

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**  
**CFDA # 84.365Z**  
**PR/Award # T365Z110141**  
**Grants.gov Tracking#: GRANT10865131**

Closing Date: MAY 09, 2011

## NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM, CFDA 84.365Z

### ABSTRACT

**Name of the IHE:** San Diego State University (SDSU)

**Title of the Program:** *Academic Development for the Achievement of Noteworthy Teacher Educators (ADANTE): Bilingual and Special Education Dual Credential Programs to Enhance Language Acquisition and Literacy*

**Consortia Partners:** San Diego Unified School District

**Project Description and Design:** *Academic Development for the Achievement of Noteworthy Teacher Educators (ADANTE): Bilingual and Special Education Dual Credential Programs to Enhance Language Acquisition and Literacy* is a “path maker” project proposed in response to the need for bilingual teachers who excel at teaching English learners including those with disabilities. Increased collaborations between bilingual education and special education preparation are needed in the context of a dual credential program that will result in enhanced language acquisition and literacy development for English learners and enhanced knowledge and skills for all new teachers. The central purpose of the project is to assist English learners in achieving the highest professional standards in school by improving instruction vis-à-vis professional development, university school partnerships, and dual credentials in bilingual education and special education for candidates who speak both Spanish and English.

ADANTE is designed to provide professional development to improve teacher preparation in instruction for English learners in the context of a university school partnership in highly diverse urban schools. The credential coursework and practicum experiences in Bilingual Education and Special Education will be blended and merged to create a two year program that results in bilingual candidates who are highly qualified and who exceed professional standards in subject matter competence for teaching English learners. Candidates will be engaged in data based decision-making during practicum experiences.

**Priorities Addressed:**

- *Invitational Priority 2-- Improving preparation for All teachers--*activities to improve teacher education curricula, content faculty skills to ensure all new teachers are prepared to teach ELs.
- *Competitive Preference Priority 2 – Enabling Data-Based Decision-Making* to improve instructional practices and student outcomes for ELs including those with disabilities.

**Project Objectives Include:**

1. Professional development to improve instruction for English learners using monthly focus groups with faculty from local schools and faculty from two higher education departments in bilingual education and special education, technical assistance from leaders in the field, visits to model schools, and professional conference attendance by credential candidates and faculty.
2. Recruitment and preparation of 15 bilingual candidates a year who will earn dual credentials in elementary or secondary education bilingual education and in special education for students with mild to moderate disabilities including mild autism.
3. Practicum placements for credential candidates where valid and reliable ratings of candidate performance in our partner schools are derived and where the majority of students are “new arrivers” and English learners.
4. Engaging candidates in databased decision making where they will collect data during small group instruction of English learners to inform literacy development in the schools and to inform professional development in reading and language arts instruction and language development.
5. Increased collaboration among school district, university faculty, technical assistants and credential candidates in bilingual education and special education in order to develop improved instructional practices for English learners that will allow them to accomplish their highest goals.

**Project Activities Include:**

- University Faculty, Local School District Faculty, Technical Support Experts, and Credential Candidates will participate in Improved Academic Language and Literacy Development Focus Groups to begin in Fall, 2011. English learner case studies and action plans with clear timelines will be developed and data will be collected to support improved instruction for English learners.

- Dr. Jana Echevarria, Dr. Edward Olivos, and Dr. Robert Rueda will offer technical support at focus group meetings once a year including topics such as: sociocultural aspects of learning, the role of social justice in the education of English learners, the importance of parental and family connections including advocacy around terminology and intimidation, and first and second language acquisition including culturally relevant pedagogy. Focus will be entirely on how bilingual candidates can improve instruction for English learners including those who may have disabilities. Focus group participants will provide a set of yearly goals for the improved instruction of English learners to be built into the next year's preparation coursework and practicum development.

- Candidates will be recruited from a pool of Spanish speaking students who are interested in teaching as a career. Recruitment will occur in advising sessions for prospective teachers.

- Candidates will have four semesters of practicum experiences in our partner school districts where English learners will be in the majority and coursework with signature assignments required to be completed in the practicum settings. Candidates will emerge as highly qualified teachers in both elementary or secondary and special education and will have abundant expertise in teaching English learners.

- In an on-going practicum experiences, in collaboration with our partner schools, candidates will have a variety of teaching experiences aimed at preparation that will empower English learners in the schools to achieve their highest goals. For literacy development and content instruction professional development will be focused on expanding traditional models to include small group instruction, intensive vocabulary instruction, emphasis in academic language development, and on-going progress monitoring of learning. Data collection will be required by candidates to promote databased decision making for improved instructional adaptations. Data will be aggregated across settings to report out on English learner progress.

- Candidates will choose from a variety of conferences and either present or attend such as CATESOL, CAFE, and CEC to extend professional knowledge and skills.

- Strong core program coursework in: cross-cultural family centered interactions with students, dual language settings, multicultural instruction to meet California standards and subject matter competence, ecosystemic and ecobehavioral assessment and intervention, interdisciplinary collaboration, evaluation of English-learners, bilingual assessment, dynamic assessment and instruction with aligned behavioral interventions. Coursework and signature assignments will be adapted based on focus group conclusions, constantly being improved across the five years.

**GPRA Measure Targets for each year of funding – annual targets:**

**Number of Pre-Service Candidates to be served Annually**

- 15 will be served in **Cohort 1 beginning in Year Two**
- 30 will be served in **Years Three to Five (because of overlap between Cohorts 1 & 2 etc)**

**Number of Pre-Service Trainees Expected to Complete the Program of Study Annually**

- 15 will complete the program of study **Annually** Years Three to Five

**Number of Pre-Service Completers to be Placed in Instructional Settings Serving ELs Annually**

- 15 placed in instructional settings serving ELs Year Two
- 30 placed in instructional settings serving ELs Years Three to Five (Cohorts 1, 2, & 3)

**Number of Pre-Service Completers Certified in EL Instruction Annually**

- 15 will receive credentials in Bilingual Education and in Special Education for Students with Mild to Moderate Disabilities including Autism **Annually in Years Three, Four, and Five**

**Multi-Faceted Evaluation:**

A multi-faceted evaluation plan is proposed to analyze both quantitative and qualitative data regarding success of the ADANTE project objectives including: California Reading Instruction Competence Assessment scores for candidates, evaluation of professional development by surveying participants, and credential candidate competence in bilingual settings and in special education practicum settings as they relate to English learner response patterns. The project evaluator will take an active role in monitoring data collection and reports that contribute to development of improved educational opportunities and instructional experiences for ELs.

*Academic Development for the Achievement of Noteworthy Teacher Educators*

*(ADANTE): Bilingual and Special Education Dual Credential Programs to Enhance Language Acquisition and Literacy* is a “path maker” project proposed in response to the need for bilingual teachers who excel at teaching English learners (ELs) including those with disabilities. This project will specifically address Invitational Priority #2 to ensure that credential candidates at San Diego State University (SDSU) are well prepared to teach ELs through professional development in partnership with the largest local school district in San Diego, San Diego Unified School District (SDUSD); and *Competitive Preference Priority 2 – Enabling Data-Based Decision-Making* to improve instructional practices and student outcomes for ELs in the context of a dual credential program in which candidates will earn credentials in bilingual elementary or secondary education and special education for students with mild to moderate disabilities including autism. Both goals will result in improved teacher education curricula, improved practicum experiences, and improved trajectories for English learners in the schools.

California reports over 25% of the public school population are English learners (CBEDS, 2010). Texas has the second-highest percentage among the four most populous states but the average in the U. S. is 9%. Most of California's English learners (85%) speak Spanish. The next most common language in California is Vietnamese, spoken by about 2% of ELs. With over 50 languages spoken in the schools, ELs represent over two million students in California. Reports consistently indicate that the unique needs of ELs are often overlooked entirely in our nation's schools with alarming reports of 50% drop out rates in urban centers (Artiles, Klingner, Sullivan, & Fierros, 2010; Rumberger, Gándara, Maxwell-Jolly, and Callahan, 2003).

Students receiving special education services make up almost 11% of the school population in California. The majority of students with mild to moderate disabilities in California

are from culturally and linguistically diverse backgrounds and there has been a chronic and persistent problem of overrepresentation of Latinos and African Americans in special education (Cadiero-Kaplan & Rodriguez, 2008; Ochoa & Pearl, 2010). Our school district partner SDUSD reports that 66% of students are culturally and linguistically diverse, of those two thirds are Latino (43% of students in the district). In SDUSD about 53% of those with learning disabilities are Latino which means that there is approximately 10% overrepresentation in the category (Hehir, 2008; Hernandez, 2009). This disparity may indicate questionable educational services for Spanish dominant students who are labeled with mild to moderate disabilities. SDUSD is aware of the inherent problems and seeks to remedy them (Educational Opportunity Audit Report, 2010). Their partnership with us on the ADANTE Project is rooted in the fact that there are few special education teachers who have bilingual proficiency and few who have skills and training to effectively respond and lend expertise regarding differences between language acquisition and disability (Zetlin, Beltran, Salcido, Gonzalez, & Reyes, 2011; Valles, 1998; Miramontes, Nadeau & Commins, 1997). This dearth of expertise in dual language literacy is logically linked to a lack of responsiveness and to a lack of correct action when English learners are struggling in school. ADANTE is designed to respond to the need for greater emphasis on improved school experiences for English learners and their families as well as increased numbers of bilingual special education teachers. The university school partnership between SDSU and SDUSD and the focus group design of ADANTE will inspire teachers via enhanced data based decision making to empower English learners to reach academic heights.

ADANTE is a proposed Multiple Subject (K-8) or Single Subject (8-12) Bilingual Cross-Cultural Language and Academic Development credential (BCLAD/Spanish Emphasis) *combined with* the Level I Special Education Specialist Credential for Mild to Moderate

Disabilities to be engaged in a University School District partnership. Upon completion, the Multiple Subjects or Single Subjects BCLAD credential authorizes the holder to teach in a bilingual or general education classroom setting. The Special Education Credential for MM Disabilities authorizes the holder to teach students identified as having mild to moderate disabilities including autism in a variety of school settings from kindergarten to 12<sup>th</sup> grade (K-12). Of importance in our proposed ADANTE program is the unique design in which candidates collaborate with an urban and very diverse school district, district mentor teachers, faculty at the university, and technical support experts to develop expertise in teaching English learners. Students who seek these blended credentials will be given a wide variety of opportunities and will be prepared to teach in two languages. Candidates will be better prepared to develop both the Spanish and English language abilities in their students in language arts and in all content areas. This knowledge base will be extraordinarily valuable in the context of the authentic case studies that will be analyzed in the focus group work, and once the candidates are hired to teach. ADANTE seeks to assist in changing the current trajectory for English learners in SDUSD.

Curricula development as well as connections with families and communities along with strategies for addressing the needs of ELs will all be central parts of the fabric of the preparation and professional development that candidates receive (Loera, Rueda, & Nakamoto, 2011). Bilingual education and special education preparation grounded in language development and strategies for teaching English learners will propel ELs to want to stay in school and to attain high levels of achievement (Echevarria & Graves, 2010; Orosco & Klingner, 2010).

**Quality of Project Design** **(40 points)**

**1. Extent to which the goals, objectives, and outcomes are clearly specified and measurable.** Three *goals* guide this project are: (a) *Invitational Priority 2-- Improving*

*preparation for All teachers*--activities to improve teacher education curricula, content faculty skills to ensure all new teachers are prepared to teach ELs in the context of professional development in a university/school district partnership, (b) *Competitive Preference Priority 2 – Enabling Data-Based Decision-Making* to improve instructional practices and student outcomes for ELs including those with disabilities, and (c) *Government Performance Results Act (GPRA)* measurable targets to improve SDSU's capacity to prepare bilingual and special education candidates to effectively teach English learners in partnership with our local school district. The number of candidates recruited, graduated, and working with English learners will be reported.

*Invitational Priority 2-- Improving preparation for All teachers.* ADANTE is a professional development project designed to provide credential coursework and practicum experiences in a cohesive, blended way in the context of a *focus group model where monthly case studies are presented and solutions are proposed*. This proposed program surpasses previous credentialing structures primarily because candidates will be oriented toward emphasizing the strengths that English learners bring to school in all coursework and practicum settings. Community and home language strengths will be an important base for the problem-solving model that students will use resulting in the empowerment of English learners in school.

*Competitive Preference Priority 2 – Enabling Data-Based Decision-Making.* Candidates will also be engaged in data based decision-making during all practicum experiences and in signature assignments in the coursework. Using anecdotal information about the learner, work samples, and error analysis, adaptations of aspects of the educational process and curriculum will be made. Measurement of student learning will occur in the context of assessment, instruction, behavior management, and curriculum adaptations. The case studies presented in monthly focus groups will provide professional development and modeling for credential candidates

demonstrating the power of the problem solving model and data-based decision making in action. Data will be collected at the school sites in order to examine the success of recommended action plans and these data will be reported to the focus group for follow up purposes. This system of data driven decision-making and responses to student learning and student adjustment to school is a central thread of our ADANTE project.

Professional development of candidates will occur in the context of the California Teaching Performance Expectations (TPEs) that are grounded in sound educational research for effective teaching: creating and maintaining effective learning environments for student learning, making subject matter comprehensible to students, assessing student learning, engaging and supporting students in learning, planning instruction and designing learning experiences, and developing a professional educator (see Appendices for TPEs). Equally, professional development will occur in the context of the California Common Core Standards for English Learners (CSEL) with the following considerations: curricula in school should be aligned with college and work expectations, expectations include rigorous content *and* application of knowledge through high-order skills, build upon students strengths and lessons of current state standards, curricula and instruction should be informed by top-performing countries, so that all students are prepared to succeed in our global economy and society, and teaching should be informed by evidence or research-base (see References for url to find the CSEL Standards on-line). Candidates will be required to complete signature assignments in coursework featuring on-going assessment of student learning in field-based projects. Validated observational protocols will be used to rate candidate performance. Candidate performance portfolios will be required that include home language surveys, critical pedagogy analyses, reflective instructional journals, videotaped lessons, assessment driven unit plans, behavior intervention plans, and technology applications.

**Table 1: Goals, Objectives, and Measurable Outcomes**

Need	Goals	Objectives	Activities	Measurable Outcomes
<p>Scarcity of qualified bilingual special education teachers to provide language development and academic instruction to ELs</p>	<p>1. <i>Improving preparation for All teachers--</i> activities to improve teacher education curricula, content faculty skills to ensure all new teachers are prepared to teach ELs.</p>	<p>1.1 Collaboration between SDUSD and SDSU College of Education Policy Studies (bilingual teacher education program) &amp; Special Education (Mild/Moderate Disabilities) credential programs.</p> <p>1.2 Technical assistance from leading researchers on English learners to participate in</p>	<p>1.1 Recruit a group of teachers and school personnel from SDUSD to participate in focus group meetings. Focus Groups will meet monthly with case studies of struggling ELs . Focus Groups discuss cases, make recommendations, and design action plans.</p> <p>1.2 Each year Dr. Jana Echevarria, Dr. Robert Rueda, and Dr. Edward Olivos (one focus</p>	<p>1.1 Minutes from meetings and data driven action plans will be monitored and documented by school and university faculty. EL data and teaching observations reported and integrated into revisions on candidate preparation.</p> <p>1.2 Content and participation put forward by technical assistants will be formally</p>

		<p>focus group meetings and share expertise three times a year</p> <p>1.3 Improve credential coursework and practicum experiences</p> <p>1.4 Recruit three Cohorts of 15 bilingual teacher candidates</p> <p>1.5 Three Cohorts 15 candidates are during a two year period in bilingual and special education</p> <p>1.6 Candidates</p>	<p>group meeting annually) and participate in case study responses infusing expertise.</p> <p>1.3 On-going revisions to combined credential program with blended emphasis</p> <p>1.4 Group advising sessions and advertising on the website</p> <p>1.5 Candidates take 27 units in year one and 34 in year two combining theory, methods, and field experiences</p> <p>1.6 Candidates</p>	<p>evaluated. Content integrated into coursework and field work in the blended credentials</p> <p>1.3 Sequence, schedules, staffing, and signature assignments for each course to assess candidate performance.</p> <p>1.4 Candidates meet all state and NCLB credential requirements</p> <p>1.5 Three Cohort of 15 candidates complete requirements for BCLAD and SPED</p> <p>1.6 Candidates pass</p>
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		demonstrate knowledge of research based literacy instruction 1.7 Infuse cutting edge research and practice into the repertoires of focus group members.	teach small groups of struggling readers 1.7 Professional conference presentations and attendance by faculty and students	RICA exam and English learner data is reported 1.7 Report each year on presentations and conferences by faculty and students
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2. Lack of significant sustained progress for English learners in the schools particularly those who are struggling learners or who have	2. <i>Enabling Data-Based Decision-Making</i> to improve instruction and student outcomes for ELs including those with disabilities. To do so,	2.1 Gather information about effective local schools making progress with English learners.  2.2 Field placements where large concentrations of English learners are being taught.	2.1 Visit model schools in the area.  2.2 Work with school district partner to make field placements where ELs are in	2.1 Make detailed notes about school practices and report on these practices to focus group tying English learner performance data to those practices.  2.2 Place credential candidates in four field placement settings where English learners are
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<p>mild to moderate disabilities</p>	<p>must address the academic and linguistic needs of English learners and use their responses to instruction and school to guide change.</p>	<p>2.3 Implement bilingual and special education methods that are research based through course work and field experiences, including informal assessment approaches.</p> <p>2.4 Incorporate TPEs and CSEL</p> <p>2.5 Provide culturally and linguistically relevant curricula and critical</p>	<p>the majority.</p> <p>2.3 Provide selected courses &amp; field experiences in bilingual and special education that are taught by specialists in both academic fields.</p> <p>2.4 Examples of TPE and CSEL (see Appendices)</p> <p>2.5 Program curriculum and methods courses are multicultural and context</p>	<p>in the majority.</p> <p>2.3 Program design meets state credentialing requirements and delivered by specialists in the fields of bilingual and special education including the use of curriculum-based measures (CBM).</p> <p>2.4 Candidates are assessed on each TPEs and CSEL in coursework and practicum ratings</p> <p>2.5 Curricular and instructional recommendations are specified in Focus Group</p>
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		<p>pedagogy in the preparation of bilingual special education specialists</p> <p>2.6 Candidates use data collection to make on-going adaptations of instruction and school experiences.</p> <p>2.7 Performance based measures of the quality of the credential candidate's teaching</p>	<p>embedded to incorporate English bilingual special education student experiences</p> <p>2.6 In at least one small group per semester and provide progress monitoring data and anecdotal record.</p> <p>2.7 Candidates will complete assessment reports and videotapes of teaching as signature assignments.</p>	<p>Minutes.</p> <p>Course syllabi, signature assignments, practicum, demonstrate culturally and linguistically relevant curricula</p> <p>2.6 Journals and curriculum based measures (CBM) will be used by candidates to report on student learning and adaptations.</p> <p>2.7 Performance rubrics will be used to rate candidate practicum performance</p>
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**2. Extent to which design of project reflects up-to-date knowledge from research and effective practice.** The ADANTE program philosophy is based on pedagogy of empowerment for all K-12 students from an educational benefits model (Blanchett, Klingner, & Harry, 2009; Ochoa & Pearl, 2010). The educational benefit model values democratic schooling and integrates the language, culture and social context of the student into the school curricula giving equal status to home, community, and school experiences (Artiles, et al., 2010; Artiles, Fierros & Rueda, 2004). In addition, the program is based on the belief that all students want to self-actualize and that students, if properly nurtured, have high expectations of themselves to realize their own potential (Delpit, 2003; Monzo & Rueda, 2009; Olivos & Ochoa, 2008; Valles, 1998). The focus group model with case studies as a base is the formation of a professional learning community (DuFour, 2004; Marzano, 2003) for English learners with the goals of: ensuring that students can learn, creating a culture of collaboration, focusing on results, committing time and hard work to problem resolution. Technical support from leading researchers in the field of instruction for English learners and bilingual education will present cutting edge research on social and cultural influences on learning in the school environment (Loera, Rueda, & Nakamoto, 2011), academic language and content knowledge development at high levels (Echevarria & Short, 2010), and family and parental involvement (Olivos & Ochoa, 2010).

In literacy and content area development for ELs, case studies responses and candidate preparation will be based on current knowledge and skills including recommendations for both home language assessment and assessment in English as well as a focus on the strengths of the learner (August & Shannahan, 2006). A central mission of professional development will be on expanding opportunities for English learners to listen, speak, read, and write in rich language environments. For struggling readers candidates will be prepared to provide screening for

reading problems and monitor progress, small group reading interventions, extensive and varied vocabulary instruction, development of academic English, and peer-assisted learning opportunities (Gersten, Baker, Shannahan, Gersten, Linan-Thompson, Collins, & Scarcella, 2007). Candidates will be prepared to offer small group intensive instruction to provide individualized assistance to struggling learners (Graves, Brandon, Duesbery, McIntosh, & Pyle, 2011; Graves, Duesbery, Brandon, McIntosh, & Pyle, in press) and will implement peer-assisted learning in practicum experiences. Candidates will conduct regular progress monitoring in reading and content area teaching. Data will be collected on English learner growth in the context of this model for focus group meeting reports and candidates will provide progress monitoring data and anecdotal notes on teaching experiences, practices, and adaptations.

**Quality of Project Personnel** **(10 points)**

**1.Participation of personnel who are underrepresented.** SDSU follows policies that are consistent for maintaining equal opportunity and equal access to employment. All qualified candidates will have equal opportunity to participate in this project, which encourages bilingualism and ethnic diversity (see Government Equitable Public Assess Statement in Appendices). In the two departments, faculty are ethnically diverse and over two-thirds are bilingual (Drs. A. Ochoa, K. Cadiero, A. Rodriguez, J. Rodriguez, C. Alfaro, E. Billings, A. McIntosh, R. Brandon, J. Narnajo, M. Calderon). All are trained specialists in their respective fields of bilingual/biliteracy, multicultural education, or special education. Two faculty members in the department of special education have disabilities and both programs are associated with the Office of Disabled Student Services at SDSU and several serve on the Disability as Culture Committee at SDSU. The application process and coursework at SDSU is fully accessible and follow the principals of university design. Students from diverse backgrounds including those

with disabilities are recruited and considered highly valued for the experiences and expertise that they bring to the programs and to the field of education.

**2. Qualifications of Principal Investigator (PI) and Project Director (PD).** Anne Graves (PI) (25%FTE) is a full professor with tenure in the Department of Special Education where she also serves as department chair. She received her Masters in Learning Disabilities at the University of Virginia in 1978. She received her PH. D. at the University of Wisconsin at Madison in 1984 in Behavioral Disabilities and Educational Psychology having taught in special education settings from 1976 to 1984. Her first academic position was at the University of South Carolina, Coastal Campus in general education where she offered special education and multicultural expertise to teacher preparation in majority African American schools. At California State University-Sacramento in 1987, she conducted research in urban schools that were 90 to 100% ethnically and linguistically diverse; since 1990 at SDSU she has conducted research on literacy development for English learners and has 50 publications in referred journals or books in this area. She speaks Spanish with intermediate fluency and has had five different Spanish immersion experiences with families in Mexico, in Guanajuato, Tlaxcala, and Pueblo. She has co-authored four editions of a book with Jana Echevarria on teaching students with diverse abilities who are English learners. She serves on the editorial board for five major journals in multicultural and special education. She currently guides special education candidates including those who are bilingual in the context of the methods courses that she teaches.

**Dr. Karen Cadiero (PD) (25%FTE)** is a full professor in the Policy Studies Department and is chair of the department. She earned her PH.D. in the Joint Doctoral Program at Claremont College/San Diego State University in 2001. She is bilingual and has worked in Bilingual Education since 1994. Dr. Cadiero was a special education teacher and English as a second

language instructor 1994 to 1998. Since beginning her academic career at SDSU, she has worked extensively in the Masters and Doctoral programs conducting research on educational equity for English learners and bilingual students in the schools. She engages credential candidates, masters students, and doctoral students in international experiences in Mexico in order to enhance their Spanish language and cultural knowledge. She has traveled extensively in Mexico and in Central and South America. She has served in numerous leadership roles nationally and at the state level in TESOL, CABE, NABE, and in AERA and has worked extensively on the development of the Common Standards for English Learners in California.

### **3. Qualifications of key personnel.**

**Dr. Alberto Ochoa, Focus Group Coordinator and School District Liaison (25% FTE)** is Professor Emeritus in the College of Education at SDSU. He began his academic work at SDSU in 1975. He has served as Chair of the Policy Studies in Language and Cross-cultural Studies Department (PLC) at San Diego State University for over 15 years. He also served as the Academic Director of the Joint Doctoral Program between Claremont University and SDSU from 1999-2005. In the PLC Department, he was responsible for the implementation and evaluation of the bilingual teacher education programs at the elementary and secondary levels. At SDSU he has maintained an active record of professional development, grant writing and service to the community. He teaches courses in Spanish and in English. His research interests, with over 70 publications, document his work in the areas of public equity, school desegregation, language policy, critical pedagogy, student achievement, international education, biliteracy teacher development, and parental leadership development. In the last ten years, he has also been involved in developing processes for community capacity building, as well as forecasting the educational needs of school districts through demographic trends, socio-political conditions, and

educational reform trends. Since 1981, he has co-chaired over 60 doctoral dissertations in the Joint Claremont Graduate University/San Diego State University Doctoral Program and been a member of another 30 doctoral committees. He serves as Co-Director of the Center for Equity and Biliteracy Education Research at San Diego State University (2003-present). His academic work is action research based, while combining theory and practice in the resolution of equity problems confronting social and educational institutions. He seeks the challenge of participating in community and institutional development programs/projects that have as their goal to promote democratic schooling and broad based community participation in the decisions that affect the quality of life of school communities--in both domestic and international settings. His work with public schools also covers involvement in International programs in the United States, Mexico, Spain and China. He has received over 11 million dollars in grants and contracts from federal, state and local educational agencies.

**Bilingual Special Education Practicum Coordinator, Martha Calderon (25%FTE)** has been an adjunct professor in the Department of Special Education since 1998. She has taught Special Education in a Pluralistic Society and Individualized Educational Planning as well as special education for candidates pursuing general education. She is equally literate in Spanish and in English and received her bilingual special education credential at San Diego State University in the 1990s studying with Dr. Gene Valles. Martha Calderon is part of his legacy and is important key personnel because she is dedicated to re-building the infrastructure and improving it in the context of the partnership with SDUSD where she has been a bilingual special education teacher for 15 years. She will coordinate field experiences and be a district liaison. She will provide technical assistance to the project in the areas of second language acquisition expertise, bilingual

programs and education strategies, English language development, reading and writing processes, and in specially designed academic instruction in English.

**Robert Rueda, Ph. D., Technical Support Expert.** As a professor at the University of Southern California since 1985, Rueda has been a nationally recognized leader in bilingual education for over 20 years with some 600 published articles, chapters, and monographs and technical reports. He has served on numerous government panels related to instructional improvements for English learners, including the National Literacy Panel (August & Shannahan, 2006). His work has focused on the importance of infusing relevant social and cultural considerations into educational services for English learners particularly Latinos.

**Jana Echevarria, Ph. D., Technical Support Expert.** As an Emeriti Professor from California State University Long Beach, she has written over 20 books on teaching English learners to access content instruction and plays an active role in the Center for Applied Linguistics. Receiving her doctorate at the University of California at Los Angeles with Dr. Ron Gallimore as a major advisor, she has conducted research on improving instruction for English learners since 1988. With vast experience as a special educator and a bilingual educator, she has developed the Sheltered Instruction Observation Protocol (SIOP) model.

**Edward Olivos, Ph. D., Technical Support Expert,** is an Associate Professor and Department Chair at the University of Oregon in the Department of Educational Studies. A native San Diegan, he completed his doctoral work here in 2002 with Dr. Ochoa as a major advisor. He has maintained connections with SDUSD and has conducted significant research on parent and family considerations in bilingual and cross-cultural education.

**Janette Klingner, Ph. D., Project Evaluator,** is a professor at the University of Colorado at Boulder. She received her doctorate from the University of Miami in Special Education.

Klingner was a bilingual special education teacher in Santa Cruz, California for six years. She has focused on the education of English learners and bilingual education since 1975. Klingner has conducted extensive research in special education and in instruction for English learners since 1992, has won the Distinguished Research Award from American Educational Research Association, has over 100 published chapters and articles, and has received numerous federal grant awards. She currently is the Principal Investigator for a \$125,000,000 grant from IES in a study on the effects of Collaborative Strategic Reading on reading comprehension growth. She has extensive experiences with National Professional Development projects.

**Quality of 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.**

**Table 2: Objectives, Activities, Individuals Responsible, Timeline & Milestones**

<b>Objectives</b>	<b>Activities</b>	<b>Individuals Responsible</b>	<b>Timeline &amp; Milestones</b>
1.1 Collaboration between SDUSD and SDSU College of Education Policy Studies (bilingual teacher education ) & Special Education	1.1 Recruit a group of teachers and school personnel from SDUSD to participate in focus group meetings.  Case studies of struggling ELs.	1.1 Graves, Cadiero, and Ochoa  Mentor Teachers	1.1 Fall, 2011    Each month

(Mild/Moderate Disabilities) credential.	Recommendations and Action Plans	All	Each Month
1.2 Technical assistance from leading researchers on English learners to infuse cutting	1.2 Technical Support Experts participate in one focus group meeting each year and participate in focus group discussions and case study responses infusing expertise.	1.2 Echevarria	1.2 October (each year)
		Rueda	March (each year)
		Olivos	June (each year)
	Evaluation of Project	Klingner	September (each year)
1.3 Improve credential coursework and practicum experiences	1.3 On-going revisions to combined credential program with blended emphasis using information from focus groups and on-going collaboration between departments and school faculty	1.3 Cadiero and Graves combined faculty meetings and program revisions	1.3 Meet weekly Faculties meet together every other month
1.4 Recruit three Cohorts of 15	1.4 Group advising sessions and advertising	1.4 Calderon, Graves,	1.4 Three times a

candidates	on the website	Cadiero	year
1.5 Three Cohorts of 15 are prepared during a two year period in bilingual and special education	1.5 Candidates take 27 units in year one and 34 in year two combining theory, methods, and field placements with ELs	1.5 Graves & Cadiero are advisors	1.5 Cohort 2012-14 Cohort 2 2013-15 Cohort 3 2014-16
1.6 Candidates demonstrate knowledge of research based literacy development	1.6 Candidates teach small groups of struggling readers	1.6 Graves and Calderon	1.6 Fall and Spring of each year
1.7 Infuse cutting edge research and practice into the repertoires of focus group members.	1.7 Professional conference presentations and attendance candidates, school, and university faculty.	1.7 Cadiero and Mentor Teachers from SDUSD	1.7 Spring each year

2.1 Gather information about effective local schools making progress with ELs	2.1 Visit model schools in the county. 2.2 Work with school district partner to make field placements where	2.1 Cadiero, Calderon, Mentor Teachers from SDUSD	2.1 January each year during the semester break
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<p>2.2 Field placements where large concentrations of English learners are being taught.</p>	<p>English learners are in the majority.</p>	<p>2.2 Calderon and Cadiero</p>	<p>2.2 August each year and continue to monitor</p>
<p>2.3 Implement bilingual and special education evidence based methods through coursework, field experiences, including informal assessment</p>	<p>2.3 Provide selected courses &amp; field experiences in bilingual and special education that are taught by specialists in both academic fields.</p>	<p>2.3 Signature assignments, portfolios, videotapes &amp; assessment reports</p>	<p>2.3 throughout the year and at the end of each semester</p>
<p>2.4 Incorporate and use the TPEs and CSEL standards</p>	<p>2.4 Focus groups meeting and faculty meeting agendas incorporate CSEL and TPE implementation reports. Faculty meeting agendas reflect review of coursework and practica vis-à-vis TPEs and CSEL.</p>	<p>2.4 SDUSD Mentors, Ochoa, Cadiero, Graves, Calderon</p>	<p>2.4 once a month at focus group meetings and once a month at faculty meetings</p>

<p>2.5 Provide culturally and linguistically relevant curricula in the preparation of bilingual special education specialists</p>	<p>2.5 Program curriculum and methods courses are multicultural and context embedded to incorporate English bilingual special education student experiences</p>	<p>2.5 Cadiero, Graves, faculty in both departments, Ochoa, Calderon</p>	<p>2.5 Report on review of coursework annually with Klingner</p>
<p>2.6 Candidates use data collection to make on-going adaptations of instruction and school experiences.</p>	<p>2.6 Candidates keep instructional journals in each practicum; coursework requires adaptations using progress monitoring</p>	<p>2.6 Graves, Calderon</p>	<p>2.6 In each practicum experience</p>
<p>2.7 Performance based measures of the quality of the credential candidate's teaching</p>	<p>2.7 Candidates will complete assessment reports and videotapes of themselves teaching as signature assignments. Validated rating scales of overall candidate performance on TPEs and CS-EL.</p>	<p>2.7 Calderon, Cadiero, SDUSD Mentors</p>	<p>2.7 On-going each semester in practicum experiences</p>

University Faculty, School District Faculty, Technical Support Experts, and Credential Candidates will participate in Improved Academic Language and Literacy Development focus groups directed by Dr. Alberto Ochoa to begin in Fall, 2011 and will meet once a month. SDUSD school faculty, faculty from two university departments, technical assistants, and credential candidates will respond to case studies brought to the meeting by district resource mentor teachers. The group will develop professional development priorities and strategies to address improved instructional practices for English learners.

Dr. Jana Echevarria, Dr. Edward Olivos, and Dr. Robert Rueda will offer technical assistance at focus group meetings once a year including topics such as: sociocultural aspects of learning, the role of social justice in the education of English learners, the importance of parental and family connections including advocacy around terminology and intimidation, first and second language acquisition including culturally relevant pedagogy, and strategic teaching. Attention from these leaders in the field will be entirely on how bilingual candidates can improve instruction for English learners including those who may have disabilities. SDUSD mentor teachers will guide the presentations of case studies and the group will develop a set of yearly goals for the improved instruction of English learners based on the results of the case studies. These recommendations will be built into the next year's preparation coursework and practicum development to be facilitated by Dr. Alberto Ochoa.

At each meeting the desired outcome is to have a detailed presentation of the issues of the case, have an open brainstorming session about suggestions for changes in services and instruction at the school site, and finally to provide a set of recommendations with an action plan that includes weekly data collection and a set of potential responses depending on the results that the teachers are finding. Recommendations are likely to include language assessment or

considerations, revisions of curriculum, changes in teaching approaches or interventions, and community or family outreach. With each set of recommendations, a data collection system, target responses, and key players will be established along with a timeline for implementation. Data will be collected given the recommendations from the case study and a report out will be given the following each focus group meeting with emphasis on solving real world challenges. Curricular, programmatic, and instructional action will be summarized at the end of each year and will become part of the content to be considered in the credential coursework and programs.

In addition, professional development will be extended by Candidates will choose from a variety of conferences and will be encouraged to present and attend those such as California Teaching English as a Second Language (CATESOL), California Association for Bilingual Educators (CABE), and Council for Exceptional Children (CEC) to extend professional knowledge and skills to be coordinated by Dr. Karen Cadiero. Annual reports will include a description of candidate and faculty involvement.

In the first half of Year One (2011-12), an aggressive recruitment of prospective candidates will yield 15 bilingual teacher candidates who wish to pursue the dual credential. From fall, 2012 to spring 2014, 15 candidates will complete a comprehensive two-year training program that will result in candidates receiving a bilingual (BCLAD) teaching credential and Education Specialist Credential for students with mild to moderate disabilities (MM). In Year Three (2013-14), a second cohort of 15 bilingual candidates would go through the training and complete their BCLAD and Special Education Specialist Credential in MM in spring of 2015. The third cohort will be admitted in fall of Year Four (2014) and will finish during the fifth year of the grant (spring, 2016).

**Table 3: By Academic Semester Chart Provides the Flow of the Project by Year**

Year	Recruitment of Candidates	Cohorts			
		Fall 1	Spring 2	Fall 3	Spring 4
2011-12	Fall 2011 (for 2012 admittance)	<ul style="list-style-type: none"> <li>• Launch of University School District Focus Groups</li> <li>• Recruitment</li> </ul>			
2012-13	Fall 2012 (for 2013 admittance)	Focus Groups Meet Monthly Cohort 1 (n = 15) —Two Year Cycle Completing in Spring, 2014			
2013-14	Fall 2013 (for 2014 admittance)	Focus Groups Meet Monthly Cohort 2 (n = 15) —Two Year Cycle Completing in Spring, 2015			
2014-15	Institutionalize the Infrastructure	Focus Groups Meet Monthly Cohort 3 (n = 15) —Two Year Cycle Completing in Spring, 2016			
2015-16	Institutionalize the Infrastructure	Focus Groups Meet Monthly Complete the cycle of Cohort 3---Write reports results for English learners as a result of the five year Focus Groups and Bilingual/Special Education Dual Credentials			

Candidates will have four semesters of practicum experiences in our partner school districts where English learners will be in the majority and coursework where signature assignments will be completed in the practicum settings to be coordinated by Martha Calderon. In an on-going practicum experiences, in collaboration with our partner schools, candidates will teach small groups of English learners using strategies they have learned in their focus groups and preparation coursework for literacy development. Data collection will be required of candidates to promote data based decision making for improved instructional adaptations in this context and during all student teaching experiences. Data will be aggregated across settings to report out on English learner progress. Dr. Graves and Martha Calderon will monitor candidate processes and Graves will aggregate these data and provide technical assistance to candidates. Strong core program coursework including signature assignments vis-à-vis TPEs and CSEL that require candidate assessment of teaching will be required in: cross-cultural family centered interactions with students, dual language settings, multicultural instruction to meet California Standards and subject matter competence across content areas, ecosystemic and ecobehavioral assessment to behavioral intervention, interdisciplinary collaboration, evaluation of English-learners, bilingual assessment, and dynamic assessment and instruction with aligned behavioral interventions. Recommendations for coursework and signature assignments will be compiled based on focus group conclusions guided by Dr. Alberto Ochoa.

Candidates in California must hold a bachelor's degree before they enter teacher preparation thus our candidates have prerequisites which are introductory courses as an undergraduate that prepare them for entry into this advanced set of coursework such as Introduction to Exceptionalities and Introduction to Educational Psychology.

**Table 4: Coursework for the Three Cohorts of Two Years of Study for Dual Credentials**

Semester 1	Semester 3
PLC 932 Teaching Reading** PLC 953 Language Development SPED 662 Communication & Collaboration SPED 553 Positive Behavioral Supports SPED 647 Adapting Basic Skills Instruction PLC 415 Practicum -----Focus Group Participation-----	SPED 505 Students with Social Emotional Disabilities SPED 560 Application of Technology PLC 931 Reading & Language Arts PLC 910 Teaching Mathematics PLC 961 Practicum -----Focus Group Participation-----
Semester 2	Semester 4
PLC 915 A Teaching & Learning in Content Area (SDAIE ) PL 912 Teaching Science in Bilingual Settings** SPED 534 Classroom Assessment for Special populations SPED 970A Practicum -----Focus Group Participation-----	SPED 657 Transition Planning PLC 911 Teaching Social Studies in Bilingual Settings** SPED 648 Advanced Special Ed Applications SPED 980A Final Practicum PLC 902 & SPED 980 Professional Portfolio -----Focus Group Participation-----

\*\*Course is taught in Spanish or partially in Spanish

**2) The extent to which the time commitment of the project director (PD) and principal investigator (PI) and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.** Project PI and PD (Graves & Cadiero) are tenured faculty who are experts in their respective fields in the two collaborating College of Education

Departments. Both are chairs of their respective departments. Both the Policy Studies Department (Bilingual credential) and Special Education Department have core bilingual faculty that will enable the project to meet its goals and objectives. A large percentage of project resources will support candidates to cover tuition and conference participation and an annual stipend to help defray other educational costs per year. Graves will manage data derived from the English learner interventions and recommendations for curriculum adaptations and changes. Cadiero will manage site visits and conference presentations and attendance. Graves and Cadiero will meet regularly with Ochoa, Calderon, and school district personnel for updates and planning related to focus group action plans and practicum experiences in the schools.

Five approaches that will be overseen by Graves and Cadiero will be used by the project to ensure fiscal, programmatic, and candidate performance to ensure feedback and continuous improvement in project operation. First, they will oversee the SDSU Foundation that will monitor all fiscal transactions of the project through an assigned project fiscal administrator and provide reports as needed using a computerized fiscal management system. Second, Graves and Cadiero will meet in focus groups and with Ochoa for liaison and collaboration with SDUSD partners recruiting schools and teacher mentors. Third, Graves and Cadiero will meet weekly to monitor the progress of the project and address any issue. Fourth, they will attend all focus group meetings and assist in managing the translations of case study recommendations to practice. And finally, every project course and practicum will be evaluated to assess quality of training and faculty effectiveness and changes in content will be made based on focus group recommendations. Using these five approaches program improvement will be monitored.

### **Quality of Evaluation Plan**

**(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.** The multifaceted evaluation plan for ADANTE is aligned with the goals, objectives, and activities described under the Quality of Project Design criterion. Each objective will be evaluated and the applicants will collect, analyze, and report quantitative and qualitative data on project measures and GPRA performance measures.

Ongoing formative and summative evaluation will be conducted by the ADANTE Project PI and Director (Graves & Cadiero) as well as by an independent evaluator (Klingner). Their roles will be to assess progress and effectiveness of the program, accomplishment of activities, and to inform consortia partners of program management, participant progress, and outcomes. The project will be evaluated for its overall effectiveness in improving the capacity of the university (SDSU) bilingual and special education teacher education programs to prepare teachers and to meet the needs of ELs. Formative evaluation will provide information regarding progress on the professional development and implementation of program activities and participant progress in terms of numbers of participants recruited and the number participating, completing the program, and achieving certification. This information will provide feedback needed to make periodic assessment of participant and program progress, appropriateness of the project courses and curriculum, and to make systematic program changes and alterations during implementation over the grant period. Assessment reports the external evaluator with a comprehensive annual evaluation report at the end of the year.

Summative evaluation will relate to the focus group results and the number of participants recruited and completing program requirements, and applying for the dual bilingual and special education credentials, the improved capability of SDSU to prepare bilingual special education personnel to serve ELs. Participant records, surveys, and course

evaluations, teacher portfolios, case study reports and professional dissemination via regional, state and national conferences will provide data on the quality of participants' skills and success in meeting the California TPE and CSEL standards. Each course and practicum experience will have specific TPE and CSEL standards addressed and signature assignments in the courses will require candidates to demonstrate mastery of the standards requirement.

Performance measures in response to the GRPA will be documented in the Annual Performance Report. *GRPA Measure Targets for each year of funding – annual targets:*

1) Number of Pre-Service Candidates to be served **Annually**

- 15 will be served in **Cohort 1 beginning in Year Two**
- 30 will be served in **Years Three to Five (because of overlap between Cohorts 1 & 2 etc)**

2) Number of Pre-Service Trainees Expected to Complete the Program of Study **Annually**

- 15 will complete the program of study **Annually** Years Three to Five

3) Number of Pre-Service Completers to be Placed in Instructional Settings Serving ELs **after one year; and after three years**

- 15 placed in instructional settings serving ELs in Year Two
- 30 placed in instructional settings serving ELs Years Three to Five (Cohorts 1, 2, & 3)

4) Number of Pre-Service Completers Certified in EL Instruction **Annually**

15 will receive credentials in Bilingual Education and in Special Education for Students with Mild to Moderate Disabilities including Autism **Annually in Years Three, Four, and Five.**

In addition, evaluation questions to respond to additional GRPA measures on the effectiveness of the NPD program, will include:

**Table 5: Evaluation Questions and Assessment Measures**

Evaluation Questions	Assessment Measures
<ul style="list-style-type: none"> <li>• Did Focus Groups and Embedded Case Studies Contribute to Professional Development examining each variable: influence of the technical support experts, case studies, focus group meeting discussions, data collection in the field?</li> </ul>	Participant lists, program records, evaluations by SDUSD collaborators, SDSU faculty, and credential candidates, SWOT Evaluations
<ul style="list-style-type: none"> <li>• To what extent did the program improve the trajectory for English learners in the schools?</li> </ul>	Data collected by candidates, and data collected in the context of case studies, school district mentors are surveyed
<ul style="list-style-type: none"> <li>• To what extent were bilingual and special education courses preparing candidates for literacy and content area development of English learners?</li> </ul>	Program records, coursework outlines, TPEs, CSEL, and RICA results
<ul style="list-style-type: none"> <li>• To what extent did participants indicate satisfaction with the program in terms of preparation skills for teaching bilingual special education ELs?</li> </ul>	Participant surveys, evaluations, records of certification, collaborating school district, SWOT process
<ul style="list-style-type: none"> <li>• To what extent did the program address and meet bilingual special education teachers TPE and CSEL State standards and assessments?</li> </ul>	Coursework outlines, practicum ratings, participant evaluations, collaborating school districts
<ul style="list-style-type: none"> <li>• To what extent has the program impacted bilingual special education teachers?</li> </ul>	School District Surveys Exit Portfolio TPE's and CSEL evaluation of requirements met, collaborating school districts

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

Table 6, Project Measures & Outcomes, summarizes the variety of the direct and indirect measurement types included in the in our program design. Direct measures (e.g., focus group summaries, case study descriptions and data collection, data collection for English learner progress, course completion, entry and exit test program requirements, TPE/CSEL Exit portfolio, collaborating school districts hiring of project participants) will be used to measure the success of the program. Indirect measures (e.g., portfolio, and course signature assignments) will measure the participants’ professional development.

**Table 6: Objectives, Outcomes, and Outcome Assessments**

<b>Objectives</b>	<b>Outcomes</b>	<b>Outcome Assessments</b>
1.1 Collaboration between SDUSD and SDSU Bilingual Education & Special Education credential programs.	1.1 Minutes from meetings and data driven action plans will be monitored and documented by school and university faculty. EL data and teaching observations reported and integrated into revised candidate preparation.	Yearly reports on outcomes of focus group meetings including reports on case studies, action plans, and recommendations as a result. Improved educational experiences for ELs and actions in the learning environment that produced these will be reported.
1.2 Technical assistance from leading	1.2 Content and participation put forward by technical assistants will be formally	1.2 Technical Assistants will provide yearly summaries of their presentations and their

<p>researchers on English learners to participate in focus group meetings and share expertise three times a year</p> <p>1.3 Improve credential coursework and practicum</p> <p>1.4 Recruit three Cohorts of 15 bilingual teacher candidates</p> <p>1.5 Three Cohorts 15 candidates are trained during a two year period in bilingual and special education</p>	<p>evaluated. Content offered will be integrated into coursework and field work in the blended credential program.</p> <p>1.3 Program training has sequence, schedules, staffing, and signature assignments</p> <p>1.4 Candidates meet all state and NCLB, TPE, and CSEL requirements</p> <p>1.5 Three Cohort of 15 candidates complete all course work, signature assignments, student teaching and exit requirements for Multiple Subjects or Single Subjects BCLAD and Special Education</p>	<p>recommendations to the focus groups. Evaluator will prepare a yearly report on focus group data and overall project effectiveness.</p> <p>1.3 Credential candidates progress will be monitored each semester by advisors</p> <p>1.4 Signature assignments rated by rubrics, practicum candidate ratings, and portfolios</p> <p>1.5 GPRA targets</p>
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1.6 Candidates demonstrate knowledge of research based literacy instruction	1.6 Candidates pass RICA exam and English learner data is reported	1.6 Reading Instruction Competence Assessment (RICA) required for all teachers in California
1.7 Infuse cutting edge research and practice into the repertoires of focus group members.	1.7 Report each year on presentations and conferences attended by credential candidates, school faculty, and university faculty.	1.7 Candidates and faculty prepare reports on their presentations and conference attendance to be added to yearly report.

2.1 Gather information about effective local schools making progress with English learners.	2.1 Make detailed notes about school practices and report on these practices to focus group tying English learner performance data to those practices.	2.1 Graves, Calderon, and Cadiero conduct observations of school sites and collect data on case study participants and English learner progress. Data summarized for annual reports.
2.2 Field placements where large numbers of	2.2 Place credential candidates in four field placement settings where	2.2 Data on English learner demographics of field placements will be collected

English learners attend school.	English learners are in the majority.	annually for reports.
2.3 Implement research based bilingual and special education methods through coursework and field experiences, and informal assessment	2.3 Program design meets state credentialing requirements and delivered by specialists in the fields of bilingual and special education including the use of curriculum-based measures (CBM).	2.3 Yearly reports of candidates signature assignments and portfolios will include examples
2.4 Incorporate TPEs and CSELs	2.4 Candidates are assessed using the TPEs and CSEL to meet all requirements under each standard including assessment and instruction standards that require data based decisions.	2.4 Signature Assignments, Practicum Ratings, and Portfolios will be required and examples will be included in annual reports.
2.5 Provide culturally and linguistically relevant curricula in the preparation	2.5 Focus group and case study results will drive curricular recommendations. In signature assignments and practicum experiences	2.5 Minutes from focus groups and faculty meetings regarding relevant curricula changes will be summarized and course and practicum

of bilingual special education specialists	students demonstrate the use of culturally and linguistically relevant curricula	revisions will be listed and described in annual reports
2.6 Performance based measures of candidate quality	2.6 Performance rubrics will be used to rate candidate performances on field based assignments and portfolios	2.6 Valid and reliable candidate rating scale and rubric data will be reported each semester and annually

**(3) The extent to which the methods of evaluation will provide performance feedback and**

**permit periodic assessment of progress toward achieving intended outcomes.** Formative evaluation of ADANTE will provide periodic assessment of progress on the development and implementation of professional development. Monthly data collection will include minutes of focus groups and faculty meetings, reports of district collaboration, conferences presentations and attendance, case study data, group responses, evaluation of technical support experts, action plans for English learners, and data on English learner progress in schools. Data will be analyzed and triangulated in light of project objectives to inform practices in on-going professional development from semester to semester including a focus on improving coursework, practicum experiences, and school district practices. Credential Programs will also be periodically evaluated in terms of numbers of participants recruited and the number participating, completing the program, and achieving certification. Data on candidate performance vis-à-vis project goals, signature assignments, practicum ratings and portfolios will be reported each semester. As the project evaluator, Dr. Janette Klingner will participate in the preparation of annual reports and offer feedback and suggestions according to National Professional Development Standards.