English) will participate in a year-long professional development program based on interactive coaching, jointly developed by TELAC staff and partner districts focusing on strategies for delivering content to secondary ELs; and
- 4) 20 secondary content teachers, TELAC staff, and partner district staff will meet three times during the year to conduct formative assessment and provide feedback on professional development activities.

(2) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice

The TELAC project combines the latest knowledge related to the instruction of secondary ELs with current research on effective and meaningful professional development.

Based on a review of the literature, high-quality professional development exhibits the following five characteristics: 1) Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation; 2) Focus on core content and modeling of teaching strategies for the content; 3) Inclusion of opportunities for active learning of new teaching strategies; 4) Provision of opportunities for collaboration among teachers; and Inclusion of embedded follow-up and continuous feedback. These characteristics of high-quality professional development are consistent with those identified by researchers (e.g.,

Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001) and organizations, such as Learning Forward—formerly the National Staff Development Council (Darling-Hammond et al., 2009)—and the Council of Chief State School Officers (Blank & de las Alas, 2009).

TELAC goal #2: to collaborate with partner LEAs in the development, implementation and assessment of the professional development efforts to prepare secondary teachers to support ELs in secondary schools is fundamental to the development of high quality professional activities with our partner districts. We propose to meet periodically to assure that the professional development activities we plan together complement district standards and assessments. We are aware that our partners have concerns regarding the implementation of the new core curriculum and how that will affect ELs. For this reason, we plan to plan collaboratively to assure alignment between professional development activities and district curriculum.

Additionally, the approach we propose for professional development is envisioned as a coaching model. We know from the literature that coaching is important because it has the potential to model content instruction for teachers (Joyce & Showers, 2002; Loucks-Horsely, Hewson, Love, & Stiles, 1997). Matsumura, Sartoris, Bickel, and Garnier (2009) provide one of the few detailed reports on what makes instructional coaching effective. They found it crucial for coaches to strategically select instructional practices to model for teachers in the classroom. Whether by coaching or other means, teachers need concrete examples of how new knowledge about content and teaching can be integrated into practice (Grant et al., 1996). Thus the TELAC project will combine the latest research based information on quality professional development with knowledge about effective practices for secondary ELs.

We have designed courses for the ESL endorsement that specifically relate to the instruction of ELs at the secondary level. The provisional ESL endorsement in the State of Arizona requires successful completion of six (6) credit hours in coursework focusing on foundations and methods of instruction for ELs. We propose to deliver these courses on-site at the TELAC partner districts in an eight-week and fifteen-week module format. Furthermore, we propose to design these courses to address the instruction of EL secondary students in specific academic content areas. We will offer courses in modular format each semester, so that teachers will be provisionally ESL endorsed after two semesters within one calendar year. Instructors who have expertise and professional experience in teaching adolescent EL students will teach all courses. The courses and their foci illustrated in Table 1.

Table 1: Courses for Provisional ESL Endorsement

<p>Fall 8- Week module Instructor: Dr. Arias On-site delivery 3 credit hours</p>	<p>ENG 598: Foundations of Instruction for Secondary ELs An overview of second language acquisition theory as it relates to adolescents. Specific issues for adolescent language acquisition. The role of identity in second language acquisition. A review of research based approaches for second language acquisition and types of academic language.</p>
<p>Spring 8- Week Module Instructor: TBA On-site delivery 3 credit hours</p>	<p>ENG 598: Methods of Instruction for Secondary ELs Review and application of content specific instructional approaches including Sheltered English methodology and development of Academic English. Review and application of strategies promoting language classroom language use, oral and written proficiency.</p>

Spring 15- Week	ENG 598: Practicum for Secondary Teachers of ELs
Module	This course provides an opportunity for TELAC teachers to critically assess their instructional practice as they engage in the collaborative coaching cycles.
Instructor: TBA	
On-site delivery	
3 credit hours	

(b) Quality of project personnel.

The focus of the TELAC project and the diverse urban context in which it is situated require inclusiveness at every level of project implementation. Arizona State University is an equal opportunity hiring employer. As a national serving Hispanic institution, at least 10 percent of the faculty and students are representative of various Hispanic backgrounds. The TELAC consortium of districts includes a diverse central city high-needs school district, where Hispanic students represent 75% of the population, Anglos 9%, African Americans 10%, Native Americans 3.6% and Asians 1.4%.

Project TELAC benefits from diversity at every level: several of the principals at Phoenix Union High School District and Scottsdale Unified are members of under-represented groups. Both TELAC project PI and project director are women and members of an under-represented group (Hispanic). The TELAC coaching team is comprised of three women, two from an under-represented group (Hispanic) and one male from an under-represented group (Hispanic). The proposed graduate assistant is a woman from an under-represented group (Asian Pacific Islander). Efforts will be made in hiring instructors for the courses to assure that University Affirmative Action guidelines are followed.

(1) The qualifications, including relevant training and experience, of the project director or principal investigator

The Principal Investigator and Project Director are highly qualified to direct, administer and implement the TELAC projects' objectives. Dr. M. Beatriz Arias (Ph.D. Stanford University) has been Director of the Mary Lou Fulton College of Education's Center for Bilingual Education and Research, and has directed several Title III funded teacher preparation projects in the past. Her area of research includes educational programs for English Language Learners, focusing specifically on adolescent and secondary students. She has been conducting research and teaching about adolescent English language learners and their communities for more than a decade (See Arias & Casanova, 1993; Arias & Faltis, 1993; Arias, in press; Faltis, 1993, 1996; Faltis & Arias, in press; Faltis & Arias, 1993). She has examined and developed promising practices and curricular programs for secondary English learners. In recent years, her research efforts have sought to address issues of social and linguistic segregation with an eye toward improving the learning conditions for adolescent ELs and the teaching knowledge of secondary school content area teachers working large urban school settings.

Dr. Arias recent research has examined how Arizona's mandated four hour block impacts secondary student retention and graduation and she recently published *Identifying Relevant Competencies for Secondary Teachers of English Learners (2010)* an focusing on the competencies needed by secondary teachers. She continues to research in secondary schools that addresses the unique needs of adolescent recent arrivals, newcomer centers and content area instruction for English language learners at all levels.

The proposed Project Director, Ms. Michelle Alcantar, is experienced and highly qualified to support university/school partnerships. Ms. Alcantar is an experienced professional with extensive experience with K-20 populations and community organizations especially focusing on partnership development. She has directed a partnership between PHUSD and

Arizona state university in the past and is familiar with several of the administrators and schools sites of our partner districts. Ms. Alcantar's skills are specifically relevant to the TELAC project. She has delivered professional development courses to high school personnel, she has collaborated with high school curriculum specialists, she has developed professional relationships with school district administrators, facilitated workshops and meetings with school district personnel, managed information for web-based publications and generated evaluation reports. We propose that Ms. Alcantar has the requisite experience, knowledge and skills to be an exemplary project director.

(2) The qualifications, including relevant training and experience, of key project personnel

In addition to the Principal Investigator and Project Director, other key staff is the coaching team. We propose a coaching team led by a senior coach, Dr. Amy Markos and three experienced coaches: Alexandria Estrella-Silva, Ricardo Gonzalez-Carriedo and Tracy Nguyen. Dr. Markos is an experienced educational coach and has provided professional development through coaching across the country, especially in Texas and California. Ms. Estrella-Silva is an experienced secondary teacher, with a full Bilingual Endorsement who works in teacher preparation at the MLF Teachers College. Ms. Nguyen is an experienced curriculum coach, a secondary teacher with a full English as a Second Language (ESL) endorsement who works in teacher preparation at the MLF Teachers College. Mr. Gonzalez-Carriedo is an experienced secondary teacher, with a full Bilingual Endorsement who works in teacher preparation at the MLF Teachers College. Finally, we propose that Ms. Shirin Nruddin be part of the TELAC staff as the Project Assistant. Ms. Nruddin has experience as an English teacher at the Secondary level and also works in teacher preparation in the MLF Teachers College.

(c) Quality of the Management Plan.

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project task.

In order to ensure that the objectives of the TELAC Project are met on time and within budget, the applicant has identified key project personnel, defined personnel responsibilities, and outlined an annual project timeline. Table 2 illustrates position descriptions and responsibilities.

Table 2: TELAC Project Personnel Position Descriptions

Position	General Scope of Responsibilities
Principal Investigator (PI)	Oversee project goals and objectives in accordance with grant requirements. Lead research efforts; lead collaboration with LEAs; and Teach ENG 598: Foundations of Instruction for Secondary ELs.
Project Director (.75 FTE)	Works under the direction of the PI and is responsible for project delivery: Recruit teachers; Coordinate professional development institutes; Manage daily business operations; Report to NPD on GPRA and program goals; and Maintain program website.
Project Assistant (.5 FTE)	Works under direction of the Project Director to: Coordinate on-site coaching, institutes; and Provide administrative support for grant related activities.
Senior ESL Professional Development (PD) Consultant	Works in conjunction with the PI to: Develop content for the three project courses; Develop the content and delivery of the Professional Development Institutes; Supervise ESL PD consultants; Collaborate with LEA instructional leaders; Conduct and evaluate research; and

(.5 FTE)/Faculty	Teach ENG 598: Methods of Instruction for Secondary ELs.
(3) ESL PD Consultants (.25 FTE each)	Under the direction of PI and Senior ESL PD Consultant works to: Implement coaching cycles with in-service secondary teacher participants; and Facilitate formative evaluation activities.

The Principal Investigator (PI) will oversee the project in accordance with grant requirements, lead research efforts, and in support of project objectives 4 and 5, lead collaboration efforts with partner LEAs. In addition, working with the Project Director, the PI will supervise the overall project delivery. The PI will also work in conjunction with the Senior ESL PD Consultant in support of project objectives 1, 2, and 3 to design coursework for the project, the profession development institutes, and the coaching cycle model. Finally, the PI will teach the first of the three ESL courses, ENG 598: Foundations of Instruction for Secondary ELs.

The Project Director will work with the PI to assist with recruitment efforts at the secondary schools (objective 3), schedule, develop, and deliver on-site courses (objective 1), plan for three professional development institutes each program year (objective 3), and maintain the project website for secondary ELL teachers. In addition, the Project Director will work with the project evaluator to develop and maintain the project data base. Lastly, the Project Director will oversee the work of the graduate assistant. In addition to the Primary Investigator and the Project Director, the TELAC Project objectives will be supported through the work of the following key project personnel: the Senior ESL PD Consultant, three ESL PD Consultants, and a Project Assistant/Research Assistant. Finally, the project evaluator will work alongside project personnel to design, collect, and evaluate data on the project.

The applicant has carefully planned the annual project timeline around the academic year calendar to maximize those times of the year when participating teachers would be available. See Table 3 for a summary of the annual calendar of project milestones and activities. The program has been designed so that the coursework required to complete the ESL Provisional Endorsement will be distributed across the course of one academic year. Additionally, the professional development institutes are intentionally scheduled during the natural breaks in the school year, such as during fall and winter breaks and at the completion of the school year to support teacher participants abilities to participant in project activities with the least amount of conflict to their work as secondary content area teachers.

Table 2: Annual Calendar of Project Activities and Milestones

Month(s)	Activities	Objectives					Milestones
		1a	1b	1c	2a	2b	
<i>August</i>	Collaborate with LEAs to recruit participants Beginning of the year planning meeting with LEAs					▪	
<i>September</i>	TELAC Personnel meeting Fall Professional Development Institute Pre-Program data collection	▪	▪ ▪ ▪	▪ ▪			Participants complete 1st of 3 Professional Development Institutes
<i>October-</i>	Course 1	▪					Participants complete

<i>November</i>	Coaching Cycles		▪			1st of 3 courses for the ESL Provisional Endorsement
	TELAC Personnel Meeting	▪	▪	▪		Participants complete 1st of 3 coaching cycles
<i>December</i>	Winter Institute		▪	▪		Participants complete
<i>- January</i>	Midyear planning meeting with LEAs			▪	▪	2 nd of 3 Professional Development Institutes
	TELAC Personnel Meeting			▪		
<i>January –</i>	Course 2	▪				Participants complete
<i>May</i>	Course 3		▪			last 2 of 3 courses for the ESL Provisional Endorsement
	Coaching Cycles		▪			
	TELAC Personnel Meeting	▪	▪	▪		Participants complete last 2 of 3 coaching cycles
<i>May-June</i>	Spring Professional Development Institute			▪		Participants complete last of 3 Professional Development Institutes
	Closing Activities for	▪	▪			

	participating teachers						
	TELAC Personnel data						
	analysis meeting						
	End of year meeting with LEAs				■		
<i>July-</i>	Evaluation Meetings for						
<i>August</i>	NPD/GPRA Reports						

Within the project timeline as well as the project budget, the applicant has accounted for one month each program year (during the summer months) to recruit in-service secondary teachers for project participation. Additionally, the applicant has accounted for time and budget resources to support the Project Director (under the supervision of the PI and with support from the Project Assistant) to prepare and submit the annual progress reports. Finally, in order to complete the project on time, the applicant has accounted for regularly scheduled project meetings across each project year. The PI will conduct monthly personnel meetings, attended by all project staff, to ensure ongoing and open communication of project objectives, activities, and needs, as well as any necessary redirection. Semimonthly meetings with the project evaluator will allow for discussion of any pertinent evaluation-related issues. Three collaboration meetings with partner LEAs will allow for communication and evaluation of partnership related objectives. In addition to these regularly scheduled meetings, the PI will maintain an open line of communication with the Education Program Officer assigned to the grant. This relationship will serve to resolve concerns that arise over the duration of the project that cannot be resolved through project personnel alone.

The proposed TELAC project has submitted a budget which provides adequate funding for each of the proposed activities: scholarships for tuition for secondary teachers to attend classes, support for teachers and coaches to participate in year-long professional development efforts based on a coaching model, funds to support the coaching team working with secondary teachers, support for professional development institutes where teachers and TELAC staff and partners meet to plan collaboratively and conduct formative assessments, support for an evaluator to conduct formative and summative evaluations and support for staff to implement these objectives. The line items for each of these activities are reflected in the Budget and Narrative Budget Justification submitted with this proposal. Funding is calculated on providing support for twenty teachers every year, and will result in the provisional ESL endorsement of 100 teachers, and we expect that 100 secondary content teachers in (Science, Math, Technology, and English) will develop and practice instructional activities which provide increased access to the core curriculum for secondary ELs

(2) The extent to which the time commitment of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Based on prior experience of developing and overseeing grants of this size, the applicant has carefully estimated appropriate time commitments of all key personnel; including principal investigator and project director (see Table 4). The time commitments of key project personnel have been allotted across the five program objectives to ensure that the necessary time and support is given to each objective.

Table 4: Objectives Management by Project Personnel (Percentage of Time)

		<u>TELAC PROJECT PERSONNEL</u>				
Objectives		Principal Investigator	Project Director	Program Assistant/ Research Assistant	Senior ESL PD Consultant	ESL PD Consultants
Obj. 1	Participating teachers will complete the coursework necessary to apply for a provisional ESL endorsement.	20%	10%	15%	5%	5%
Obj. 2	Teacher participants will participate in a research based coaching model, completing three coaching cycles over the project year, as part of their practicum coursework (ENG 598: Practicum for Secondary In-service teachers of ELs).	20%	5%	15%	60%	75%
Obj. 3	Teacher participants will participate in three Professional Development Institutes.	20%	10%	15%	15%	10%
Obj. 4	Meet with each LEA at the beginning, middle, and end of each project year to plan and assess teacher participation in the Professional Development Institutes.	20%	20%	15%	15%	10%
Obj. 4	Each project year, 30 content area teachers in Science, Math, Technology and English will be recruited to participate in the TELAC program.	10%	35%	15%		

Administrative duties/responsibilities (outside of project objectives)	10%	20%	25%	5%	
Total	100%	100%	100%	100%	100%

The time commitment of each project personnel is adequate based on the extent of project duties (for review of duties, see Table 2). The time commitments correlate with project duties as well as support project goals and objectives.

(c) Quality of Project Evaluation.

The purpose of the TELAC program evaluation will be to provide an ongoing assessment of the project’s effectiveness in meeting the goals, objectives, outcomes, and performance indicators outlined in this proposal. The evaluation plan will include both process and outcome evaluation components. The process evaluation will monitor and track project activities to ensure that they support and achieve the projects’ stated outcomes. In addition, the process evaluation will document the implementation of the planned activities while focusing on tracking the fidelity of implementation and providing feedback to project personnel regarding which strategies or activities are working and which need adjustment or improvement (see also Section 4.3). The outcome evaluation will be used to determine whether teachers are truly acquiring the knowledge and skills needed to improve EL instruction as well as ensure the project evaluation includes the performance measures established for the opportunity by the Government Performance and Results Act (GPRA).

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The evaluation will occur over the duration of the proposed project (i.e., five years). Each year, a new cohort of ninth through twelfth grade Science, Math, Technology and English mainstream teachers will comprise the evaluation sample. These teachers will be employed by the two LEA’s coming from different schools within the partnering school districts that represent

15 different schools. In addition, while the each of the primary components of the program (i.e., professional development through higher education courses leading to a provisional ESL Endorsement, ESL coaching tying professional knowledge to teacher praxis, and professional development institutes) will be implemented, LEAs will have input on determining specific needs so that program effectiveness is maximized. Therefore, the methodologies used to examine the outcomes will be viewed by each cohort case. By doing this, the project evaluation will be not only thorough, but also appropriate to the LEAs needs for every cohort.

As previously mentioned, the overarching goal of this project is to develop in-service secondary Science, Math, Technology and English teachers' knowledge and practices for teaching English language students who either are currently in the four hour Arizona ELD model and taking regular mainstream courses for their electives or are recently reclassified students in regular mainstream classes. The project will support this goal by providing:

1. Three (3) courses, provided on-site, that lead to provisional ESL endorsement by the Arizona Department of Education (ADE);
2. ESL Coaching support featuring three (3) cycles, regular interactions between participant and coaches, peer observations, and journal reflection; and
3. Three (3) professional development institutes designed to provide the opportunity to discuss learning strategies.

Outcomes aligning to each of these project activities will be evaluated by tracking both participant recruitment and completion of program offerings. First, the number and percentage of participating teachers who have completed the coursework requirements to apply for a provisional ESL endorsement through the Arizona Department of Education will be calculated at

the end of each project year. For every five (5) teachers who begin the coursework each year, four (4) will complete both courses, a yearly benchmark of 80%. Second, the number and percentage of in-service teachers who complete the required practicum by completing three (3) cycles of research-based coaching will be calculated at the end of each project year. The yearly benchmark for success on this indicator will also be 80%. Last, the number and percentage of teachers who complete three (3) Professional Development Institute sessions will be calculated and evaluated. The established benchmark for success on this indicator will be 80%. Data to evaluate these outcomes will be gathered through careful documentation of participation on the part of the coaches, participants, and program staff. After each cycle of recruitment, recruitment lists will be developed. From these recruitment lists, sign-in sheets will be created and used to document attendance and participation throughout course offerings, at each component of the coaching cycle (i.e., pre-conference, observation, post-conference) and at each Professional Development Institute offering.

An additional goal for the project is to collaborate with partner LEAs to develop the teacher cadre prepared to support ELs in secondary schools. The primary objective associated with this goal will be to conduct a series of three meetings with each participating LEA per year. Sub-objectives for each of these meetings have been established (see Table 5):

Table 5: Objectives for TELAC/ LEA meeting

Meeting	Time	Objective
1.	Beginning of each program year	Identify and recruit participants
2.	Midyear	Formative assessments exchanged between TELAC and LEA

3.	End of each program year	Yearly summative assessments exchanged between TELAC and LEA personnel; Planning for next program year; Collection of district information to report on GPRA measures.
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The process evaluation will focus on documenting the occurrence of these meetings, then ensuring that each participating LEA has been engaged three times annually by TELAC staff. Further evaluation will occur to determine the extent that each engagement meets the intended purpose. The number of in-service teachers identified as potential participants will serve as the outcome to determine the efficacy of the first meeting. The benchmark for this measure will be 25 teachers of which only 20 are selected, a target derived from the given participant goals of 100 total participants completing program activities and an 80% annual completion percentage for each cohort. Participants will complete an application process to help TELAC Project Director identify teacher’s commitment and personal goals for participating in this program. Evaluating the effectiveness of the second and third meetings will be more difficult, requiring detailed qualitative information. To secure this information, the evaluator be present at each gathering and documenting through meeting minutes, descriptive information as to the atmosphere and effectiveness of the conversations (e.g., tone of the conversation, time spent on each topic, time allotted to each stakeholder), and the extent that shared outcomes, expectations and commitment to TELAC project are demonstrated.

In order to provide a thorough examination of whether or not the TELAC program influences teacher knowledge and classroom practices, additional measures and strategies must be utilized. Survey methods will be used to further document the implementation of the TELAC coursework and professional development institutes, provide information on how the content

provided addresses the needs of teachers, and whether exposure to these program components lead to changes in the methods utilized during classroom instruction. Each cohort of participants will be surveyed twice per year at the start and conclusion of the TELAC program. The survey will consist of both open-ended and forced-response items created to ascertain participant knowledge and perceptions on instructing ELs. Although the survey items may change year to year based on formative feedback, the survey will not change across administrations of a single cohort as to provide pre- and post-test data. Therefore, survey responses gathered before exposure to TELAC activities may be used to create a baseline from which to measure change and conduct repeated-measures analyses. Additionally, survey items will elicit information from participants in the following domains: demographic background (i.e., gender, ethnicity, and age), grade and subject matter taught, experience and preparation in working with English learners, and previous experience and perceptions on the effectiveness of professional development and coaching. This information will be critical in triangulating and interpreting the overall results as there may be participant factors that serve to mediate how the coaching or professional development affects participant knowledge, perceptions, or behavior.

In addition, classroom observations will be conducted three times as part of the regular coaching cycle. Participating teachers will be observed for at least one hour of classroom instruction in first semester and twice in the second semester. The purpose of these observations will be to examine the amount and quality of student-teacher interactions as well as the extent teachers use concepts and strategies indicative of best practices for EL content-area instruction. These observations will be critical to the ESL coaching process. In order to create a measure of uniformity across the pre- and post-test observations, an observation protocol will be created. This rubric will be created by the TELAC personnel with assistance from the Program Evaluator

and will create a scale linking observable teacher behaviors to the use of concepts and strategies taught during the professional development provided. An additional component of the classroom observations will be the collection and analysis of classroom artifacts. Artifacts to be collected include assignments, assessments, and lesson plans. These artifacts will be critical in determining whether teacher behaviors witnessed during the scheduled observations are representative of the instruction students receive throughout the school year.

An additional collected artifact will be the coaching journal that each participant is required to maintain as part of the Practicum requirement for provisional ESL endorsement. These journals will be handed in during the final program activity each year. The evaluation staff will create a set of codes through which to classify text included in these journals. A software program (e.g., NVivo) will then be used to create qualitative themes and further classify text using descriptive nodes. This analysis will be the primary method through which to evaluate whether or not the coaching component is effective in promoting the outcomes and goals outlined by the project. Together, the surveys, observations, and classroom artifacts will provide a rich set of quantitative and qualitative data capable of describing the dispositions and understanding content-area teachers have towards the effectiveness of the project and the instructional needs of ELs.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Table 6 provides a summary of the performance measures to be evaluated, how they will be collected, and when they will be analyzed:

Table 6: Performance measures for TELAC program evaluation

Goal 1. Develop in-service secondary content area teacher’s (Science, Technology, Math, and English) knowledge and practices for EL students.

Performance Measure	Collection method	When
<ul style="list-style-type: none"> Number and percentage of participants completing coursework necessary to apply for a provisional ESL endorsement through the Arizona Department of Education (GPRA Measure 1.5) 	<ul style="list-style-type: none"> Course attendance rosters 	<ul style="list-style-type: none"> Bi-annually at culmination of each course
<ul style="list-style-type: none"> Number and percentage of in-service teachers completing three cycles within a research-based coaching model 	<ul style="list-style-type: none"> Coaching journal required by Practicum course 	<ul style="list-style-type: none"> Three times annually, once after each coaching cycle
<ul style="list-style-type: none"> Number and percentage of participants completing three Professional Development Institute trainings 	<ul style="list-style-type: none"> Institute attendance rosters 	<ul style="list-style-type: none"> Annually, after third PD training day
<ul style="list-style-type: none"> Participant knowledge regarding best practices in the instruction of EL students 	<ul style="list-style-type: none"> Participant survey Practicum journal 	<ul style="list-style-type: none"> Bi-annually, pre-test and post-test¹ Annually

<ul style="list-style-type: none"> • Use of classroom strategies taught during provisional ESL coursework and Professional Development Institute sessions. 	<ul style="list-style-type: none"> • Classroom observations • Participant survey • Teaching artifacts 	<ul style="list-style-type: none"> • Bi-annually, pre-test and post-test¹ • Bi-annually, pre-test and post-test • Annually
<ul style="list-style-type: none"> • In-service teacher participants perceptions on their preparedness to instruct ELs and implement best practices within their classroom 	<ul style="list-style-type: none"> • Participant survey • Practicum journal 	<ul style="list-style-type: none"> • Bi-annually, pre-test and post-test • Annually
<ul style="list-style-type: none"> • Effectiveness of coach-participant interactions in promoting self-efficacy in the use of best practices for instructing ELs 	<ul style="list-style-type: none"> • Qualitative analysis of Practicum coaching journals 	<ul style="list-style-type: none"> • Annually
<p>Goal 2. Collaborate with partner LEAs to develop the teacher cadre prepared to support ELs in secondary schools.</p>		
<p>Performance Measure</p>	<p>Collection method</p>	<p>When</p>
<ul style="list-style-type: none"> • Meet with each LEA in order to identify 25 potential participants and recruit 20 participants for the upcoming program 	<ul style="list-style-type: none"> • Meeting participation list and minutes • Teacher recruitment 	<ul style="list-style-type: none"> • Annually

year	lists	<ul style="list-style-type: none"> • Annually
<ul style="list-style-type: none"> • Meet with each LEA in order to exchange formative assessment information 	<ul style="list-style-type: none"> • Meeting participation list and minutes • Evaluator meeting observation notes 	<ul style="list-style-type: none"> • Annually • Annually
<ul style="list-style-type: none"> • Meet with each LEA in order to exchange summative assessment information 	<ul style="list-style-type: none"> • Meeting participation list and minutes • Evaluator meeting observation notes 	<ul style="list-style-type: none"> • Annually • Annually
<ul style="list-style-type: none"> • Number and percentage of in-service teacher completers who are providing instructional services to EL students (GPRA Measure 1.6) 	<ul style="list-style-type: none"> • Partner district and school records 	<ul style="list-style-type: none"> • Annually, during end of year meeting

¹ Administration of the pre-test survey and the first classroom observation will occur before the first program activity is offered. Administration of the post-test survey will occur during the last PD Institute session and the second classroom observation will occur before the end of each spring semester.

In summary, the proposed project will be evaluated using mixed-methods. Quantitative data will include attendance rates as well as forced-response survey items. Qualitative data will include open-ended survey items, classroom observation notes, and the collection and analysis of classroom artifacts. While the quantitative information will be helpful in reporting summative

outcomes related to the program’s ability to meet participation benchmarks, the qualitative data will provide much stronger evidence related to the effectiveness of the program overall as well as the relationships among classroom behavior and the components of professional development (i.e. coaching vs. coursework).

(3) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

As mentioned, the proposed evaluation plan contains a process component intended to yield formative data and provide performance feedback to project personnel. To ensure this intention is met, continuous collaboration between the principal evaluator (Dr. Eugene Garcia), project personnel, and stakeholders will be necessary. During the initial phase of the project, Dr. Garcia will meet with the project team to refine the project’s goals, objectives, and theory of change. Further meetings between the evaluator and project staff will occur quarterly to ensure that milestones are being met and that the personnel charged with implementing the program are given continuous feedback about how they are progressing towards the goals and objectives of the project. These meetings will also allow for the discussion of any pertinent evaluation-related issues. This collaboration among the program staff, program participants, and stakeholders will allow for thorough discussion of the interactions between program offerings, the needs and goals of the LEA, those of the participating teachers, and the goals and objectives formulated for the TELAC project.

Table 7: Performance Measures for TELAC Program Evaluation

Goal 1. Develop in-service secondary content area teacher’s (Science, Technology, Math, and English) knowledge and practices for EL students.

Performance Measure	Collection method	When
<ul style="list-style-type: none"> Number and percentage of participants completing coursework necessary to apply for a provisional ESL endorsement through the Arizona Department of Education (GPRA Measure 1.5) 	<ul style="list-style-type: none"> Course attendance rosters 	<ul style="list-style-type: none"> Bi-annually at culmination of each course
<ul style="list-style-type: none"> Number and percentage of in-service teachers completing three cycles within a research-based coaching model 	<ul style="list-style-type: none"> Coaching journal required by Practicum course 	<ul style="list-style-type: none"> Three times annually, once after each coaching cycle
<ul style="list-style-type: none"> Number and percentage of participants completing three Professional Development Institute trainings 	<ul style="list-style-type: none"> Institute attendance rosters 	<ul style="list-style-type: none"> Annually, after third PD training day
<ul style="list-style-type: none"> Participant knowledge regarding best practices in the instruction of EL students 	<ul style="list-style-type: none"> Participant survey Practicum journal 	<ul style="list-style-type: none"> Bi-annually, pre-test and post-test¹ Annually
<ul style="list-style-type: none"> Use of classroom strategies taught during provisional ESL coursework and Professional Development Institute sessions. 	<ul style="list-style-type: none"> Classroom observations Participant survey 	<ul style="list-style-type: none"> Bi-annually, pre-test and post-test¹ Bi-annually,

	<ul style="list-style-type: none"> Teaching artifacts 	<ul style="list-style-type: none"> pre-test and post-test Annually
<ul style="list-style-type: none"> In-service teacher participants perceptions on their preparedness to instruct ELs and implement best practices within their classroom 	<ul style="list-style-type: none"> Participant survey Practicum journal 	<ul style="list-style-type: none"> Bi-annually, pre-test and post-test Annually
<ul style="list-style-type: none"> Effectiveness of coach-participant interactions in promoting self-efficacy in the use of best practices for instructing ELs 	<ul style="list-style-type: none"> Qualitative analysis of Practicum coaching journals 	<ul style="list-style-type: none"> Annually
<p>Goal 2. Collaborate with partner LEAs to develop the teacher cadre prepared to support ELs in secondary schools.</p>		
Performance Measure	Collection method	When
<ul style="list-style-type: none"> Meet with each LEA in order to identify and recruit 30 participants for the upcoming program year 	<ul style="list-style-type: none"> Meeting participation list and minutes Teacher recruitment lists 	<ul style="list-style-type: none"> Annually Annually
<ul style="list-style-type: none"> Meet with each LEA in order to exchange formative assessment information 	<ul style="list-style-type: none"> Meeting participation list and minutes Evaluator meeting observation notes 	<ul style="list-style-type: none"> Annually Annually

<ul style="list-style-type: none"> • Meet with each LEA in order to exchange summative assessment information 	<ul style="list-style-type: none"> • Meeting participation list and minutes • Evaluator meeting observation notes 	<ul style="list-style-type: none"> • Annually • Annually
<ul style="list-style-type: none"> • Number and percentage of in-service teacher completers who are providing instructional services to EL students (GPRA Measure 1.6) 	<ul style="list-style-type: none"> • Partner district and school records 	<ul style="list-style-type: none"> • Annually, during end of year meeting

¹ Administration of the pre-test survey and the first classroom observation will occur before the first program activity is offered. Administration of the post-test survey will occur during the last PD Institute session and the second classroom observation will occur before the end of each spring semester.

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(3) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

As mentioned, the proposed evaluation plan contains a process component intended to yield formative data and provide performance feedback to project personnel. To ensure this intention is met, continuous collaboration between the principal evaluator (Dr. Eugene Garcia), project personnel, and stakeholders will be necessary. During the initial phase of the project, Dr. Garcia will meet with the project team to refine the project's goals, objectives, and theory of change. Further meetings between the evaluator and project staff will occur quarterly to ensure that milestones are being met and that the personnel charged with implementing the program are given continuous feedback about how they are progressing towards the goals and objectives of the project. These meetings will also allow for the discussion of any pertinent evaluation-related issues. This collaboration among the program staff, program participants, and stakeholders will allow for thorough discussion of the interactions between program offerings, the needs and goals of the LEA, those of the participating teachers, and the goals and objectives formulated for the TELAC project.

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