

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z110078**

**Grants.gov Tracking#: GRANT10864525**

Closing Date: MAY 09, 2011

## ABSTRACT

### **The University of MA Boston's EL Categorical Training Project on Preparing Mainstream Teachers to work with Culturally and Linguistically Diverse Students (CLD) in their Classrooms**

**Applicant:** University of Massachusetts Boston

**Type of Program:** Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students: National Professional Development Program

**Number of Teachers Served each year:** Year 1: 25; Year 2: 50; Year 3: 75; Year 4: 100; and Year 5: 125

**Partners:** Malden Public Schools, Brockton Public Schools and Framingham Public Schools

**Priorities:**

Eligible for **Competitive Preference Priority 2** – Enabling More Data-Based Decision Making

Eligible for **Invitational Priority 2** – Improving Preparation of All Teachers to Better Serve English Learners

Eligible for **Invitational Priority 1** – Improving Achievement and High School Graduation Rates

**Project Description:**

The University of Massachusetts Boston's EL Categorical Training Project on Preparing Mainstream Teachers to work with Culturally and Linguistically Diverse Students (CLD) **in their Classrooms** will train up to 125 mainstream school teachers (K-12) from 3 large urban districts (Malden and Brockton) through graduate level course work designed to improve their instructional practices with EL students as required by MA General Law 71 A and the No Child Left Behind Act of 2001 (NCLB). Course work for teachers will include: 1.) Principles and Theories of Second Language Teaching, 2.) ESL Methods and Approaches, 3.) Testing in the Bilingual/ESL Classroom, 4.) Reading and Writing in the Bilingual/ESL Classroom and 5.) Bilingual Child with Special Needs. Teachers will also have the opportunity to pursue licensure in English as a Second Language and a full master's degree in Applied Linguistics. Emphasis in teacher recruitment will be given to secondary content teachers to assure improvement of language and literacy of older EL students. Each teacher will create and Individualized Strategic

Success Plan with a university advisor and be assigned a veteran EL teacher in the home district who will serve as mentor for the duration of the project. Course work will prepare all teachers to provide comprehensive and comprehensible instruction that is aligned with the Massachusetts Curricular Frameworks and the Massachusetts Benchmarks and Outcomes for English Language Learners. Courses will be held in a combination of ways: online, on public school campus and at UMass Boston. Cohorts of 25 teachers will be added each year to reach a total of 125 teachers who will be trained to better serve EL students over the 5 year grant period.

The goals of the program are as follows:

**GOAL 1: Increase the quantity of personnel who work with LEP students by increasing the number of mainstream teachers who are trained through course work designed to improve their instructional practices with LEP students as required by MA General Law 71 A and the No Child Left Behind Act of 2001.**

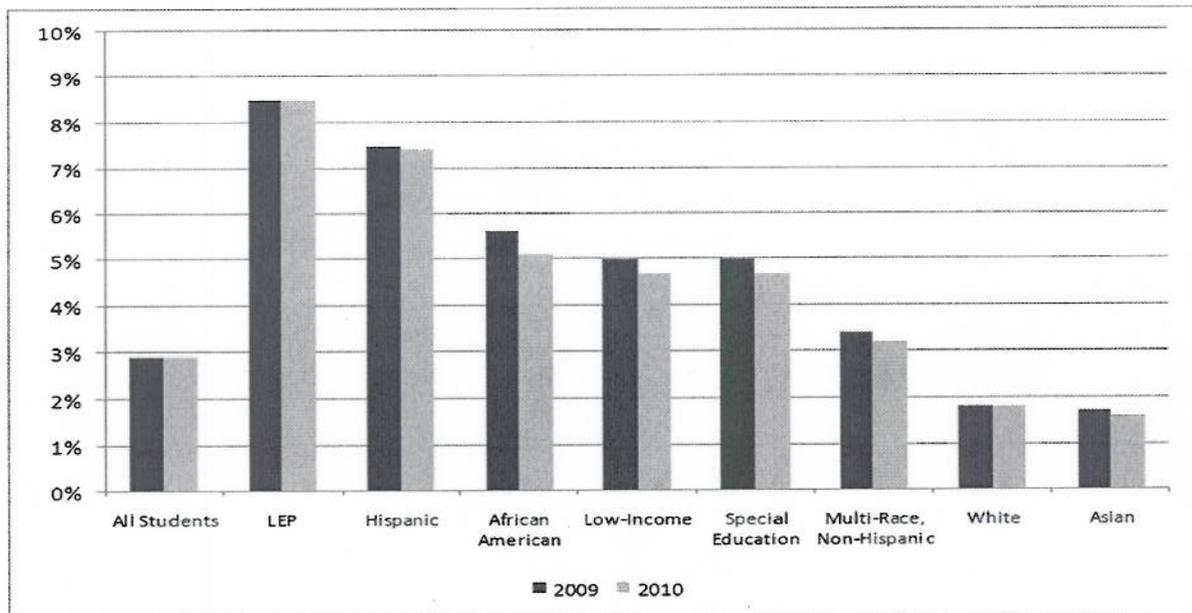
**GOAL 2: To provide each participant with an Individualized Strategic Success Plan so as to ensure successful rate of course completion.**

**GOAL 3: To provide each participant with a veteran ESL teacher mentor in the home district to ensure a dynamic of professional, respectful and continual support.**

**GOAL 4: To increase the number of high-quality, certified EL teachers working with EL students.**

**(A). Quality of the project design (40 points)**

The UMass Boston Applied Linguistics Department, in consortium with Brockton and Malden Public Schools, proposes to develop a comprehensive **EL Categorical Training Project for Mainstream Teachers** who teach secondary-level English learners (henceforth EL). The Project will be designed to train up to 125 mainstream school teachers from two large urban school districts (Brockton and Malden) via graduate-level coursework designed to improve teachers' knowledge about English language acquisition and effective practices with EL students as required by **MA General Law 71 A and the No Child Left Behind Act of 2001 (NCLB)**. Teacher recruitment efforts will focus on secondary level content area teachers (e.g., math, science, social studies, health, music, art, English etc.) in an effort to dramatically intervene to improve older EL students' English academic language of as well as their content area learning. The overall goal is to intervene to reverse the high dropout rate of EL students as attested in Figure 1 below – Source MA DESE 2010



**Figure 1 - DROPOUT RATES FOR 2009-2010**

As figure 1 demonstrates, limited English proficient (LEP) students or ELs have the highest drop out rate in the State of Massachusetts. Recent research studies add that, in addition to unacceptably high drop out rates, achievement rates for EL students across language groups (e.g., Spanish, Cape Verdean Creole, Haitian Creole) have decreased in areas including GPA, school attendance, and graduation rates since the passage of the English-only Question 2 referendum in 2003 (Uriarte et al., 2009abcd). Researchers Austin, Willett, Gebhard, and Laó Montes (2010) underscore the pressing need for universities and school systems to better prepare teachers of EL students. The authors explain that, beginning in 2003, school systems in Massachusetts began dismantling bilingual programs and dismissing the educators who had previously provided specialized language services. When bilingual educators were let go and new teachers were hired to teach EL students, “many of them were unqualified and had never taught English Language Learners.” This urgent need to prepare highly qualified teachers of ELs students is further exacerbated when one takes into consideration the dramatic increase linguistic minority students and ELs state-wide (U.S. Census Bureau, 2011).

In response to this crisis, the Massachusetts Department of Elementary and Secondary Education (henceforth MA DESE) initiated a categorical training program to prepare teachers in four categories: Category 1: Second Language Learning and Teaching; Category 2: Sheltering Content Instruction; Category 3: Assessment of Speaking and Listening; and Category 4: Teaching Reading and Writing to Limited English Proficient Students or ELs. Conventional categorical training is typically offered to mainstream teachers during 1-2 day-long workshops after school hours and during weekends. Often, the four categorical areas are presented in a fragmented manner with little opportunity for teachers to connect the four categories and to clearly understand the theory and pedagogy that undergirds the four categories.

The EL Categorical Training Project proposes to develop a coherent course of study for teacher-participants that will include the 4 basic areas now mandated by the MA DESE: Category 1: Second Language Learning and Teaching; Category 2: Sheltering Content Instruction; Category 3: Assessment of Speaking and Listening; and Category 4: Teaching Reading and Writing to Limited English Proficient Students. Due to the high referral rate of EL students to special education in MA, a fifth category of training will be offered: Differentiating between Learning Disabilities and limited English proficiency.

Table 1 shows the categories of training mandated by the MA DESE and correspondent course of study offered through the UMass Boston Department of Applied Linguistics.

**Table 1: MA Department of Education & UMass Boston Applied Linguistic Courses**

<u>MA Department of Education Mandated</u> <u>Trainings: 4 Categories Plus 1</u>	<u>UMass Boston Applied Linguistics</u> <u>Corresponding Courses</u>
Category 1: Second Language Learning & Teaching	1. Principles & Theories of Second Language Acquisition
Category 2: Sheltering Content Instruction	2. ESL Methods and Approaches
Category 3: Assessment of Speaking and Listening	3. Testing in the Bilingual/ESL Classroom
Category 4: Teaching Reading and Writing to Limited English Proficient Student	4. Reading and Writing in the Bilingual/ESL Classroom
Category 5*: Differentiating Between Learning Disabilities and ESL	5. Bilingual Child with Special Needs

\* Additional category proposed by the EL Categorical Training Project

In addition to the five courses listed in Table 1, participants will also have the opportunity to pursue licensure in English as a Second Language (henceforth ESL) and a full master's degree in Applied Linguistics. Recruitment efforts will focus on secondary content teachers to assure improvement of EL students' academic and English language performance in secondary content area classrooms—the EL students who are currently most at risk of educational failure. Each teacher - participant will create an Individualized Strategic Success Plan with a university advisor and be assigned a veteran EL teacher in the home district who will serve as a mentor for the project duration. Coursework will prepare all teachers to provide to EL students comprehensive and comprehensible instruction that is aligned with the Massachusetts Curricular Frameworks (henceforth the Frameworks) and the Massachusetts Benchmarks and Outcomes for English Language Learners (henceforth ELPBO). Courses will be held in across various contexts: online, on public school campus and at UMass Boston. Cohorts of **25** teacher-participants will be added each year to reach a total of **125** teachers over the 5 year grant period and will be trained to better serve EL students in their classrooms.

**1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (35 points)**

The EL Categorical Training Project has four attainable goals and project activities that have been selected based upon best practice research and recommendations from the Center of Applied Linguistics, the UMass Boston ESL Teacher Training Program faculty, Graduate College of Education Teacher faculty, K-12 teachers, and educational administrators who are currently working with EL populations. These goals will be supported by measurable objectives and a variety of activities.

**GOAL 1: Increase the quantity of personnel who work with LEP students by increasing the number of mainstream teachers who are trained through coursework designed to improve their instructional practices with LEP students as required by MA General Law 71 A and the No Child Left Behind Act of 2001.**

**Objective 1.A:** Infuse EL/Bilingual, understanding, methodologies and sociocultural competencies into the UMass ESL Teacher Training Program that align with the MA DESE ESL licensure benchmarks. **Activity 1.A:** Redesign the curricula and assessment in the 5 courses to align with state content requirements through faculty workshops.

**Outcome 1.A:** By the end of year five, 125 (100%) teacher- participants will have attended and completed the 5 multicultural-related professional development courses or seminars: 1.) Principles and Theories of Second Language Teaching, 2.) ESL Methods and Approaches, 3.) Testing in the Bilingual/ESL Classroom, 4.) Reading and Writing in the Bilingual/ESL Classroom and 5.) Bilingual Child with Special Needs.

**Objective 1.B:** Recruit, retain, and train mainstream 25 teacher-participants annually over a 5 year period from 2 urban school districts: Brockton and Malden. **Activities 1.B:**

- In the first semester of the EL Categorical Training Project, at least 25 teacher-participants (Cohort 1) will be identified, recruited, and selected; all (100%) will undergo a needs assessment and an Individualized Strategic Success Plan (ISSP) will be created for each student participating in the 5 year project; Coursework through stipends will begin for Cohort 1 in the second semester.

- In year 2, 25 more students (Cohort 2) will be added. By the end of year 2, a total of 50 students will be provided scholarship stipends for course work as they partake in the EL Categorical Training Project.

- In year 3, 25 more participants (Cohort 3) will be added. By the end of year 3, a total of 75 students will have been provided scholarship stipends for coursework as they partake in the UMass Boston EL Categorical Training Project.

- By the end of year 4, 25 more participants (Cohort 4) will be added. By the end of year 4, a total of 100 students will have been provided scholarship stipends for course work as they partake in the UMass Boston EL Categorical Training Project.

- By the end of year 5, 25 more participants (Cohort 5) will be added. By the end of year 5, a total of 125 students will have been provided scholarship stipends for course work as they partake in the UMass Boston EL Categorical Training Project. **Outcomes 1.B:** 1.) As a result of effective recruitment, retention, and quality training, 25 teacher-participants will be admitted each year for five years for a total of 125 students over five years. 2.) Each semester, mainstream teachers will participate in at least two of the 5 core courses that the MA DESE requires for teachers with EL students in their classrooms.

**GOAL 2: To provide each participant with an Individualized Strategic Success Plan (ISSP) so as to ensure successful rate of course completion.**

**Objective 2.A:** Identify UMass Boston faculty members in the Applied Linguistics Department who will act as academic advisors for each participating mainstream teacher. **Activities 2.A:**

- Provide faculty advisors with specialized training in advising teachers so as to motivate and retain participants in the academic program for the duration of the course work.

- Create a faculty advising system that centers on supporting each participant's joint creation and implementation of Individualized Strategic Success Plans. **Outcomes 2.A:** 1.) At least 90 % of participating mainstream teachers will have a faculty advisor. 2.) At least 90% of participating mainstream teachers will have a personal ISSP.

**Goal 3: To provide each participant with a veteran EL teacher mentor in the home district to ensure a dynamic of professional, respectful and continual support.**

**Objective 3.A:** In consultation with the school district representative, identify highly effective licensed EL teachers with at least three years of experience to mentor each participating mainstream teacher. **Activities 3.A:** - Provide workshop seminars that enhance best practices in mentoring to the selected EL teacher mentors. - Create a structure for a peer mentoring protocol within each mainstream teacher cohort. - Selected EL teacher mentors will perform demonstration lessons, peer coaching, and other support to participating mainstream teachers.

**Outcome 3.A:** At least 90% of participating mainstream teachers will successfully participate in the mentorship program

**GOAL 4: To increase the number of high-quality, certified ESL teachers working with EL students**

**Objective 4.A:** Identify teacher-participants within each cohort (1-5) who will aim for ESL licensure and/or a Master's Degree in Applied Linguistics. **Activities 4.A:** 1.) Through the creation and implementation of the Individualized Strategic Success Plan and faculty mentoring program, teacher-participants will be asked to identify their longitudinal educational goals that will include their potential pursuit MA DESE ESL licensure and/or a Master's in Applied Linguistics. 2.) Provide additional coursework for those students who wish to pursue ESL licensure and/or Master's Degree in Applied Linguistics. **Outcome 4.A:** At least 50% of all participants will obtain ESL licensure and or a Master's Degree in Applied Linguistics.

**2. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

The proposed EL Categorical Training Project design is aligned with the MA DESE required professional development for mainstream teachers and ESL Education licensure benchmarks. It comprises an initial licensure program in elementary education and/or high school education with additional options for mid-level and early childhood. As the Needs Section indicates, our region is not providing our EL students the education they need to achieve school success because of the extreme shortage of qualified, licensed ESL teachers. Through an intensive, coordinated program to recruit and prepare mainstream teachers who have large numbers of EL students in their classrooms, these teachers will be better prepared to offer effective instruction to all students. Recruitment is not a problem, because both districts involved in the consortia with UMass Boston have indicated that they have the need for their mainstream teachers to receive the proposed training that is also mandated by the MA DESE. The flexibility of the project design and the expertise of the Applied Linguistics faculty ensure high quality professional preparations of the participants.

The UMass Boston Applied Linguistics Program has developed a course of study at the Master's level leading to licensure in ESL that includes courses in basic theoretical and applied linguistics, together with the teaching of English as a second language, evaluation and assessment, the use of technology in language teaching, the interdisciplinary areas of psycholinguistics and sociolinguistics; in cross-cultural education; in second language teaching methodology and first language maintenance; and in ESL methodologies. The program combines on-campus classroom work with on-site experience in ESL/bilingual classroom settings. The in-service training is credit bearing and is based on the identified needs of the Brockton and Malden consortia. The design is sequential, developmental and comprehensive. The field observations are designed to expose participants to more - and earlier - opportunities in

multicultural classroom settings, practical teaching experiences, and strategies to promote a positive classroom environment. The field experiences will give participants content-specific experience; first-hand exposure to various instructional styles and strategies; introduction to formal and informal assessments used to work successfully with EL students; collegial interactions with experts in the field; and significant opportunities for professional growth. Most importantly, mainstream teacher participants will already be working with EL students in the classroom as part of their employment with the Brockton and Malden School Districts. To maximize their work field experience, the mainstream teacher-participants will be assigned a faculty mentor to guide them on a deeper level: to help them become effective teachers of EL students. They will also have an on-site EL teacher mentor who will be available to model best practices and effective strategies with EL students. The faculty advisory relationship will be reinforced by veteran EL teacher mentorship and support in the field of the home district will ensure that program participants receive adequate time, guidance, and experience in real school settings working with EL students. As a result, participants will be better prepared to work with EL students in their classrooms.

Truly, the strength of the proposed program lies with its close coordination with the Brockton and Malden Public Schools. The program design is developed so as to meet the specific needs of each of the participating school districts and the curriculum reflects both the input from the participating school districts as well as current research recommendations. Through a very well-planned coordination structure with LEA, SEA, IHE, and other agencies, the program avoids duplication of services while it maximizes the delivery of services to the EL student population

**3. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 points)**

**The UMass Boston EL Categorical Training Project** is aligned with the MA State DESE standards for Bilingual/EL teacher preparation. In addition, the project design conforms with MA DESE standards-based frameworks for K-12 Bilingual/EL teacher preparation in response to the requirements of No Child Left behind Act. These State standards will be reflected in the methods courses, professional seminars, and work portfolios. Students will be required to critically evaluate recent research in ESL education that include, for example, works by J. Echevarria and M. Vogt, and D. Short (2008, 2001), H.D. Brown, S. Krashen, T. Terrell, B. McLaughlin, J. Schumann, among others. The proposed project incorporates the latest recommendations from education reform efforts in the State of Massachusetts as well as practices supported by current research concerning the best practices in EL teaching and learning.

The course offerings are intended to develop the EL competencies required by The Massachusetts Department of Elementary and Secondary Education competencies for ESL certification. Students will be made fully aware of the requirements they must fulfill in order to graduate. UMass course offerings are designed to achieve ESL competencies: 1. Understand, speak, read and write the English language and the students' language; 2. Provide content instruction (in math, health, social studies, etc.) through the medium of both English and the students' language; 3. Understand the basic nature of language, language change, and the relation of language to society and culture; 4. Demonstrate knowledge of the psychological, grammatical, and semantic characteristics of English and the students' language; 5. Understand the basic stages/processes of first and second language acquisition; 6. Understand the concepts of culture and cultural relativity, and the basic principles of social and cultural analysis; 7. Demonstrate an awareness of the cultural diversity of the U.S; 8. Identify significant aspects of the mainstream

culture to aid in recognizing similarities and differences; 9. Demonstrate knowledge of the culture of the students; 10. Apply appropriate methods for developing first and second language skills, including listening, speaking, reading and writing; 11. Effectively incorporate students' culture in the curriculum 12. Utilize appropriate classroom management techniques, especially those which relate to individualizing instruction; 13. Formulate objectives and evaluation strategies; 14. Evaluate instructional material in terms of the students' linguistic, cultural, and intellectual characteristics; 15. Create or modify instructional materials to meet students' needs; 16. Work effectively with parents and the community; 17. Utilize appropriate EL Technologies through the use of computers; 18. Access through the internet instructional materials in terms of students' linguistics, cultural and intellectual characteristics; 19. Make linguistics and cultural knowledge accessible at any given moment via computer instructions; and 20. Guide students in ESL drills and practice as well as composing process with computer-assisted instruction.

Faculty members at the UMass Boston ESL Education Training Program are heavily involved in cutting-edge EL and second language acquisition research. In addition to EL education research, students are also exposed to relevant bodies of research in Second Language Acquisition, Corpus Linguistics, and sheltered English instruction. Students are required to critically evaluate recent research in EL education that include, for example, works by H.D. Brown, (2000), J. Cummins (1989, 1994, 2002, 2005), N.C. Ellis, (2003), S. Krashen, (1994, 2005), B. McLaughlin, (1990), J. Schumann, (1996), L. Wong-Fillmore, (1991, 2003), among others. In addition, our project incorporates latest research in second language teaching and sheltered English instruction in the content areas as proposed by J. Echevarria and M. Vogt, and D. Short (2008), Short (1991, 2000), F. Genesec (1994), L. Bartolomé (2010) and R. Mitchell and L. Myles (2004).

The project design is both comprehensive and rigorous responding to the academic standards set forth by the MA Department of Elementary and Secondary Education's Benchmarks and Outcomes for English Language Learners (ELPBO) and ESK Licensure requirements. The design leads mainstream teachers to satisfy the requirements of mainstream teachers with EL students in their classrooms by course work designed to improve their instructional practices with EL students as required by MA General Law 71 A and the No Child Left Behind Act of 2001 (NCLB). Course work for mainstream teachers will include: 1.) Principles and Theories of Second Language Teaching, 2.) ESL Methods and Approaches, 3.) Testing in the Bilingual/ESL Classroom, 4.) Reading and Writing in the Bilingual/ESL Classroom and 5.) Bilingual Child with Special Needs. Each course will award 3 graduate credits for a total of 15 credits that could be applied toward a master's program in Applied Linguistics if they choose to continue onto the master's degree.

At least 50% of program participants will go on to a Master's Degree in Applied Linguistics. Thirty (30) graduate credits are required of all candidates as follows:

**1. Core Requirements**

Degree students are required to take 4 courses: APLING 601 Linguistics; APLING 621 Psycholinguistics, APLING 603 Cross-Cultural Perspectives; and APLING 623 Sociolinguistics

**2. ESL Component**

APLING 605 Teaching ESL: Theories and Principles; and APLING 618 ESL Methods and Approaches; APLING 674 ESL Materials Development; APLING 629 Structure of the English Language; APLING L669 Writing Theories in ESL; APLING 670 Testing in Bilingual/ESL Classroom; APLING L673 Reading and Writing in the Bil/ESL Classroom ;APLING 698 Practicum; and APLING 671 Bilingual Child with Special Needs

## **B. Quality of project personnel (10 Points)**

The UMass Boston Applied Linguistics Department has sought faculty members who have, in addition to EL and technology expertise, the ability to work effectively with culturally diverse students. It is important to note that eight of the nine faculty members participating in the project hold doctoral degrees, seven are full-time employees of the University, and all nine are speakers of Capeverdean, French, Greek, Italian, Haitian, Portuguese and Spanish. Three are members of ethnic minority groups and five are women. The University of Massachusetts has encouraged the recruitment of faculty members from the various linguistic groups it serves. Eight faculty members participating in the EL Categorical Teacher Training Project are speakers of Capeverdean, French, Greek, Italian, Haitian, Portuguese and Spanish. The University's policy in reference to recruitment of new faculty members for the EL Categorical Teacher Training Program is to encourage applications for employment from persons who are member of groups that have been traditionally underrepresented. When positions become available, the UMass Boston Minority Recruitment Office, as well as the Affirmative Action Program, is contacted to help the program recruit qualified minority candidates. The final pool of candidates and the finalists must be approved by the Affirmative Action Director before a contract is issued. In addition, the Program widely advertises in a) local newspapers, b) local service agencies, and c) newspapers and journals targeted for racial and ethnic minority groups, women, and disabled candidates.

### **1. The qualifications and relevant training and experience of the project director. (5 points)**

**Director: Dr. Donaldo Macedo – 25% time**

Dr. Macedo the Project Director received an Ed. D. in Applied Psycholinguistics and Second Language Teaching and a Ph.D. in Language Behavior from Boston University. He holds a M.A. in Spanish Literature from New York University. Professionally he has been teaching at the university level as a linguist and bilingual educator for over twenty years. He has been honored in the field, including the Distinguished Professorship in Liberal Arts and Education and the 1999 University President's Award. Along with his pedagogical experience, Dr. Macedo has published extensively. He is the author of Issues in Portuguese Bilingual Education, for which he is the contributing editor. He co-authored Literacy: Reading the Word and the World with Paulo Freire. His most recent publication is Literacy of Power: What Americans Are Not Allowed to Know. Dr. Macedo has also presented numerous papers dealing with linguistics and bilingual education in major conferences in the United States, Europe, and Central and South America. With his teaching experience and his scholarship in the field, Dr. Macedo has directed the Bilingual/ESL Studies Program at UMass Boston since 1983. He has also directed many grants, including Title VII. Dr. Macedo holds the post of Examiner for Portuguese and Spanish Proficiency Examinations in Rhode Island and Massachusetts. Dr. Macedo speaks Capeverdean, French, Portuguese, Spanish, and English. He will oversee all project activities and act as liaison between university and 3 partnering school administrations. He will devote **25%** of his time to the project.

**2. The qualification, including relevant training and experience of key personnel. (5 points)**

**Project Coordinator: Dr. Maria Lombardo – 100% time**

The minimum qualifications of the Project Coordinator is a doctoral degree in education, psychology, social work or a related field; knowledge of academic advisement, financial aid, and/or career planning; and knowledge of the social and cultural needs of EL students. The Project

Coordinator serving in the areas of advisement and career development, academic assistance and financial aid will work closely with the Faculty Advisors of all participants. The Project Coordinator's duties are to assist with the implementation of the goals and objectives of the project; compile and submit periodic reports to the Director; assist with the publicity of the program; update the UMASS database and EL Categorical Training Project microcomputer and hard copy records as necessary and insert advisement information and comments where appropriate; assist with the preparation and dissemination of program brochures and newsletters; work with college faculty and administrators to develop an institutional climate supportive of the program and student success; serve on various University and School District committees to foster communication to and from the project; assist with the selection process for eligible participants from among the pool of eligible mainstream teachers employed by the 2 School Districts; provide counseling to project participants to address their financial, personal, and academic needs and refer participants to other college or community resources as needed; assist faculty in the development of Individual Strategic Success Plans with participants; evaluate program participants' progress periodically and intervene as necessary; assist with the coordination of program activities with internal support services and external support agencies; and complete other EL Categorical Training Project work as required.

Dr. Maria Lombardo will serve as coordinator of the EL Categorical Training Project. She holds a doctorate in Reading and Language from Boston University. She has a Master's Degree in Reading Education from Northeastern University. She received her undergraduate degree in Elementary Education from Bridgewater State University. Dr. Lombardo has had extensive experience in teaching EL and bilingual education at both elementary and high school levels. She has also served as the Title III coordinator of EL in-service training at the University

of Massachusetts for the past four years. She was also the evaluator of several Title VII and Title III K-12 projects. Dr. Lombardo has a book and many articles related to her field of studies. She has presented papers in major national and international conferences. Dr. Lombardo speaks English and Italian. She will work **100%** time for the project. .

**Name: Dr. Lilia Bartolomé –Professor, Tenured - 50% time** - Dr. Bartolomé received her Ph.D. in Language Education and the Education of Linguistic Minority students from Stanford University. She holds a M. Ed. from Harvard University. Dr. Bartolomé was an elementary bilingual teacher specializing in teaching reading. She was an Assistant Professor of Reading at Harvard Graduate School of Education where she also directed the Title VII Bilingual Fellowship Program and the Reading Certification Program. She is the author of *The Misteaching of Academic Discourses* published by Westview Press (1998), *Dancing with Bigotry* (with Donaldo Macedo), published by Palgrave Press (1999), *Immigrant Voices* (with Henry Trueba), published by Rowman & Littlefield Publishers, (2000) and *Ideologies in Education*, published by Peter Language Publishing (2008). Dr. Bartolomé teaches courses on teacher research, ESL methods and approaches, Sheltered English Instruction, Reading pedagogy, and Parent education. She is proficient in English and Spanish. She will work **50%** of her time for the project. The **Project Secretary** of the EL Categorical Training Secretary will perform routine clerical and support duties. The minimum qualifications of this position are a high school diploma or equivalent and two years of secretarial or clerical office experience and excellent communication and computer skills. Duties include: providing clerical support; assisting in the production and distribution of the EL Categorical Training Project newsletters and brochures; maintaining the participant database; overseeing accounting and record-keeping related to the project budget; preparing correspondence for

the Project Director and the Project Coordinator; preparing project reports; and generally assisting with the administration of project.

**C. Quality of the management plan (20 points)**

**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 tasks. (15 points)**

The following table lists the benchmarks for tasks to be accomplished, the timeline for targeted completion, and the staff person(s) responsible for each task as they work within the framework of the University.

**Table 2: Benchmarks for the EL Categorical Training Project with Dates and Responsible Parties**

<b>Benchmarks</b>	<b>Date</b>	<b>Responsible Parties</b>
Recruit, hire, and begin training EL Categorical Training Project Program staff	October 1, 2011	Vice President of Academic Affairs; Human Resources staff
Meet with 3 School District personnel for orientation	November 13, 2011	Director and Coordinator
Select and train dedicated faculty advisors to advise EL Categorical Training Project participants in the development of their Individualized Strategic Success Plans (ISSP)	December 1, 2011	Director ; VP of Academic Affairs

Disseminate info. about program to School District personnel including the mainstream teachers and administration	November 20 ,2011	All mainstream teaching staff in the 3 school districts
Recruit and select participants	November-December 2011	Director and Coordinator
Notify eligible participants of acceptance to program	Within one week of referral	Coordinator
Administer needs assessment to participants	Within one week of acceptance into program	Director or Coordinator
Develop Individual Strategic Success Plan (ISSP) for participants	Within one week of acceptance into program	Director, Coordinator, and Faculty Advisors
Begin providing services to eligible participants once needs are assessed	Within one week of acceptance into program Spring Semester 2013	Director or Coordinator
Select scholarship recipients and award training stipends (scholarships) for following semester	Beginning of each major semester (i.e., Fall and Spring)	Director, Coordinator
Assign ESL veteran teachers as mentors in each district to participating ESL teachers	Beginning of each major semester (i.e., Fall and Spring)	Director, Coordinator, District Administration (Directors, Principals)

Track participants' progress	-ongoing-	All EL Categorical Training Project Staff
Attend annual National Training Summit Institute	Yearly	Director and Coordinator (alternate years)
Survey participants, school personnel (i.e., teachers, and principals at participants' worksites) regarding program effectiveness	Yearly (at end of school year)	Director and Secretary
Prepare reports	Monthly (to VP of Academic Affairs) Yearly (to USDOE)	Director and Secretary

**2. The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (5 points)**

Dr. Macedo will devote **25%** and he will be responsible for the overall implementation of the program, including day-to-day administration and supervision of project activities. Dr. Lombardo will work **100%** time coordinating project activities with our consortium schools as well as teaching. Dr. Lilia Bartolomé will devote **50%** to the project. The project is designed to ensure that it will be implemented and carried out on predetermined timelines. Four other UMass Applied Linguistics Department faculty members not listed here will devote **15%** to the project

Milestones for accomplishing the project tasks are described in the narrative of the project. They consist of having the project organized and operational prior to the arrival of the

participants. A second milestone of accomplishments will be marked when each participant is appropriately accepted into the university and registered into the required classes. A third important milestone occurs when each participant completes the appropriate courses and required credit hours to fulfill the MA requirements for training of mainstream teachers in EL. A fourth milestone is marked when students graduate and receive state certification as bilingual education/EL teachers. The final milestone is the assumption of costs by the university. It is important for the university to institutionalize the project by assuming the costs its operation by the end of the funding cycle. This will give it the necessary time to build its resources so that at the expiration of the grant, it will be able to assume all costs and continue to operate the project at a similar size and scope as presently constituted.

#### **D. Quality of the project evaluation (30 points)**

##### **1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)**

The CIPP (Context, Input, Process and Product) Evaluation Model (Stufflebeam, 2000) is a product/process model that will be used for evaluation purposes. The model is a “comprehensive framework for guiding evaluators of programs, projects, personnel, products, institution and systems.” The CIPP Evaluation checklist will be used to evaluate contractual agreements, context, input, process, impact, effectiveness, sustainability, transportability, and meta-evaluation and final synthesis report. The evaluation design will accommodate both formative and summative data collection and analysis. The evaluation activities will be accomplished under the direction of the project evaluator using both on-going objective and subjective data. The focus of the evaluation activities will be to provide timely, accurate, and

relevant information to project personnel and participants about the success of the training activities and how they respond to the participants' teacher preparation training needs.

The following activities will be conducted to determine the status of the program objectives, specifically those dealing with capacity building, course development, recruitment activities, and course evaluation.

1. Capacity Building: The evaluative documentation will specify the meetings held to initiate with other related disciplines within the University, commitment of the University to institutionalize the training program, and other pertinent activities.
2. Recruitment Activities: The evaluative documentation will identify the recruitment activities conducted to encourage participation in the training program and determine the effectiveness of these activities.
3. Course Development: The evaluative data will describe the appropriateness of the course developed to respond to the training needs of the targeted linguistic-cultural groups, the appropriateness of the course content, and the qualifications of the course instructors.
4. Course Evaluation: The "Course Evaluation Questionnaire" will be administered to collect data vis-à-vis the appropriateness of the course content, the level of responsiveness of the course instructor to the students' needs and the areas of course refinement/change/addition to make the course more appropriate to the training needs of the targeted populations.

The methods of evaluation include objective performance measures that are clearly related to learning outcomes written as competencies. The methods are not only designed to document the number of students trained each year, but these methods also measure clearly the quality of the training that students receive in the program. The pre-post tests are designed to prioritize quality in ways in which competencies are clearly measured.

The EL Teacher Pre-Test Competency Test: This pre-test instrument will be administered during the first semester; will assess the program participants' competencies in the area of ESL education, related to methodology, language acquisition, culture, and pedagogy and parent involvement. The analysis of the data will be used to refine the ESL education competencies included in the course offerings. The EL Teacher Post -Test Competency Test: This Post-Test instrument will be administered after each semester to assess the actual competency that the program participants have mastered. Those competencies not yet mastered, as determined through data analysis of the EL Teacher Competency Test, will be incorporated in the other EL education courses required by the program.

The following ongoing evaluation activities will be conducted in order that the design of the program, course offerings, scheduling, and field assignments might directly relate to the reality and needs of the program participants.

1. Conduct monthly evaluation sessions with teaching staff to refine/ redefine/ delete and add program objectives related to student competencies, field experiences and capacity building.
2. Conduct semester evaluation focus group sessions with the teaching staff, program participants, and field personnel to determine success, relevancy and maintenance/deletion of course activities, program recruitment and participation.
3. Administer the Course Evaluation Questionnaire to determine the appropriateness of the course materials style of teaching of the instructor, sequencing of materials/readings, and availability of the instructor to provide tutoring.
4. Maintain the Student Achievement Profile in conjunction with the Individualized Strategic Success Plans on all program participants to provide for data (a) on success or non-success of different courses taken by students, and (b) for advising of program participants.
5. Administer the Effectiveness of the Faculty Advising EL Teacher- Mainstream Teacher Support Survey to teacher-participants.
- 6.

Administer the Effectiveness of the Mentor ESL Teacher- Mainstream Teacher Support Survey to ESL Teacher mentors and mainstream teacher participants who are being mentored at the district level. 7. Conduct evaluation of related program sponsored activities such as the visiting lecturer series, curriculum development by program staff, materials/course development, staff meetings and field activities of the program staff and participants.

**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. (10 points)**

**Table 3: EL Categorical Training Project Outcomes & Measurements**

Project Projected Outcomes	Measurements
<p><b>Outcome 1.A:</b> By the end of year five, 125 participants (100%) of program participants will attend and complete the 5 multicultural-related professional development courses or seminars: 1.) Principles and Theories of Second Language Teaching, 2.) ESL Methods and Approaches, 3.) Testing in the Bilingual/ESL Classroom, 4.) Reading and Writing in the Bilingual/ESL Classroom and 5.) Bilingual Child with Special Needs.</p> <p><b>Outcomes 1.B:</b> 1. As a result of an effective recruitment, retention, and quality training, fifty students will be admitted each year for a total of 125 students over five years. 2. Each semester mainstream teachers will participate in at least one of the 5 core courses that the MA DESE requires for teachers with EL students in their classrooms.</p>	<p>-Files records including student grades</p> <p>-Quarterly newsletter progress reports</p> <p>-Participant Enrollment Rosters</p> <p>-Approval of MA DESE for EL Categorical Trainings for Mainstream Teachers</p> <p>-EL Teacher Pre Competency Test and EL Post Competency Test</p>

<p><b>Outcomes 2.A:</b> 1. At least 90 % of participating mainstream teachers will have a faculty advisor. 2. At least 90% of participating mainstream teachers will have a personal Individualized Strategic Success Plan.</p>	<p>-Files, Records and copies of Individualized Strategic Success Plan;-Faculty Advising Survey, - Mentor Support Survey</p>
<p><b>Outcome 3.A:</b> At least 90% of participating mainstream teachers will successfully participate in a mentorship program</p>	<p>- Faculty Advising Survey, - Mentor Support Survey</p>
<p><b>Outcome 4.A:</b> At least 50% of all participants will obtain ESL licensure and or a Master's Degree in Applied Linguistics.</p>	<p>-Student Records; EL Licensure &amp; Master's Degree completions -Monthly and annual evaluations</p>

To document the effectiveness of the EL Categorical Training Project, the evaluator will examine mean scores and score variability in several measurable perceived student outcomes: EL teacher competencies determined by pre/post assessments, successful completion of program, EL teacher judgments of the effectiveness of the faculty advising program and the EL teacher mentor program in the districts as well as evaluations of the strengths and limitations of the Individualized Strategic Student Success Plans. All surveys use Likert-type scales that ask students to express the extent of their agreement with each scale item by marking a point between non-agreement to definite agreement. Overall triangulation of data will be tied into successful program completion.

Longitudinal panel time series survey progression. This design calls for collecting information on the same set of variables from the same teachers at two or more points in time. Each distinct occasion when data are collected from the sample members is referred to as a “wave” or round of data collection (Tourangeau, Zimowski & Ghadialy, 1997). Data collection

will begin in year 2011 for the first cohort of teacher participants and will continue to add a new wave or cohort for each subsequent year for a total of 5 waves at the completion of the project in 2015-2016. Feedback from the evaluator at the end of each year will guide program implementation and potentially necessitate improvements to the project along the way.

In addition to the annual performance report submitted to the United States Department of Education, monthly progress reports (formative evaluations) will be done by the Student Services Specialist and reviewed with the Vice President of Academic Affairs to take an in-depth look at the participants' progress and program effectiveness so that changes in activities can be adjusted accordingly to ensure that all program objectives are met.

In order to provide data on the progress of the EL Categorical Training Project, the achievement of project goals and objectives will be continuously monitored. Not only will the EL Categorical Project monitor the fulfillment of goals and objectives (i.e., the 'numbers' are being met) but also the quality of services provided in support of those objectives. Although the process is important, outcomes are the key to success of the EL Categorical Project. The Program Director along with the other project staff, including the Evaluator assigned to the project, will make sure that the following outcomes are achieved. The timeline below identifies the above evaluative activities and projects for the implementation/administration of each task.

**TIMELINE: Yearly 2011 -2016**

**Table 4:**

	Sep	Oct	No	Dec	Jan	Feb	Mar	Apr	Ma	Jun	Jul	Au
Capacity Bld.				X				X				X
Course Dev.	X	X	X	X								X
Recruitment	X	X	X	X								
Course Eval.				X				X	X			X
EL Pre/Post	X				X				X		X	
Faculty Surv.				X					X			
Mentor Surv.				X					X		X	
ISSP				X					X			
Activities	X	X	X	X	X	X	X	X	X	X	X	X