

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z110106

Grants.gov Tracking#: GRANT10864871

Closing Date: MAY 09, 2011

ABSTRACT

Name of IHE: State University of New York (SUNY) at Fredonia
Title of Program: Project BELA (Broadening English Language Acquisition)
Consortia Partners: Dunkirk City School District
Jamestown City School District

Project Description: Project BELA will build upon previous accomplishments, while broadening the scope of our approach in response to: current research, the NYS Education Commissioner's Regulations, a critical NYS shortage of trained and certified ESL teachers, and the priorities identified by the US DOE, Office of English Language Acquisition. Project BELA is responsive to new and important priorities that ensure that the English learners (ELs) in our predominantly rural/small urban area receive the best education possible.

Project BELA's focus will be on effecting curricular changes within the TESOL program and SUNY Fredonia's College of Education (COE), strengthening teacher training and effectiveness through data-based decision making and clinical practices, building a strong foundation for continued professional development (a required component of continued NYS certification), and increasing inservice teachers and TESOL Program Candidates' (TPCs) capability to deliver effective STEM instruction to ELs.

BELA has the following innovations: (1) continued and revised coursework for undergraduate and graduate preservice and inservice teachers leading to certification, (2) an enhanced clinical program to better prepare ESOL teachers, increase EL student achievement and teacher retention, and (3) a summer science and mathematics STEM academy (titled *Project sySTEM*) that will enable our TPCs, collaboratively with elementary and middle school teachers, to present integrated STEM lessons to ELs and to all students. BELA innovations are expressed in three (3) distinct yet inter-related goals designed to impact preservice and inservice teachers, each with clear, observable, and measurable objectives, and with specific related activities.

The clinical TESOL component will extend the amount of time candidates spend in classrooms, and be closely modeled after our successful undergraduate Teacher Preparation program which utilizes structured classroom experiences to support and operationalize course content theory. Since many of our graduate TESOL program candidates are pre-service or career-change professionals with little or no educational background, linking content and pedagogy in this way enhances teacher preparation, increases teacher retention, and improves student achievement. TESOL candidates will, as appropriate to course content and instructor design, implement Teacher Work Sample units in their clinical settings. In doing so, candidates will regularly make data-based decisions about their instruction and their K-12 students' learning (Invitational Priority 1; Competitive Priority 2) by teaching, assessing, reflecting and responding.

Further, *Project BELA* will create and implement an innovative summer professional development program, *Project sySTEM* (supporting our youth in Science, Technology, Engineering, and Mathematics), that will team TESOL candidates and area inservice teachers to experience, and then implement a cadre of STEM related lessons to enhance teacher ability to

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deliver such content and increase student achievement in this important area. The summer *Project sySTEM*, combined with curricular changes in two undergraduate courses, addresses Invitational Priority 2 and Competitive Priority 3.

Expected *Project BELA* outcomes hold great promise for the field of teacher preparation: 1) clinically rich teacher preparation, increased retention, and improved EL achievement; 2) enhanced teacher competence in delivering STEM content with greater pupil comprehension and achievement in STEM; and 3) pre-service and inservice teachers who have greater experience with instructional data, and are better able to use this data to inform instruction.

Evaluation and task management components, related GPRA measures and NPD priorities are clearly identified. These are interwoven as an integral part of the project design, thereby strengthening project integrity and ensuring that execution of objectives and the evaluation plan is systematic and ongoing. Widely accepted and varied evaluation practices, including qualitative, quantitative measures, formative, summative assessment, will be used to monitor achievement of proposal objectives and related benchmarks employed to document this achievement. In *Project BELA*, teacher candidate, partner district teacher, and program level objectives will be assessed annually. In addition, the Project Evaluator in consultation with the Project Director will monitor implementation of program activities.

Priorities: Project BELA addresses Competitive Preference Priorities 2 and 3, and Invitational Priorities 1 and 2.

GRPA Measure Targets	1	2	3	4	5
Full & part-time pre-service participants with different rates of completion					
The number of pre-service teachers expected to be served	20	20	20	20	20
The number of pre-service teachers expected to complete the program of study (full and part-time participants)	0	10	10	10	10
The number of pre-service teacher completers expected to be placed in instructional settings serving ELs (full/part-time)	0	10	10	10	10
The number of pre-service teachers expected to complete the program of study and be certified in EL instruction (full/part-time)	0	10	10	10	10
The number of paraprofessionals (who are not pre-service teachers) expected to be served	n/a	n/a	n/a	n/a	n/a
The number of paraprofessional completers expected to meet state or local qualifications for ELs	n/a	n/a	n/a	n/a	n/a
Full & part-time inservice participants with different rates of completion, (14 PDev only)					
The number of in-service teachers expected to be served	29	29	29	29	29
The number of in-service teachers expected to complete the program of study (full and part-time participants)	0	29	29	29	29
The number of in-service teachers expected to complete the program of study and be certified in EL instruction (full/part-time)	0	15	15	15	15
The number of in-service teacher completers who are expected to serve EL students (full and part-time participants)	0	25	25	25	25

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Broadening English Language Acquisition (Project BELA)

The State University of New York (SUNY) at Fredonia proposes **Project BELA** (**Broadening English Language Acquisition**). Project BELA will build on SUNY Fredonia's current NPD programs: Project ELA (English Language Acquisition), near the end of its 2nd 5-year funding cycle; and Project BRIDGE (Bringing Resources that Incorporate Development in General Education) near the end of its 1st 5-year cycle. Both have successfully attained their goals and objectives, and have made an impact on our participants and region.

The 2002-2012 Project ELA funding, especially, has been pivotal in serving identified district needs for well qualified, certified ESL teachers to meet the needs of the area's growing EL population. The change in focus of the 2011 NPD competition will allow Project BELA to build upon ELA's accomplishments, while broadening the scope of our approach in response to: current research, the NYS Education Commissioner's Regulations, a critical NYS shortage of trained and certified ESL teachers, and the priorities identified by the US DOE, Office of English Language Acquisition. Project BELA is responsive to new and important priorities that ensure that the ELs in our predominantly rural/small urban area receive the best education possible,

Project BELA's focus will be on effecting curricular changes within the TESOL program and College of Education (COE), strengthening teacher training and effectiveness through data-based decision making and clinical practices, building a strong foundation for continued professional development (a required component of continued NYS certification), and increasing inservice teachers and TESOL Program Candidates' (TPCs) capability to deliver effective STEM instruction to ELs.

BELA has the following innovations: (1) continued and revised coursework for undergraduate and graduate preservice and inservice teachers leading to certification, (2) an enhanced clinical program to better prepare ESOL teachers, increase EL student achievement and teacher retention, and (3) a summer STEM academy (titled *Project sySTEM*) that will enable our TPCs, collaboratively with elementary and middle school teachers, to present integrated STEM lessons to ELs and to all students. BELA innovations are expressed in 3 distinct yet inter-related goals designed to impact preservice and inservice teachers, each with

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clear, observable, and measurable objectives, and specific related activities. Evaluation and task management components, related GPRA measures and NPD priorities are clearly identified. These are interwoven as an integral part of the project design, thereby strengthening project integrity and ensuring that execution of objectives and evaluation is systematic and ongoing.

A. QUALITY OF THE PROJECT DESIGN

Project BELA represents a collaborative effort between an IHE partner and two small school districts in Western New York (WNY), to enhance TESOL candidate and inservice teachers' effectiveness when teaching ELs. Project BELA's design is based upon a knowledge of the needs of the IHE partner, and the needs and circumstances of the school district partners.

IHE Partner: SUNY Fredonia (Fredonia) is one of 64 SUNY campuses and is located in Chautauqua County, the southwestern-most county in New York State (NYS), 45 miles southwest of Buffalo, NY. SUNY Fredonia is a Comprehensive I university, predominantly undergraduate with Master's programs in selected areas.

Consistently ranked highly for both quality and value, recent rankings by *U.S. News and World Report* rated Fredonia as the top public northern university on its "Great Schools at Great Prices" list, the 3rd least expensive public university in terms of academic excellence in the nation, and 13th in the north for public master's level universities. Traditionally, the university attracts many first-generation university students, and a relatively low tuition makes it a viable option for economically disadvantaged students. Fredonia is situated in a rural/small urban region from which over 44% of its incoming freshman students are drawn. Diverse populations in small urban regions of our service area include a mushrooming Hispanic population.

SUNY Fredonia's College of Education (COE) is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and offers a variety of rigorous undergraduate and graduate programs in teacher preparation, including a comprehensive graduate TESOL program. At the heart of its conceptual framework is the concept of the "Reflective Practitioner", referring to teachers who "*make informed decisions and adjust instruction to enhance pupil progress.*" Teacher candidates (TCs) actively learn what it means to be an educator in the 21st

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Century through three early field experiences at the undergraduate level, integrated with educational methods courses and meaningful student teaching experiences. TC's have multiple opportunities to explore teaching and learning in various settings, across grade levels, and with diverse student populations.

SUNY Fredonia's TESOL Program is challenging and academically sound. Over the last few years the program has been redesigned to reflect more rigorous content and alignment with NCATE, TESOL and NYS standards. Our program is designed to be responsive to the needs of the field for, while educators must be prepared to ensure EL student achievement, districts struggle to hire teachers who are highly qualified to teach ELs.

Project BELA supports the further development of the TESOL Program in response to a recent NY State Education Department (SED) initiative by expanding our clinical component and closely linking each clinical experience to data-driven decision making about teaching and learning. Through use of experienced collaborating teachers who will serve as mentors to candidates, BELA will further develop partnerships with school districts and Fredonia's TESOL program, so candidates have increased opportunities to apply what they learn with actual ELs. The proposed model of collaboration parallels the recommendations outlined in *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, 2010) report and supports the integration of content and pedagogy.

As the number of English Learners (ELs) continue to grow in the US, the necessity to prepare *all* teachers to meet the varying needs of this diverse student population becomes more significant. While schools deal with continued compliance of *No Child Left Behind Act* (NCLB), they face implementation of the Common Core Standards, both of which impose high standards and additional pressure to already distressed educational environments.

SCHOOL DISTRICT PARTNERS¹ were chosen for participation based on high levels of poverty, relatively high levels of ELs for the region, proximity, and for their willingness to

¹ Data for partner districts were taken from the 2009-2010 New York State School Report Cards.

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recruit participant teachers for the proposed summer institute, facilitate placement of candidates for clinical experiences, provide classroom and unidentifiable pupil data where appropriate, and, per a broader agreement with SUNY Fredonia, provide access to classrooms and teachers.

Dunkirk City School District (CSD) is located on Lake Erie in Chautauqua County, which forms part of the northern border of Appalachia. Dunkirk serves 1,999 students in 4 elementary schools, 1 middle school, and 1 high school. Almost 13% of district students are ELs; and nearly 56% percent of students receive free or reduced lunches. In the *Business First's* 2010 rankings of 97 Western NY public school districts, Dunkirk ranked 95th.

Dunkirk CSD employs 3¼ TESOL/ESL teachers at the middle and high school levels and 5 at the Elementary Level. These cadres of ESL teachers work with ELs for a small portion of the day, as ELs attend regular education content area classes for a significant part of the day.

Jamestown CSD is located in southern Chautauqua County, bordering Pennsylvania, and serves 4,963 students in 6 elementary schools, 3 middle schools, and 1 high school. Nearly 19% of district students come from culturally and linguistically diverse backgrounds; over 3% of students are ELs, and; 64% of students receive free or reduced lunches. About 5% of district teachers are teaching out of certification on more than an incidental basis. Jamestown ranked 84th in the *Business First's* 2010 rankings of 97 WNY public school districts. Jamestown CSD, employs 3 TESOL/ESL teachers at the middle and high school levels and 2 at the Elementary level in mostly free-standing ESL settings.

A review of NYS Report Cards for both districts documents the low performance of ELs on NYS tests in grades 6 through 8, NYS Regents exams (grades 9 through 12) and the NYSESLAT (NY State English Language proficiency Test) in all grades. In fact, the EL group did not make AYP progress for the 2009-10 academic year in either district.

1) Goals, Objectives, and Outcomes are Clearly Specified and Measurable.

GOAL 1 (aligned with the stated *Purpose of Program* in RFP; *Competitive Priorities 2 & 3* (Objective 1.4) *GPRM Measure (1.1); GPRM Measure (1.5)*) facilitates **curricular change in the College of Education, provides college credit-bearing courses to preservice and inservice**

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teachers, who expect to or who currently serve EL students, and **assists these individuals in meeting State and local standards for certification and licensure as ESL** (in general and special education) or **bilingual teachers, including alternative routes to certification.**

Fredonia's TESOL Program will provide the means for teachers to achieve *Highly Qualified* status under *No Child Left Behind* standards and improve their ability to effectively serve ELs.

Fredonia's TESOL graduate courses are aligned with NYS content standards, English Language Proficiency Standards, and NCATE standards (Table 1 below). TESOL Program Candidates (TPCs) are expected to demonstrate acquisition of TESOL content knowledge through a variety of course-specific assessments. TPCs will demonstrate overall effectiveness on the academic achievement and English language development of LEP students in grades K-12 by: compiling a teaching portfolio; completing Teacher Work Sample (TWS) units; and by

Table 1: Core TESOL Courses vs. NYS Standards, and TESOL/NCATE Standards

<u>TESOL GRADUATE COURSE</u>	<u>NYS STANDARD</u>	<u>TESOL/NCATE STANDARDS</u>
EDU 519 – Curriculum Theory: ESL I	1, 3	5a, 5b, 5c, 1b, 3a, 3b, 3c, 2a, 4b, 4c
EDU 534 – Curriculum Development: ESL II	3, 4	5a, 5b, 5c, 1b, 3a, 3b, 3c, 2a, 2b, 4a, 4b, 4c
EDU 540 – Content Area ESL	1, 3, 5	3a, 3b, 3c, 4a, 4b, 4c
EDU 563 – Cultural Perspectives	2, 5	2a, 2b
EDU 568 – Found. of Bilingual Educ.	3, 5	5a, 5b, 5c, 1b, 3a, 3b, 3c, 2a, 2b, 4c
EDU 538 – Cultural Literature	2, 3, 5	2a, 2b
EDU 564 – Linguistic Considerations	1, 3	3a, 3b, 3c, 4a, 4b, 4c
EDU 565 – Language & Learning	1, 5	1a, 1b, 2a, 2b, 4a, 4b, 4c
EDU 566 – Sociolinguistic Considerations	4, 5	1a, 1b, 2a, 2b, 4a, 4b, 4c
EDU 671 – Seminar/Practicum	1,2,3,4,5	5a, 5b, 5c, 3a, 3b, 3c
EDU 690 – Master's Thesis	1,2,3,4,5	5a, 5b, 5c

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completing a Master's Thesis/Project and a TESOL Standards Portfolio.

TWS units are used to capture data to assess the effectiveness of TPCs' impact on student learning. The structure of TWS units guide novice teachers to employ a range of strategies and to design lessons that build on students strengths, needs, and prior experiences. TWS units are assessed using a detailed rubric that assesses the level of teacher proficiency as approaching, meeting, or exceeding the standard.

Use of TWS units centers around five basic questions: What am I teaching? Why am I teaching it? How am I teaching it? How do I know my students "got it"? What do I do differently if they didn't? These questions are operationalized as: (1) Contextual Factors—implications of the instructional setting, demographics, and, key information such as primary student language and developmental characteristics; (2) Instructional Planning—detailed unit plans, linked to state and TESOL domains and standards, utilizing "best practices", cultural and interdisciplinary connections, adaptations for instruction and/or assessment; (3) Delivering Instruction—evidence of effective instructional implementation via formal observation evaluations by cooperating teachers, university supervisors, and self-evaluation instruments; (4) Assessing Impact on Student Learning—using formal/informal assessments; (5) Reflecting on Teaching Effectiveness and Planning for Modifications to Teaching—that is to review and analyze (reflect), and respond to effectiveness (formulate a plan of action based on the reflection and instruction results).

At the program level, and addressing the need for a sustained clinical experience, the TESOL program will incorporate systematic course-specific enriched field experience assignments requiring candidates to observe, record, and reflect critically upon the relationship between theory (course content) and practice (pedagogy) in real-life settings prior to their teaching practicum (150 hours total). **Table 2** below outlines the four (4) courses in which a field experience is expected, and the TWS Individual Protocol reports (IPs) candidates will be required to produce.

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Table 2. TESOL Program Field Experience and TWS Requirement Alignment

No.	COURSE TITLE	TWS Individual Protocol report content	Hrs
EDU 519	Curriculum Theory for the Second Language Classroom	How curriculum is articulated in theory and practice	38
EDU 568	Foundations of Bilingual Education	How bilingual concepts and practices are operationalized at the state and local level	38
EDU 565	Psycholinguistics	How language is acquired and enacted in school and at home	38
EDU 540	Content Area ESL	How content is delivered and assessed across the curriculum	38

TESOL candidates are also required to complete a supervised student teaching practicum in grades K-6 and in grades 7-12 in a local school district (Buffalo, Dunkirk, and Jamestown) with licensed ESL teachers at the end of their program. NYS guidelines state that candidates who already hold initial or professional certification complete 10 days in two settings teaching ESL in a K-6 and 7-12 environment. Candidates who do not hold initial or professional certification complete 20 days in each setting. In collaboration with certified personnel in the school districts, all student teaching practica are supervised by full-time faculty with K-12 ESL teaching experience. Also, candidates are required to attend a seminar while taking the student teaching practicum to address issues, performance, and outcomes related to the student teaching practica.

TESOL/Project BELA candidate progress is/will be monitored through a series of designated transition points (i.e., entry, mid-point, and exit). Candidates must perform satisfactorily on all major course requirements, and are expected to be instructionally diverse, culturally responsive, and proficient educators.

Objective 1.1: Curricular Changes in the College of Education: This objective is aligned with stated *Purpose of Program* in RFP; Competitive Priority 2 & 3; and Invitational Priority 2. Based on US Census trends, by the end of the year 2030, it is predicted that 40% of students will

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be ELs. To prepare all teacher candidates (TCs) to provide instruction to ELs, the COE proposes, through Project BELA, to revise core education courses in the Early Childhood and Childhood Education programs: EDU 305 *Cultural and Linguistic Diversity* and its associated field experience EDU 313. EDU 305 is currently a multicultural course with little emphasis on ELs and instructor-contingent content. EDU 305 will be modified to ensure consistency among instructors for content, and prepare teacher candidates (TCs) to instruct and assess the achievement of diverse learners with a strong and integrated focus on ELs. As an extension, we will **also revise** SCED 305 and 313, currently titled Diversity in Teaching Science and Math in our Adolescent Mathematics and Science Education programs.

In the Fall 2011 semester, PI and/or the Math Science Coordinator will work with COE instructors to revise the Intended Learning Outcomes (ILOs) of EDU 305/SCED305 to reflect a focus on ELs in the classroom,. Strategies for effective EL instruction, formative and summative assessment, and data from instruction and assessment to inform further instruction will be emphasized. The revised classes will be piloted in the Spring and Fall 2012 semesters. The focus of the accompanying field experience, EDU/SCED 313, will also be aligned to allow TCs to work in classrooms with students from diverse cultural and linguistic (CLD) backgrounds.

- **Activities:** PI and/or Math/Science Coordinator will: (1) collaborate with current and potential EDU/SCED 305 instructors; (2) revise current EDU/SCED 305 ILOs to focus on ELs; (3) facilitate coordination of course materials, resources, and assignments to support a focus on ELs and consistency across course sections; (4) work with course instructors to infuse content and strategies to enable teacher candidates to support the linguistic development and academic achievement of ELs; (5) Refocus the TWS unit to reflect EL strategies.
- **Performance Measures:** The PI and/or PD/PS will maintain: (1) revised syllabi; (3) files on shared assessments, materials and resources; (4) evidence of change to TWS assignment to reflect EL focus (copies of assignment description); (5) data on TC effectiveness using newly learned strategies resulting from instructor evaluation of the TWS.
- **Timeline/Milestones:** (1) PI and/or Math/Science Coordinator will contact EDU/SCED 305

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teams in early September, with additional meetings as needed; (2) updated ILOs at Fall and Spring meetings; (3) syllabi, revised assignments will be completed by end of Spring 2012; (4) courses will be piloted in Spring (SCED 305/313) and Fall (EDU 305/313) 2012; (5) TWS data will be transmitted to COE and to BELA for reporting on participant effectiveness.

OBJECTIVE 1.2: 80% of EDU/SCED 305/313 candidates will increase knowledge of and incorporate evidence-based instructional practices for ELs in their field experiences.

- **Activities:** (1) Pre-test and Post-test of TCs knowledge of evidenced-based instructional strategies for ELs; (2) evidence-based instructional practices for ELs and SIOP strategies will be incorporated into and modeled for teacher candidates in EDU/SCED 305/313 courses; (3) strategies will be incorporated by TCs in TWS.

- **Performance Measures:** From records: (1) 80% overall posttests of knowledge of evidence-based instructional practices will show improvement over the pretest by 25%; (2) 80% of TWS's will document use of evidence-based instructional practices with ELs or CLD students.

- **Timeline/Milestones:** Beginning in Fall 2012, and each semester that the course is offered: (1) Administer TC pre-tests of knowledge at the beginning of each semester (2) end of semester administration of same instrument as post-test of knowledge; 80% of TCs will demonstrate a 25% increase in knowledge (3) TCs will implement a TWS, with 80% demonstrating the use of evidenced based strategies for ELs as reviewed by course instructor.

OBJECTIVE 1.3 - Offer graduate TESOL program credit-bearing courses leading to ESL certification to 25 preservice/in-service candidates annually, with 90% of all participants attaining a minimum of a 3.0 GPA in their enrolled courses. Coursework leads to MS in Education, Certificate of Advanced Study, NYS ESOL K-12, or Bilingual certification.

- **Activities:** Upon SUNY Fredonia Graduate Studies acceptance into the TESOL Program, and supported by a regular schedule of TESOL courses offerings by the COE: (1) TESOL Program Candidates (TPCs) will be eligible for inclusion in Project BELA's PDev program, with tuition support; (2) Programming Specialist (PS) and the Administrative Assistant (AA) will collect final grades from campus database for each TPC; (3) PS will review TPC needs, and facilitate

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discussion of TPCs in need of assistance with the Project Director (PD) and the TESOL Program Coordinator (also BELA PI).

- **Performance Measures:** (1) TESOL Program acceptance letter; (2) course roster; (3) Project BELA application and related documents; (4) course completion records (university database); (5) participant Final semester grades; (6) faculty and PD advisement per semester.

- **Timeline/Milestones:** (1) continuous schedule of TESOL program courses in Fall, Spring, Summer I and II; (2) applications, course completion records, advisement schedule, updated at end of each semester; (3) tuition reimbursement upon successful course completion.

OBJECTIVE 1.4 - Project BELA will facilitate participation in a collaborative alternative certification program with NYSED for an annual cohort target of a minimum of 10 *additional inservice* teachers, 50% of whom will be secondary content certified, to participate in the Intensive Teacher Institute (ITI) that leads to eligibility for **ESOL or Bilingual certification**. NYSED permits certified inservice teachers in NYS identified critical shortage areas to complete ITI and, thus become eligible for initial NYS ESOL or Bilingual certification. ITI courses include: *Curriculum Theory & Practice; Content ESL; Foundations of Bilingual Education; Second Language Acquisition & Development; and Assessment & Evaluation of ELs.*

This alternative certification (ITI) program is only available at contracted IHEs. **SUNY Fredonia** was instrumental in identifying key courses to be included in the ITI program, including *Second Language Acquisition* and *Assessment of ELs*. SUNY Fredonia's catchment area includes some of the highest need rural districts in WNY and meets a rural component in ITI. Inservice TPCs will be supported by Project BELA using knowledge gained through the program to modify instruction, making academic content in core courses more accessible to ELs.

- **Activities:** (1) PD/PI will collaborate with NYSED and Eastern Suffolk BOCES to participate in ITI; (2) PD/PS will collaborate with PI to ensure courses are offered in appropriate order and advise applicants; (3) ITI Participants are determined eligible to participate in Project BELA PDev activities; (4) the PD/PS, in collaboration with PI, SUNY Fredonia's Graduate Office, ITI and BETAC, will conduct targeted recruitment of eligible teachers; (5) PD/PS and PI will screen

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and facilitate teachers meeting **both** ITI and SUNY Fredonia enrollment criteria.

- **Performance Measures:** The PD/PS and the Administrative Assistant (AA) will compile records of: (1) annual ITI participation contract; (2) articulated ITI program (specific courses); (3) contacts list; (4) participant registration forms; (5) certification-types of participants; (6) course rosters; (7) PD and/or PI attendance at annual ITI meeting, and meeting documents.

- **Timeline/Milestones:** Annually: (1) complete contract; (2) admit cohort; (3) Fall and Spring ITI state-wide meetings. (4) ongoing record of contacts; (5) list of ITI participants by course.

OBJECTIVE 1.5: On-going Professional Development Program (PDev): (Aligned with stated *Purpose of Program* in RFP). In collaboration with community, State, and Federal programs adhering to US ED principles of PDev, Project BELA will provide on-going, effective, and research-proven program, increasing participants' knowledge of topics relative to serving ELs. It is important to note that ongoing PDev is a required component for continued NYS certification, requiring documentation of 175 clock hours of PDev or continuing education units every 5 years. Participating in PDev will develop effective habits, and give participants advantages over those in programs that do not address this facet of preservice teacher development.

- **Activities:** The PD/PS will: (1) plan and implement a regular series of 6-8 Professional Development Workshop (PDev) presentations for Project ELA participants annually; (2) include EL topics crucial to teacher preparation, TESOL course completion, current regional policies and practices; (4) invite campus faculty and COE students to participate and disseminate information regarding workshops on EL education; (5) disseminate through email, the Project BELA website and ANGEL site (to be developed by the PS).

- **Performance Measures:** (compiled by PD/PS) (1) course syllabi and associated workshop topics; (2) identified workshop content via ongoing contact with faculty and professionals in the field; (3) proposed workshop schedule; (5) workshop flyers; (4) workshop sign-in sheets/rosters, expected 85% attendance rate; and (5) workshop evaluations.

- **Timeline/Milestones:** (1) assess syllabi each year; (2) creation by PS of a proposed workshop schedule each summer, based on participants' needs and ongoing discussions with stakeholders;

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(3) implement 3-4 workshops in each of the Fall and Spring semesters; and (4) prepare flyers, website and ANGEL postings; (5) distribute approximately 1 month prior to workshops.

GOAL 2 – PILOT PROGRAM: Clinically Enriched Preparation in TESOL: aligned with stated *Purpose of Program* in RFP; *Competitive Priority 2; Invitational Priority 1, GPRA 1.2, 1.3, 1.6:* Project BELA proposes to develop and pilot an enriched clinical component as part of the TESOL graduate certification program. Current NYS ED standards in the TESOL Program require that TPCs document a minimum of 100 hours in the field during coursework. Current program practices comprise little structure or monitoring. We propose to substantially increase the *quantity* and *quality* of interaction time with EL students by increasing the clinical contact hours by TPCs in the classrooms to 150 hours, prior to their practicum experience, and create specific clinical structure and monitoring procedures. Course instructors will align clinical components and TWS with course content, and structure TPCs classroom interactions according to their level of competence, giving increasing responsibility to TPCs as they progress through the program. To become effective teachers, preservice TPCs need multiple opportunities to connect theory to practice. Candidates benefit from observing and interacting in classrooms where learners are actively engaged in the learning process, where mentor teachers demonstrate a variety of methods and strategies to facilitate student achievement, and where there is a climate supportive of student success. To implement these principles, candidates must be a regular and active part of the class communities in which ELs participate.

Objective 2.1: By the end of Year 1, with assistance from the PD/PS, the PI will work with other TESOL course instructors and faculty to identify, within each of four clinically enriched courses, developed TPC placements, specific course content to be addressed in the field and to develop the related clinical practice materials needed for implementation.

- **Activities:** (1) The PI, PD/PS and TESOL program course instructors will: (1) evaluate the ILOs and current course assignments for each clinically enriched course to determine integration of content into action-based assignments with an increased responsibility as the coursework progresses; (2) modify TWS assignments as needed, develop materials for the cooperating

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teachers, and rubrics needed for assessment of these components; (3)PI/PD/PC will develop appropriate teacher/classroom placements for TPCs; (4) develop digital observations of model ESL teachers or teachers of ELs using best practices in authentic settings, via distance learning technologies or digitally recorded sessions, checklists for digital observations, and debriefing strategies.

- **Performance Measures:** PD/PS will compile: (1) copies of revised syllabi; (2) a depository of revised assessments, materials and resources; (3) evidence of change to TWS assignment; (4) materials for cooperating teachers explaining guidelines for TPC participation in the classroom; (5) assessment rubrics; (6) identify needs and master teacher models for recorded instruction for observation; and (7) graphic organizers developed to focus digital observations

- **Timelines/Milestones:** By the end of Year 1: (1) one of four courses shall develop resources for a clinically rich field experience; (2) clinically rich practices shall begin to be implemented in the Spring of 2012 (3) an additional new clinical component adding in each of the following 3 semesters; (4) PD/PS will identify teachers to demonstrate best practices and resources required for digital observations, implement in Year 2.

Objective 2.2: Beginning fall 2012, and by their program's end, 90% of preservice TESOL program completers will participate in 4 courses with enriched clinical components.

- **Activities:** The PI, PD/PS, Graduate Assistants and TESOL program course instructors will: (1) work with the Office of Field Experience (OFE) to identify appropriate placements for TPCs in ESL or CLD classrooms in Jamestown, Dunkirk, or Buffalo, or other districts; PS will: (2) become familiar with criteria for clinical related assignments and activities in each course to assist TPCs in the field; (3) schedule and place TPCs in clinical setting; (4) document TPCs participation and hours completed; (5) conduct at least 2 field visits to TPCs in clinical settings per semester; (6) act as the liaison between course instructor, classroom teacher, and TCPs.

- **Performance Measures:** PD/PS will compile each semester: (1) enriched clinical experience course syllabi; (2) course rosters; (3) TPC records of course completions and documentation of clinical experience completion; (4) checklist indicating dates and logistics of observations, and

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evidence of satisfactory field performance; (5) updated database with clinical experiences completed per participant, per course; (5) updated database with school placement information (location, teacher name, grade taught, content level and number of ELs).

- **Timelines/Milestones:** Per semester, beginning in Fall 2012: (1) TPCs will participate in enriched clinical experiences in each of 4 courses; (2) records compilation; (3) assigned classroom participation by TPCs (approx 4 hrs/wk for 10 wks); (4) field supervisor contact with each candidate at least twice; (5) grandfathering of former requirements for existing TPCs until program completion.

Objective 2.3: 90% of all TPCs will make data-based decisions about the effectiveness of their clinical placement instruction and resultant student achievement using a TWS unit.

- **Activities:** While placed in an instructional setting, TPCs will complete a TWS unit.
- **Performance Measures:** The TESOL course instructor will: (1) assess effectiveness of clinical course completers based on TWS assessment rubric; (2) compile data with Associate Dean of COE and (3) transmit TWS data to Project BELA Evaluator. The PD/PS will, in consultation with the TESOL Coordinator, Associate Dean, and Project Evaluator: (4) create and maintain a database to categorize and store TWS unit data results; and (5) work with Project Evaluator to format data on TPC effectiveness for the Annual Progress Report (APR).
- **Timeline/Milestones:** (1) TWS Unit Rubric will be in place by the beginning of the Spring 2012 semester; (2) database will be in place by the end of Spring 2012 semester; (3) TWS Unit will be assessed as candidates complete the course (Fall, Spring, or Summer I); (4) Data will be compiled as units are completed; and (5) results will be transmitted annually via APR.

Objective 2.4: Already engaged in the classroom full-time, 90% of inservice TPCs will make data-based decisions about the effectiveness of their instruction and their student's achievement, completing a TWS in their classroom when enrolled in courses with designated clinical experiences. TWS shall contain and address the same components required of preservice TPCs according to the content and nature of the particular course, but will add a digital recording of a 30 minute instructional segment addressing TWS criteria in lieu of monitoring.

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- **Activities:** In their own instructional setting, inservice TPCs will complete a TWS unit.
- **Performance Measures:** PI and course instructors will: (1) assess completer candidate's effectiveness based on TWS unit assessment rubric; (2) compile data as determined in collaboration with the PD/PS and Project Evaluator; (3) transmit TWS data to Project Evaluator. The PD/PS and administrative assistant, in consultation with the TESOL Coordinator and Project Evaluator, will: (4) create a database to categorize and store data results from TWS unit; and (5) work with Project Evaluator to format data for the Annual Progress Report (APR).
- **Timeline/Milestones:** (1) by the beginning of Spring 2012 semester, TWS Unit Rubric will be in place; (2) by the end of Spring 2012 semester, database will be in place; (3) as candidates complete courses, TWS units will be assessed; (4) data compiled by semester as TWS units are completed; and (5) results will be transmitted annually via APR; (6) Digital recording containing appropriate instructional content, as authorized by its creator, may be used in courses for instructional purposes/observations. Privacy policies adhered to.

OBJECTIVE 2.5 – GPRA 1.2, 1.3, 1.6: One-two-three year follow up: By the end of the first project year (2012), and in each year, the PD/PS and Evaluator will survey all current Project BELA TESOL program graduates, in a quantitative and qualitative format, the following: a) if program completers are in an instructional setting serving LEP students, and b) graduates' self-perceived level of competence and effectiveness in the instructional placement setting.

- **Activities:** (1) The Project Evaluator (PE) will create an online survey for program completers' a) instructional assignment and class composition, and b) self-perceptions about the level of confidence in competencies needed to work with ELs; (2) survey results will assist the PD/PS and the TESOL Coordinator in evaluating the overall effectiveness of the TESOL program and of BELA.
- **Performance Measures:** The PD and administrative assistant will maintain (1) copies of online graduate teacher surveys, and (2) summary of survey results.
- **Timeline/Milestones:** The PE will: (1) by the end of the Fall '11 semester, create an online survey; (2) by the beginning of the Spring 2012 semester, and at the same time each year, the PE

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will administer the online survey to all program completers; and (3) yearly in Spring semester, compile qualitative and quantitative data and transmit via Annual Performance Report (APR).

OBJECTIVE 2.6 – GPRA 1.2, 1.3, 1.6: By the end of the first project year (2012), and in each ensuing year, the PD and Evaluator will survey TESOL teacher graduates' employers, by the end of their first, second, and third year of employment, to ascertain the employers' assessment of level of teacher effectiveness within the instructional placement setting.

- **Activities:** (1) The PE will create an online survey, reviewed by the PD/PS and PI, to elicit employer feedback regarding the Program completer's effectiveness in EL classrooms; (2) survey results will be aggregated and evaluated; and (3) resulting data will assist the PD/PS and the TESOL Coordinator to evaluate the overall effectiveness of the TESOL program and BELA.
- **Performance Measures:** The PD/PS, evaluator, and administrative assistant will compile: (1) copies of online administrator surveys, and (2) summary of survey results and conclusions.
- **Timeline/Milestones:** The Project Evaluator (PE) will: (1) by the end of Fall 2011 semester, have created the online survey; (2) by the Spring 2012 semester, and thereafter annually, the PE will administer the online survey to employers of program completers; and (3) annually in the Spring semester, compile qualitative and quantitative data, and transmit via APR.

GOAL 3: Summer Project sySTEM (supporting our youth in Science Technology

Engineering and Mathematics): Aligned with stated *Purpose of Program* in RFP *Competitive Priority 2, Competitive Priority 3, and Invitational Priorities 1 & 2*. Participants in *Project sySTEM* will be elementary, middle school teachers, and enrolled TPCs. These pre- and inservice teachers often have a strong yet general Liberal Arts education that prepares them well to teach English Language Arts and literacy, yet often do not have the extended training to be adept at providing in-depth STEM lessons. Since TESOL is a stand-alone certification, a number of our preservice participants are career-change individuals without undergraduate training in either education or the STEM disciplines. By including TPCs in the *sySTEM* academy, working alongside inservice teachers, we are furthering the ability of all teachers to assist ELs in any K-12 content area. *Project sySTEM* will be an 8-day program, offered in Summer Session II.

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Sessions will meet Monday – Thursday, from 9 am -3 pm with an hour for lunch, for two weeks. *sySTEM* will address science concepts included in such topics as Motion and Force, Properties of Matter, Earth - Moon relationship, with embedded mathematical concepts such as problem solving, patterns, dimensions, quantity and shape, reasoning and communication, motion and change, symmetry and regularity. In real life most occurrences are not organized by single content strands, but contain overlapping concepts which can be explained through use of multiple disciplines. Mathematics and science concepts intersect with technology and engineering to form a core STEM unit that will expand teacher knowledge of content and pedagogy as well as diversity issues regarding student achievement, and specifically, the language and academic needs of ELs. *sySTEM* will support teachers in mastering a set of teaching performances in the learning sequence that will: 1) promote students' scientific inquiry; 2) help teachers develop awareness of the areas with which students' struggle; 3) infuse integrated STEM lessons in classrooms. We will provide teachers with samples of inexpensive, easily obtainable items that can be used to create materials kits for classroom use. We will create a digital repository of *sySTEM* training and exemplars.

Objective 3.1: Project *sySTEM* personnel, in Fall 2011 and Spring 2012, will develop a series of 4 to 6 STEM lessons that can be experienced by preservice TPCs and elementary teachers from Jamestown and Dunkirk in *Project sySTEM*. These lessons will be hands-on and easy for teachers to implement in their classroom. We will record and edit training for teacher's use.

- **Activities:** (1) *sySTEM* personnel (PD/PS, Dr. Jabot and Dr. Smith) will meet regularly during the fall and spring semesters to outline and create a series of STEM lessons and a list of contents/materials for "survival kits" around the topics described above; (2) knowledge surveys (pre-posttests) and evaluation forms will be created; (3) PS and AA will maintain records of meetings, create lesson depositories; (4) PS and AA will assemble handout lesson packets for participants; (5) PS and AA will assemble identified materials for participant "kits"; (6) complete arrangements regarding physical location & program recording each fall semester.
- **Performance Measures:** The PD/PS will maintain: (1) records of all meetings and sign-in

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sheets; (2) lists and copies of materials created for lesson depositories; and (3) accurate files.

- **Timeline/Milestones:** (1) Beginning in Fall 2011, planning meetings will be held monthly, or as needed, to plan and prepare for the Summer 2012 *Project sySTEM* summer program; (2) handouts (teacher packets including lessons, resources, surveys and session evaluations), materials, and survival kit component lists will be finalized by the end of the Spring 2012 semester; (3) files, handouts and survival kits will be compiled and completed by mid-June, 2012 in preparation for the August *Project sySTEM* launch. (4) Surveys and evaluations will be reviewed and finalized by the end of the Spring 2012 semester; (5) coordinate with technology consultant regarding arrangements and specifics of recording and editing summer training; (6) record and edit summer sySTEM training to create digital STEM lesson repository for use in methods observation, participant teacher reference, and dissemination.

Objective 3.2: Annually, the project will recruit 14 elementary and/or middle school teachers for participation in Project *sySTEM*.

- **Activities:** (1) each Fall the PS and AA will create or revise recruitment materials and acceptance letters for participants (2) in Spring, the PS will work with school administrators to recruit elementary and/or middle school teachers for the August *Project sySTEM*.
- **Performance Measures:** The PS and AA will compile: (1) recruitment and acceptance materials, administrator and teacher contact records; (2) an ongoing list of potential participants, with contact information, teaching assignment, degree majors and concentrations, and class demographics; (3) copies of acceptance letters and registration forms.
- **Timeline/Milestones:** (1) Each Fall complete: recruitment and acceptance, registration materials; and logistics re physical location of program. (2) Each Spring begin and complete recruiting with district personnel, send out acceptance letters before end of academic year, compile detailed list of participants.

Objective 3.3: Each year, the project will recruit 10 TESOL Program Candidates for participation in Project *sySTEM*.

- **Activities:** (1) Each Fall the PS and AA will create or revise recruitment materials and

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acceptance letters for TCP participants (2) Spring, the PS will work with the TESOL Program Coordinator (who is also the PI) to recruit TPCs to participate in the August *Project sySTEM*.

- **Performance Measures:** The PS and AA will compile: (1) recruitment and acceptance materials, records of contacts with PI and TPCs; (2) an ongoing list of potential participants, including contact information, teaching experience - if any, and undergraduate degree major and concentration; (3) copies of acceptance letters and registration forms.

- **Timeline/Milestones:** (1) each Fall complete recruitment and acceptance, registration materials; (2) each Spring begin and complete recruiting with district personnel, send out acceptance letters before end of academic year, detailed list of participants.

Objective 3.4: As evidenced by pre- and post-test comparisons, 80% of pre- and inservice participants will increase their knowledge of STEM topics presented in *sySTEM* by 25%.

- **Activities:** Annually during *Project sySTEM*: (1) administer 1st day pre-test/survey of knowledge instrument regarding topics to be presented (2) administer post-test/survey on final day; (3) administer anonymous program evaluations.

- **Performance Measures:** The *Project sySTEM* staff and Project Evaluator (PE) will compile and assess: (1) pre-test/posttests/knowledge survey results (quantitative and qualitative); (2) summer program evaluation results

- **Timeline/Milestones:** Annually: (1) by mid-Fall semester evaluation and pre/posttest results will be calculated and compiled. (2) by the end of the Fall-semester, summer program staff and PE will have drawn conclusions, based on data compiled, relating to participant knowledge growth, potential learning needs and misconceptions, and formulate a plan to correct and address potential issues for next summer program. (3) Results will be reported in the APR.

Objective 3.5: Using data-based decision making in implementing, assessing, and reflecting on the STEM units learned during *sySTEM*, and through use of a pre- and post-test method for lesson assessment, inservice participants will see 80% of their pupils increase their overall posttest score by at least 25%.

- **Activities:** Modeled in the *Project sySTEM* summer program, inservice participant teachers

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will, from the lessons they experienced: (1) choose at least 2 lessons to implement in their classrooms; (2) implement in fall and/or spring; (3) use a format similar to the TWS (except using lessons received from the program); (4) evaluate results of their teaching and student achievement, reflect on ELs, write brief report (template will be given) drawing conclusions about the process. (5) Project personnel will collect and organize a teacher submitted random 25% anonymous sampling of pupil work product and reports.

- **Performance Measures:** (1) results of pupil pre- post-test data on each lesson; (3) 25% sampling of pupil work; (3) analysis of pupil work samples by Dr Smith, Dr. Jabot and PE.
- **Timeline/Milestones:** In each year of funding, (1) each teacher will administer at least 1 fall and 1 spring STEM lesson; (2) each Spring, PS will collect random 25% sampling of pupil's work; (3) in Fall and Spring, after each lesson taught, teachers will submit a brief report summarizing the process and the results of the experience, outlining student outcomes and implications for the ELs in their classrooms; (4) results will be evaluated and incorporated prior to the commencement of the next **Project sySTEM** by project personnel and PE.

Objective 3.6: Preservice TPCs will use data-based decision-making in implementing, assessing, and reflecting on the STEM units to it improve the achievement of ELs. They will achieve this by assisting inservice **Project sySTEM** participants implement the summer lessons in their classrooms. Impact on student achievement will be evaluated using pre-test-posttest method. 80% of pupils will increase their overall posttest score by at least 25%.

- **Activities:** Preservice TPCs will, from lessons experienced in **Project sySTEM**, (1) work with inservice partners to co-implement at least 1 classroom lesson (fall or spring); (2) use a format similar to the TWS (except with **Project sySTEM** lessons); (3) evaluate co-teaching and student achievement data results, reflect on ELs, write template-based brief report, drawing conclusions about the process. (4) Project personnel will collect, organize, and analyze a submitted random 25% anonymous sampling of pupil work product.
- **Performance Measures:** (1) documentation of co-implementation of 1 lesson in fall or spring; (2) results of pupil pre-test/post test data on each lesson; (3) 25% sampling of pupil work;

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(4) analysis of pupil work.

- **Timeline/Milestones:** Annually: (1) each TPC will co-teach at least 1 fall and 1 spring STEM lesson; (2) each spring, PS will collect random 25% sampling of pupil's work from TPCs; (3) in fall and spring, after each co-taught lesson, candidates will submit a brief report summarizing the process and the results of the experience; (4) results will be evaluated prior to the commencement of the next **Project sySTEM** by project personnel and PE.

2) Project Design Reflects Up-to-Date Knowledge from Research and Effective Practices.

Project BELA was designed based on current research, issues and trends in both the federal and state education arenas with the impetus on reform in collaboration with project staff, Dunkirk and Jamestown administrative personnel, and highly qualified SUNY Fredonia faculty members who have expert knowledge of TESOL and other content areas and who, through their close connection with regional school districts, are cognizant of district needs. Faculty provide specific TESOL course instruction, summer academy leadership, guidance and/or workshop presentations, and have been engaged in research, publication, conference presentations, consulting, and teaching based on the prevalent theories of major influential scholars in their field, of TESOL, linguistics, and pedagogy in the US and abroad. The underlying graduate TESOL Program was developed utilizing the outstanding research of many noted scholars such as Krashen, Cummins, Hakuta, Gardner, Kagan, Collier, and Chomsky.

In addition to increasing ethnic diversity, significant numbers of students speak a language other than English (National Center for Educational Statistics, 2004). *Quality Counts 2009* reports that the EL K-12 population rose by 57% in the period from 1995-1996 to 2005-2006. Twenty (20) States' EL populations have doubled in the same period. Only 9.6 % of ELs in 4th and 8th grade scored at least proficient in mathematics and 5.6 % ELs proficient in reading, compared to 34.8% and 30.4 %, respectively, of students as a whole. 25% of ELs as a whole failed to make progress. In 2003-2004, NYS was 4th in the nation for the highest number of EL public school students (NYS Office of Bilingual Education, 2006). The changing demographics in the country raise two very important issues. First, many teachers view ELs as an homogenous

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group that share similar characteristics when in reality this group varies significantly according to sociocultural, language, academic, and cognitive dimensions (Herrera & Murray, 2006).

Second, because teacher candidates are largely white, female, middle class and from suburban or rural environments (NCES, 2007), there is a disassociation between preservice and inservice teachers and their EL populations.

Teacher education programs are not preparing teachers to fully understand the needs of ELs nor sufficiently supporting them in meeting academic standards (Herrera & Murry, 2006; McGraner & Saenz, 2009). Many teachers receive little or no preservice or inservice professional development relevant to the needs of ELs. Fewer than one sixth of teacher education institutions address EL content in their preparation curricula (Menken & Atunez, 2001); few states require that all mainstream teachers complete coursework focused on the instruction of ELs (Education Week, 2009). Because all teachers are accountable for the academic achievement of ELs, the lack of adequate preparation is alarming!

Educational responsiveness to the strengths and needs of ELs should start in teaching preparation programs. To address the unique needs of ELs, we assert that teacher preparation must include components that embrace the linguistic and cultural background of this population. A common theme among educational research is that creating more integrated programs with extended clinical preparation integral to coursework on learning and teaching produce teachers who are more effective and more likely to enter and stay in teaching. This assertion is consistent with two recent reports: *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, 2010) and *Preparing Teachers of English Language Learners* (National Comprehensive Center for Teacher Quality, 2009). The first report concludes that “teachers benefit from preparation programs that provide well supervised field experiences that are congruent with candidate’s development of practice and evidence of student learning” (p. 2). NCATE (2010) outlines that teacher preparation programs provide teacher candidates with authentic opportunities to develop instructional prowess while being supervised by experienced teachers (p.3). Another critical factor in the preparation of preservice and

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inservice teachers is the incorporation of ongoing professional development and support. Where public schools embarked on considerable investments in meaningful professional development and partnership among colleagues, low-income and children at-risk are able to perform well academically (Cadiero-Kaplan & Rodriguez, 2008). Project BELA has addressed these concerns in *Goals 1 and 2* of its project design.

With adoption of the Common Core Standards in NYS and implementation mandated by 2012, teachers and instructional leaders are under pressure to align curriculum to reflect embedding literacy skills into content areas, specifically mathematics and science. These new standards require that all teachers, including ESOL teachers and Special Education teachers, have knowledge of specific content areas and how to integrate literacy skills in those content areas. Educational leaders in Washington are particularly interested in preparing pupils for the 21st Century placing emphasis on developing sound knowledge in STEM, (Science, Technology, Engineering, and Mathematics), particularly science and mathematics. For example, Rosalinda Barrera, the new director of the US Department of Education's Office of English-Language Acquisition, proclaimed a strong interest in improving science and mathematics instruction for ELs and building the overall capacity of the nation's teachers to work with ELs in these subjects. (Education Week, 2010).

In our discussions we often use the acronym "STEM", however, the reference usually only applies to Science and Mathematics. We posit, however, that STEM is a composite of Science, Technology, Engineering, and Math and that it is necessary to teach the content of each discipline together, as one unit, or meta-discipline (Lantz, 2009). Using the STEM acronym as an umbrella, the collective core content is thought to be the essential knowledge of an advanced society (U.S. Department of Labor; The STEM Workforce Challenge; The National Science Foundation). Integration of content knowledge also enables students to see the world holistically – how things work and fit together. Separation of the STEM content implies that such content is contained in silos, separate and disconnected. As teachers we strive to teach individual content, and then seek ways to help students make connections to other themes, or disciplines. Rather, we

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should tap children's natural curiosity by teaching STEM content as an integrated approach (Boston Museum of Science, 2004-2011), building on their desire to understand the physical world around them. Further, with the development of the Common Core Standards in Mathematics and Science, and the adoption of the Mathematics Common Core and anticipated adoption of the Common Core in Science by New York State (NYS ED), we are now charged with integrating literacy skills (in all four modalities – reading, writing, listening, and speaking) and language use in a variety of content areas. The standards are beneficial for ELs in that language and content are integrated and developed side by side. STEM can help ELs attain academic proficiency since it offers hands-on learning and connections between school, community, and work. Our **Project sySTEM** summer program, detailed in **Goal 3**, is aligned with the framework of the Common Core Standards.

B. QUALITY OF PROJECT PERSONNEL

Encouraging Applications from Underrepresented Classes

To preface this section, Project BELA recruitment and outreach efforts within the Fredonia's TESOL and undergraduate education programs, collaborating school districts, and in the surrounding communities are themselves important steps to equitable access to employment and participation in Project BELA. Second, in accordance with SUNY's fiscal agent, the Research Foundation of the State University of New York (RF), and with Fredonia's strategic plans to increase diversity within its workforce, and with other relevant established policies and procedures, Project BELA key staff will comply with ALL GEPA requirements to assure that ALL individuals, regardless of gender, race, national origin, color, disability, or age, have equitable access to employment, or participation in this grant. Third, Project BELA will use RF policies and affirmative action plans to ensure that no otherwise-qualified disabled individual, Special Disabled Veteran, Vietnam Era Veteran, Other Protected Veteran, or Newly Separated Veteran will, solely by reason of his or her disability, shall be excluded from RF employment or be subject to discrimination if employed by the RF.

1) The Qualifications of the Principal Investigator and Project Director.

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As noted elsewhere in this document, the current Projects ELA and BRIDGE have a proven history that demonstrates that the projects address the needs of the target population which consists of preservice and inservice teachers and ultimately ELs at the K-12 level. The PD also has the experience and wide variety of means at her disposal to continually monitor the direction of the Project, in conjunction with the PS, evaluator, PI and SUNY Fredonia faculty. This proposal illustrates various levels of collaborations and organizations that are integral to Project BELA with regional needs and concerns in the forefront.

PRINCIPAL INVESTIGATOR, Kate Mahoney, Ph. D., as Principal Investigator (PI), is the faculty link between the COE, TESOL Program, and Project BELA. The PI possesses credentials of advanced training in TESOL and extensive experience in the field; contributes her expertise and credentials to provide advanced training to Project Participants in the area of TESOL and to advise that project activities are aligned with current ESL theories and principles; is responsible for the collection, organization, analysis, and reporting of data on teacher effectiveness of TESOL program and Project BELA participants; and consults with the PD regarding strategic linkages between TESOL program curricula and project events and activities.

Dr. Mahoney is an Associate Professor and Coordinator of the graduate TESOL Program and the Professional Certificate Program TESOL K-12 at SUNY Fredonia, and PI of Project ELA since Fall 2010. She brings to Project BELA experience in effectively preparing teachers of ELs. A former teacher of ELs, with teaching experiences from New York State, New Mexico, Arizona, and Belize, she oversees curriculum planning, graduate course/program development and advises graduate students pursuing NYS certification in ESOL and Bilingual Extensions.

PI Mahoney received a Title VII Bilingual Education Fellowship (1998-2001), the American Educational Research Association (AERA) Dissertation award (2002), was selected through a national competition to be a participating researcher in the **Proyecto Derechos Civiles** (Civil Rights Project) in 2008, a UCLA based initiative investigating the effects of Restrictive Language Policies (RLP) on language minority students. She has authored grant proposals, published refereed articles, one monograph, book chapters, and entries in the Encyclopedia of

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Bilingual Education. She has delivered scholarly presentations, and invited talks at national conferences. Her meta-analytic work on program evaluation of English language learners with Rolstad and Glass is nationally recognized and cited in many core textbooks.

PROJECT DIRECTOR: Cynthia Franco Jonsson, M.S. Ed. will serve as the PD. Ms. Jonsson will devote 75% of her time to Project BELA, and will have overall fiscal and administrative responsibility, oversight of project implementation, and be supported by a full-time 12-month Programming Specialist (PS), and a 100% time, 12-month Administrative Assistant. Ms. Jonsson is uniquely qualified to direct the suite of OELA grants hosted by SUNY Fredonia, with over eight years of experience with successful NPD programs and annual budgets totaling over \$598,000. She holds a Master's in Reading (Pre-K-6), a Bachelor's in Foreign Language and Secondary Education, and holds a SIOP certificate. She has extensive administrative and fiscal experience, federal grants management and personnel supervisory experience, elementary and university level teaching, working relationships with school administrators and teachers from the region and across the country, and has presented training and workshops at regional, state and national conferences. The PD will execute and oversee contracts with program partners, communicate with the funder, submit required reports, meet regularly with the PI, PS and the project evaluator to ensure program objectives are being met, convene semi-annual meetings with district liaisons and key staff for reporting and feedback purposes, and coordinate training and outreach activities. The PD will facilitate coordination with SUNY Fredonia faculty, administrators, LEA and SEA personnel, and OELA, and oversee the accomplishment of COE curricular objectives in conjunction with faculty and the COE Dean.

2) The Qualifications, Training, and Experience of Key Personnel.

PROGRAM SPECIALIST (PS): Ms. Raisa Portman will serve as the full-time 12-month Project BELA Program Specialist. Ms. Portman holds a Master's Degree in TESOL and an undergraduate degree in journalism. An English learner herself, Ms. Portman brings to the project experience in negotiating how to learn English and to negotiate the US education system. Ms. Portman is familiar with English learners, as she worked as an ESL teacher in the

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Jamestown school system. She will be responsible for the implementation of BELA activities, for creating programmatic pieces such as pre- and post-tests to determine the level of candidate knowledge and learning regarding SIOP, and other program strategies. Ms. Portman will collaborate with school partners (Dunkirk and Jamestown) and the Office of Field Experience for development of the clinical placements for TPCs and recruitment for *Project sySTEM*, personnel, consultants, and will report directly to the PD.

Ms. Portman is the current Program Coordinator of Project BRIDGE and is SIOP trained. In this capacity, Ms. Portman schedules professional development sessions for participating teachers, creates program materials, and observes the implementation of SIOP elements in participants' classrooms. She has been part of the Project BRIDGE team that presented vocabulary strategies at numerous state and national TESOL and NABE conferences.

ADMINISTRATIVE ASSISTANT (AA): The PD will be supported by a 12-month 75% Administrative Assistant. Ms. Karene Gora will serve as the AA for Project MAST²ER and has extensive experience in the support of two Title III federally funded projects, Project ELA and Project BRIDGE, housed in the COE at SUNY Fredonia. Ms. Gora is familiar with federal reporting forms as well as RF requirements for the procurement of materials and the disbursement of funds. Additionally, Ms. Gora is fluent with technology; she maintains all Project ELA and Project BRIDGE databases, handles all correspondence and advertisement for professional development activities, assists with report production, data tracking, recruitment and scheduling.

PROJECT EVALUATOR Gregory F. Harper, Ph.D. is a Professor Emeritus of Psychological Foundations of Education at SUNY Fredonia, and is the evaluator for the current Project ELA. During his 30-year career at Fredonia, Dr. Harper served in a variety of administrative posts in addition to his teaching responsibilities, including Associate Chair of the Department of Education, Associate Director of the School of Education, Interim Dean of Education and Associate Dean of the Faculty. Dr. Harper has designed the evaluation portions of several major federal grants, and has demonstrated particular expertise in the evaluation of educational

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programs. He was author and Principal Investigator of the federally funded McNair Scholars Program, and co-author and director of the NYS-funded Liberty Partnerships Program, designed to improve high school graduation rates. Other assessment responsibilities included roles in the Middle State Accreditation Process and NCATE Accreditation for the College of Education. Dr. Harper is the author of more than 50 articles, book chapters, and other publications, and is an expert on the topic of effective school practices, and peer-assisted learning strategies.

Qualifications and Experience of Other Key Personnel:

PROJECT SYSTEM SUMMER PROGRAM CREATORS AND IMPLEMENTERS:

Cynthia Smith, Ph.D.: Dr. Cynthia Smith is an Associate Professor of Mathematics Education at SUNY Fredonia, offering vast professional experiences in working with EL's, at-risk youth, and gifted and talented students, both as an instructor and mentor. She has teaching experience in New York, Ohio, and the Texas-Mexico border region, as well as internationally. Dr. Smith has numerous publications on topics such as mathematics, teaching mathematics, and co-teaching in mathematics. She has authored grant proposals, given numerous scholarly presentations at national and international conferences, on topics including affirming diversity through classroom instruction, co-teaching partnerships in secondary mathematics classrooms, and preparing preservice general educators to instruct students with diverse learning needs.

Dr. Smith is a certified Ruby Payne *Framework for Understanding Poverty* Trainer and is committed to serving in the local school communities. She previously served on the Board of Education, the Mathematical Literacy Committee and CDEP for Dunkirk Schools, and has served Fredonia Central Schools as Mathematics Education Consultant. Smith is an author of the NCATE Elementary Education Standards SPA Report.

Michael Jabot, Ph.D.: Dr. Michael Jabot is a Professor of Science Education at SUNY Fredonia; faculty member of the National Science Resource Center at the Smithsonian Institute and the National Academies; the director of the *Institute for Research in Science Teaching* (IRST), and the Rural Regional Coordinator of the *American Association of Physics Teachers Rural Physics Institute* at SUNY Fredonia. He has experience teaching Physics, Principles of

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Technology, Engineering Design Technologies, AP Physics, Independent Science Research at high school and college levels, and, among numerous awards, was the 2009 recipient of the SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities.

Dr. Jabot is very active in the Physics Education Research community, striving for reform-based methods in physics into the classroom. He has extensive experience authoring, directing, and evaluating state and federal grants/projects, and is a writer/consultant for the Madison-Oneida BOCES, aligning the new NYS science standards with inquiry-based methods of instruction in K-12 classrooms. He is a core writer for the NYS Education Department in Elementary, Intermediate, Earth Science, Living Environment, and Physics Standards and the Common Core Standards for Science, is a C³P National Physics Curriculum Mentor, and developed a high school National Physics Curriculum. He has researched and presented, among other topics, on creating partnerships between schools and higher education, raising multicultural awareness, implementation of standards-based assessment in NYS high school physics.

Technology Consultant – Mr. Douglas Pendl will consult with BELA on the use of digitalized videos of teachers modeling effective EL strategies and target instructional practices. Mr. Pendl is a retired teacher from Chautauqua Central School District. He currently serves as the Coordinator of Michelangelo, a distance learning project with Erie Chautauqua Cattaraugus Board of Cooperative Educational Services (E2CC2 BOCES). Mr. Pendl will assist with editing and the digitalization of lessons to exemplify evidence-based instructional practice with ELs.

Graduate Assistants – Two TESOL Graduate Assistants (GAs) will be hired to assist the PS and Office of Field Experiences with placement of TPCs in classrooms with ELs. Because field experiences are the venue for the TWS action research projects, the GAs will play an important part in achieving project goals and objectives. Further, the GAs will assist with placement and monitoring of candidates in the EDU 305/313 and SCED 305/313 courses being revised to reflect instructional practices for diverse learners with a strong focus on ELs.

C. QUALITY OF THE MANAGEMENT PLAN

(1) Adequacy of the Management Plan to Achieve Objectives. Staff responsibilities are clearly

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delineated in the Project Design section, with proposed timelines, program milestones, and reporting structures. The timelines for accomplishing the project objectives are reasonable and achievable. The budget is detailed and tailored to support project goals and objectives. PD Jonsson is experienced in budget, program, and personnel oversight. The target school districts and SUNY Fredonia are committed to the improvement of EL achievement. Project BELA has chosen to include enhanced clinical experiences, STEM training, and teacher effectiveness as new goals as we seek to address identified needs and build on our previous successes. Continued requests for collaboration and requests from LEAs for contact information for our program completers demonstrates Project BELA's ongoing, practical value.

Furthermore, SUNY Fredonia is fully supportive of Project BELA, and SUNY Fredonia President Dr. Dennis Hefner, and Dr. Christine Givner, Dean of the College of Education, continue to offer strong institutional support for this project. SUNY Fredonia, recognized nationally for its teacher preparation programs, will also provide comprehensive instructional leadership. Partner LEAs, SEAs, and other entities have embraced Project BELA, the quality of personnel, and the proposed services for districts working with struggling ELs.

The project design (which contains clearly articulated and detailed task assignments, performance measure, timelines and milestones), the implementation procedures, and evaluation plan ensure continuous improvement, ongoing data compilation resulting from formative and summative evaluation measures ensure feedback and continuous improvement of the project. Proposed project costs support the time, people, and services to preservice and inservice teachers and our efforts to provide for their needs as they become effective, highly qualified teachers of ELs, ready to enter to make a difference in their students education.

(2) The Adequacy of Time Commitments of Personnel to Meet Project Objectives.

The overall time commitments for faculty and professional staff in Project BELA proposes an overall time commitment of 3.0 FTE (0.75 Project Director; 1.0 Programming Specialist; 1.0 Administrative Assistant; 0.25 faculty PI) as adequate and sufficient to meet project objectives. The 75% PD, will have fiscal and administrative oversight of the program.

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She will meet at least weekly, with the 100% PS who will lead the day-to-day implementation of Project BELA, and the three-quarter time clerical staff. PD Jonsson has skilled experience directing federally funded projects, as well as working with local school districts and college personnel. Faculty time commitments are appropriate and adequate to meet Project objectives based on prior experience and as evidenced in the project budget.

D. QUALITY OF THE PROJECT EVALUATION

1. Evaluation methods are thorough, feasible, and appropriate to the project design.

Evaluation is integral to the Project BELA design and, therefore, this evaluation section must be read referencing the Project Design section since, as each goal and objective was introduced in the Program Design, performance measures and timeline/milestone elements were described. This thorough approach strengthens the entire project, demonstrates the efficacy of program evaluation, and is appropriate to a project in an educational setting. Project BELA's evaluation plan includes a variety of statistical and/or performance measures to produce both qualitative and quantitative data. Project Evaluator (PE) Harper is an objective, qualified, and experienced educational researcher and evaluator.

Project BELA will be adequately staffed to enable collection and maintenance of records pertaining to curricular change (Objectives 1.1, 1.2) enrollment in Project BELA (Objectives 1.3, 1.4), persons contacted (Objectives 1.3, 1.4), and recruitment into Project sySTEM (Objective 3.3). Data collection procedures exist for each of the goals and objectives thus assuring **thorough and feasible** assessment. The connection between the objectives and assessment tools is clear and indicates the **appropriateness** of these measures for assessment of these objectives. Data will be compiled into a password protected comprehensive database. Staff training and locked file storage will further assure confidentiality of assessment information and data.

The evaluation design ensures the project will modify and adapt project components in accordance with evaluation findings, increasing the effectiveness of Project BELA by providing more focused educational services to teachers of EL populations in the target school districts. Continual LEA feedback will be fostered through coordination and collaboration between the

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PD, PS and representatives of the EL-serving organizations (such as BETAC) and the LEAs. Monthly discussions and/or meetings between the PD/PS and PE will review PE analysis, at minimum a quarterly, to implement evaluator recommendations relative to: project and participant progress; mid-semester advisement conferences with TESOL Coordinator; completion of credit-bearing course evaluations; surveys; written event evaluations from professional development workshops and for Project sySTEM; Teacher Effectiveness Assessments (TEAs); reviews completed by graduates and their employers in instructional placement settings; SUNY Fredonia academic graduate teacher transcript data; review of the Annual Performance Reports and the Final Performance Reports.

The following information/data sources are readily available within an academic context.

Course syllabi – These are public records on file with the College of Education. Syllabi must meet the standards established by NCATE, and thus must completely specify course goals, objectives, course materials, requirements, assessment procedures, and correlate each of these with NCATE Standards. Examination of syllabi readily yields information required to ascertain the information needed to assess goals and objectives related to curricular change in the Fredonia College of Education (Objective 1.1); course curricular changes (Objective 1.2); alignment with New York State Standards (Objective 1.6); and development of clinically enriched courses (Objective 2.1); and development and integration of STEM lessons (Objective 2.7).

Teacher Work Sample (TWS) – Described in detail above, the COE has been using the TWS or minor variations thereof to meet NCATE requirements to demonstrate the teaching effectiveness of our candidates, for at least 5 years. Since TWS is an already approved methodology with established rubrics for the quantitative and qualitative evaluations of TWSs, it will be feasible to assess: use of evidence based practices (Objective 1.6); the extent to which TPCs make data-based decisions (Objective 2.4 and 2.5); knowledge of STEM topics (Objective 3.4); and improvement in posttest scores as a result of STEM instruction (Objective 3.6).

Transcripts – Student transcripts are made available to advisors. Since each participant in Project BELA will be advised by Project Staff, we will easily establish: certification area

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(Objective 1.4); completion of clinically enriched courses (Objective 2.2); completion by TPCs of the 48-hour course requirement of observing, assisting and completion of assigned tasks within field placements (Objective 2.3); and completion of other requirements for certification.

NY State Teacher Competency Examination – NYS requirements for fully qualified teachers include completion of a registered and accredited program, and passing state exams for each certification area. Exam results are made available to the institution from which a candidate graduated, enabling us to determine which of our program completers are fully qualified.

In addition, we will use the following instruments, originally developed for use Project ELA, a stepping stone to Project BELA, but have been refined for use in Project BELA.

Program Participants' Survey – Includes: (1) a CONFIDENCE self-rating on 21 areas of competence including child characteristics and needs, instructional planning and delivery, curriculum development and adaptations; and (2) COMPETENCE self-ratings of success in IMPLEMENTING 22 skills identified by practitioners as necessary for successfully meeting the needs of ELs such as: matching instruction to the students' stage of language acquisition, developing and using instructional supports, communication with non-native speakers and their parents, consideration of the psychological and cognitive characteristics of students. This instrument will enable us to satisfy Objective 2.6.

Employers Survey – Designed to be completed quickly and easily by busy administrators, the survey asks respondents to identify graduates' use of 14 instructional practices identified by experts as important in teaching EL's and whether these administrators would hire another Fredonia graduate. Spaces are included for comments.

2. Objective performance measures relate to project outcomes, and produce quantitative and qualitative data

Project BELA objectives are measurable, directly related to project outcomes, and were developed in cooperation with the Project Evaluator. This intentional early involvement of the PE in the project design ensures that each objective is measurable, that measurement procedures currently exist, and that these objectives will yield useful quantitative or qualitative data.

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Table 3: Alignment of GPRA Requirements with Project BELA Objectives and Outcomes

GPRA Measure	Project BELA Objectives/Outcomes	Data Sources
(1.3) % of pre-service program completers who are State and/or locally certified, licensed, or endorsed in EL instruction (1.5) % of inservice program completers who complete State and/or locally certification, licensure, or endorsement requirements in EL instruction as a result of the program.	1.1 Curricular changes in the COE to improve instructional preparation for ELL's	-Syllabi
	1.2 Curricular changes to required courses for Math and Science preservice candidates to improve instruction for EL's	-Syllabi -Teacher Work - Sample (TWS)
	1.3 Offering a TESOL Program to 25 inservice/preservice candidates annually	-Enrollment
	1.4 Ten (10) ITI Program participants, 50% of participants to hold secondary certification	-Enrollment -Program Approval
	1.5 Ongoing PDev	-Records
	1.6 Incorporation of evidence- based practices	-TWS
(1.2) % of pre-service program graduates placed in instructional settings serving LEP students within one year of graduation.	2.6 Survey of program participants and graduates	-Survey
	2.7 Graduates' employment status	-Survey, contacts, self reporting
(1.3) % of pre-service program graduates providing instructional services to EL students three years after program completion	2.6 Survey of program participants and graduates	-Survey
	2.7 Graduates' employment status	-Survey, contacts, self reporting

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(1.6) % of in-service teacher completers providing instructional services to EL students.	2.7 Graduate's employment status	-Survey, contacts, self reporting
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Performance Data: This is primarily data collected through the TWS, which yields objective data regarding the improvement in TESOL program candidate (TPC) performance. Pre- and post test measures quantify improvement. In addition, established TWS evaluation rubrics help to assess TPCs' performance and success in impacting student learning. Performance data is also obtained from participant transcripts (course grades), and successful completion of course requirements (faculty reporting). Generally, successful completion of each course requirement is necessary to pass our NCATE approved courses.

Participant Completion of Project Requirements, Certification as a Highly Qualified Teacher: The data required for this determination is derived from examination of student transcripts and the results of the NYS Teachers Examination, both objective measures. Table 3 above demonstrates the alignment of GPRA Requirements with BELA Program objectives and summarizes the sources of data as related to each objective:

Provisions for Continuous Improvement – The Project BELA assessment plan incorporates multiple data sources to provide direct and continuous feedback to the PI, PD, PS, and to those providing instruction and advisement to participants. These include: a survey completed at the end of each workshop; student course evaluations; students' performance results on the TWS; annual survey results; program enrollment data and completion rates; and job placement self-reporting. Project staff address deficiencies and make immediate changes in any aspect of program design or delivery as identified by current or past participants. Objectives provide quantitative benchmarks to measure and evaluate accomplishment of each objective, assuring the program is delivered as intended (fidelity of implementation) and accomplishes the stated purposes of the **National Professional Development Program.**