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ABSTRACT: Project LEAD

Name of the IHE: University of Texas at El Paso (UTEP)
Program Title: Project LEAD (Leadership in English Acquisition, Academic Achievement and Development)
Consortia Partner: Socorro Independent School District (SISD), Socorro, Texas

Project Description: Project LEAD proposes to build leadership capacity among educators and administrators by creating research-based professional development opportunities for project participants that will help them to better serve the diverse needs of English Language Learners through an onsite collaboration between Socorro Independent School District (SISD) and the University of Texas at El Paso (UTEP). Project LEAD will also align the university-based ESL/ELD certification with current state standards, and work to transform teacher education at the university level, offering seminars about methods for working with ELs for faculty across the university. And finally, Project LEAD will work with administrators to create transformative, systemic change that will ultimately mean closing the achievement gap for English learners.

Goals, Objectives, and Expected Outcomes: There are four overarching goals of Project LEAD, and the objectives and expected outcomes follow each one.

Goal 1 To develop the knowledge and skills of preservice and inservice teachers and other school professionals working with ELs in Socorro High School and across the district;

Objective 1.1 Enroll inservice/preservice secondary teachers in university coursework to meet State ESL/ELD certification requirements;

Objective 1.2 Provide professional development institutes, webinars, and podcasts specific to learners' linguistic development and second language acquisition;

Objective 1.3 Provide professional development specific to learners' linguistic development and sheltered instruction;

Objective 1.4 Provide professional development through the Cultural Modeling Framework for Curriculum designed to build on the linguistic and cultural resources of ELs;

Objective 1.5 Provide professional development institutes, webinars, and podcasts specific to learners' cognitive needs through academic language development;

Expected Outcome: Increased number of project schools' teachers with ELD/ESL certifications.

Goal 2 To develop mentoring capacities among select Socorro High School teachers, in order to transform instructional practices for ELs throughout the district;

Objective 2.1 Demonstrate an understanding of the theory and practice of mentoring with a focus on English learners' academic literacies;

Objective 2.2 Implement the mentoring relationship between Socorro High School mentor teachers and teachers working with ELs throughout the district;

Expected Outcome: Mentees will increase their teaching effectiveness as measured through their students' TAKS scores.

Goal 3 To support the Socorro High School leadership in its efforts to work with district administrators in order to transform educational programs and practices for ELs throughout the district;

Objective 3.1 Establish an annual administrators symposium at Socorro High School with the focus on meeting the needs of English learners throughout the district;

Expected Outcome: Responsive systems' changes in project schools as evident by performance of English learners language development and academic achievement.

Goal 4 To transform the teacher preparation program at UTEP by aligning the ELD/ESL certification with state standards and through collaborating with and educating content area faculty who work with preservice teachers.

Objective 4.1 Organize and facilitate professional development seminars to address the English Language Proficiency Standards (ELPS) for faculty across the university and to demonstrate how to integrate the ELPS in their specific content area;

Objective 4.2 Organize and facilitate professional development seminars to address the delivery of content through Sheltered Instructional Approaches as a required component of the English Language Proficiency Standards (ELPS);

Objective 4.3 Revise the current ESL Certification coursework to reflect the English Language Proficiency State Standards and best practices;

Objective 4.4 Create an online ESL/ELD certificate program that reflects the State Standards for English Language Proficiency and best practices.

Expected Outcome: We expect the percentage of preservice teachers who successfully complete the ELD certification to increase after university programs are aligned with State standards.

Project LEAD will build leadership capacity among educators and administrators through a focus on transforming schooling with research-based approaches that respond to the diverse needs of English learners.

Competitive Preference Priorities: While Dr. Ullman is classified as a novice applicant, Dr. Izquierdo is not, so Project LEAD cannot be considered under Priority 1. However, Project LEAD fits squarely under the auspices of Priority 2, as the project is designed to collect and analyze high-quality data on participants' outcomes in terms of improving instructional practice, policies, and student outcomes in elementary and secondary schools. Project LEAD also addresses Priority 3, which deals with improving the preparation of educators in the STEM subjects, because it focuses on the teaching of academic language in the content areas, which include the areas of math and science.

Invitational Priorities: The goals of Project LEAD are clearly aligned with Priority 1, which focuses on improving achievement and high school graduation rates for rural LEAs. This will be accomplished through delivering high-quality professional development to educators working with English learners, and creating a mentoring program that will continue that professional development after project funding has ended. Designed to improve the preparation of all teachers who work with English learners, Project LEAD is most assuredly in line with Priority 2. Project LEAD will provide

professional development opportunities for UTEP content faculty who prepare prospective secondary teachers, align the ELD/ESL certification with state standards, and work with district administrators to transform programs for English learners, making SISD a model throughout the region.

Context: El Paso is 81 percent Hispanic, and more than 25 percent of El Pasoans live in poverty (U.S. Census Bureau, 2010). Given our border location and significant Hispanic population, it is no surprise that there are many English learners in our public schools. The Department of Teacher Education at the University of Texas at El Paso (UTEP) prepares preservice teachers to meet the educational needs of all students, with a special focus on serving English learners. Project LEAD is collaboration between UTEP and one of the fastest growing school districts in Texas, Socorro Independent School District (SISD). SISD covers 135 miles, stretching north to the Texas/New Mexico state line and south to the U.S./Mexico border. SISD's 2010 student enrollment was 41,357. 9,409 of these students were identified as Limited English Proficient and 75 percent of students were eligible for free or reduced lunch.

While the number of ELs grows each year, their achievement has lagged behind that of their native English-speaking counterparts. ELs have the challenge of increasing their proficiency in English while simultaneously learning cognitively challenging content and skills in English. LEAs such as Socorro High School are held accountable for the English learners' achievement in learning English, and all ELs must pass state exams in order to be promoted, and ultimately, to graduate.

There are three barriers to EL achievement that Project LEAD will address: (1) the insufficient number of teachers who know how to use the most current, research-based approaches to teaching ELs; and (2) the limited number of administrators who understand how to plan programs that will best serve ELs; and (3) the low number of university content faculty who understand how to prepare preservice teachers to effectively teach ELs.

Project Narrative

Leadership in English Acquisition, Academic Achievement and Development

In the United States, the fastest growing segment of the school-aged population is students with limited English proficiency who are learning English as a second language (Kohler and Lazarín, 2007). There is a great need for the nation's teachers to educate English Learners (ELs), for administrators to understand how best to serve them, and for teacher education programs to educate future teachers well. Project LEAD will accomplish these important goals and by so doing, increase the achievement of English Learners (ELs), preparing them to graduate from high school and more.

Census data (U.S. Census Bureau, 2010) shows there are now four majority-minority states in the U.S.: Hawaii, California, New Mexico, and Texas. Enrollment statistics for the 2010-2011 school year show that in Texas Hispanic students comprise 50.2 percent of total school enrollment (Texas Educational Agency, 2010). While the number of ELs continues to increase in Texas public schools, their level of achievement has lagged significantly behind that of their native English speaking counterparts (Texas Educational Agency, 2010).

Snapshot of ELs in Texas: Texas has a total of 4,824,778 students of which 17% are identified as ELs. The state defines an English Language Learner (EL) as “a student of limited English proficiency” whose primary language is other than English and whose English language skills make it difficult to perform ordinary class work in English. The terms LEP and EL are used interchangeably. Table 1 illustrates EL demographics in Texas.

Table 1 EL Demographics in Texas

ELs represent 17% of the State Total	EL Count	817,165	
Over 91% Spanish speakers	744,949	Served in Bilingual Program	456,051
Prominent languages other than Spanish:		Served in ESL Programs	310,812
Vietnamese (1.90%)	15,493		
Arabic (0.59%)	4,791		
Urdu (0.49%)	3,985		
Korean (0.36%)	2,906		

Source: PEIMS, Spring 2010

Project Site: The University of Texas and the Socorro ISD

The Department of Teacher Education at the University of Texas at El Paso (UTEP) prepares preservice teachers to meet the educational needs of all students, with a special focus on serving ELs. Project LEAD is a collaboration between UTEP and one of the fastest growing school districts in Texas, Socorro Independent School District (SISD). ELs have the challenge of increasing their proficiency in English while simultaneously learning cognitively challenging content and skills in English. LEAs such as SISD are held accountable for ELs achievement in learning English, and all ELs must pass state exams in order to be promoted, and ultimately, to graduate.

There are three barriers to EL achievement that Project LEAD will address: (1) the lack of teachers who know how to use the most current, research-based approaches to teaching ELs; (2) the lack of administrators who understand how to plan programs that will best serve ELs; and (3) the lack of university content faculty who understand how to prepare preservice teachers to

effectively teach ELs. Project LEAD will deliver a high quality professional development program with the goal of transforming systems that directly impact the success of ELs: preservice/in-service teacher preparation; leadership; and university faculty development.

El Paso is 81% Hispanic and more than 25% of El Pasoans live in poverty (U.S. Census Bureau, 2010). SISD is one of the fastest-growing school districts not only in El Paso, but in all of Texas, covering 135 miles, stretching north to the Texas/New Mexico state line and south to the U.S./Mexico border. SISD's 2010 student enrollment was 41,357 and 9,409 of these students were identified as LEP. 75 % of SISD students are eligible for free or reduced lunch. There are *colonias* within the boundaries of SISD, rural neighborhoods near the border where people live without electricity, water, or sewage service. SISD is expected to grow from 41,357 students to 49,000 by 2015.

Project LEAD focuses on developing a model high school site at Socorro High S and offering professional development and mentors to the feeder middle schools (Table 2).

Table 2 SISD Feeder Pattern Demographics

SISD Feeder Pattern	All Students	LEP	LEP %	Economically Disadvantaged	Economically Disadvantaged%
Socorro HS	2800	326	11.6	2425	86.6
Sanchez MS	781	188	24.1	689	88.2
Serna MS	718	267	37.2	646	90
Socorro MS	660	169	25.6	604	91.5
Totals/Averages	4,959	950	24.6	4,364	89.1

Source: 2009-2010 Academic Excellence Indicator System, TEA

Another challenge for the district and the SHS is that ELs coming from the feeder middle schools have experienced a variety of bilingual/ESL program models. Models include: Transitional Early Exit; Transitional Late Exit; ESL Content; ESL Pull-Out; and Dual Language. The result is that students come to SHS with significantly different backgrounds in English and their native language. All the models in the middle schools have English as their goal except the dual language campus (K-5). Therefore, the degree of content knowledge and language proficiency in the native language (L1) and English (L2) varies depending on the program model. As a result, ELs feeding into the high school are at both ends of the L1-L2, and content spectrums. In addition, there are newcomer students who need immediate, intensive focus on English. Table 3 offers a more detailed picture of ELs in SISD.

Table 3 Percentage of LEP Students in SISD, 2010

Grade 9	State	SISD District	SHS Campus	LEP
Reading	92%	92%	91%	60%
Mathematics	72%	75%	79%	52%
All Tests	71%	73%	76%	37%

Grade 10	State	SISD District	SHS Campus	LEP
Reading	91%	91%	93%	50%
Mathematics	75%	72%	82%	51%
Science	75%	71%	80%	34%
All Tests	66%	61%	71%	26%

Grade 11	State	SISD District	SHS Campus	LEP
Reading	93%	92%	90%	37%
Mathematics	89%	87%	90%	49%
Science	92%	91%	91%	60%
All Tests	83%	81%	81%	16%

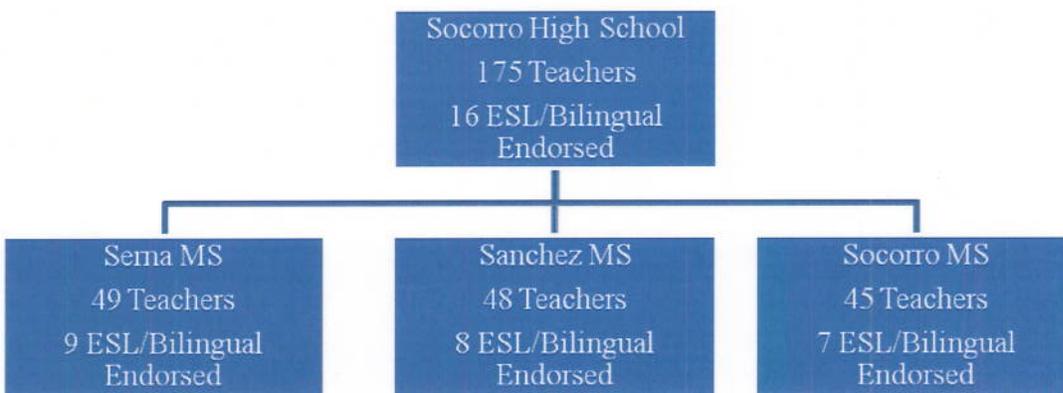
Source: SISD

ELs are behind their native English-speaking peers on state exams (NCES, 2010), and ELs who are reclassified continue to struggle. Contributing factors include weak English language development models; inconsistent program models; inconsistency in implementation within and across programs; partial access to the curriculum because of limited language proficiency, along with teachers who do not know how to make instruction comprehensible. Demographic trends and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the needs of struggling ELs in middle and high school. The stakes have been raised, and as such, ELs' achievement must become a priority.

Each spring in Texas, ELs are assessed using the Texas English Language Proficiency Assessment System (TELPAS). In Texas, the achievement of each LEA's LEP student population is measured against the state's achievement standards known as the Annual Measurable Achievement Objectives (AMAOs). The Title III accountability system includes three AMAOs for measuring student achievement: (1) **AMAO 1 Progress** measures the LEP students' progress with English language proficiency; (2) **AMAO 2 Attainment** measures the LEP students' attainment of English language proficiency; and (3) **AMAO 3 LEP AYP** measures the LEP students' adequate yearly progress (AYP) in meeting the state's student academic achievement standards. All ELs have to pass these subjects and tests in order to be

promoted and to graduate. This has posed an enormous challenge to schools, but most of all to ELs in schools. *Students have a dual challenge: to increase their proficiency in English while learning cognitively challenging content concepts and skills in English.* Two significant barriers compound this challenge: (1) the lack of teachers with ELD/ESL certificates; and (2) the lack of administrators who understand the schooling of ELs (Table 4).

Table 4 Number of ELD/ESL Certified Teachers



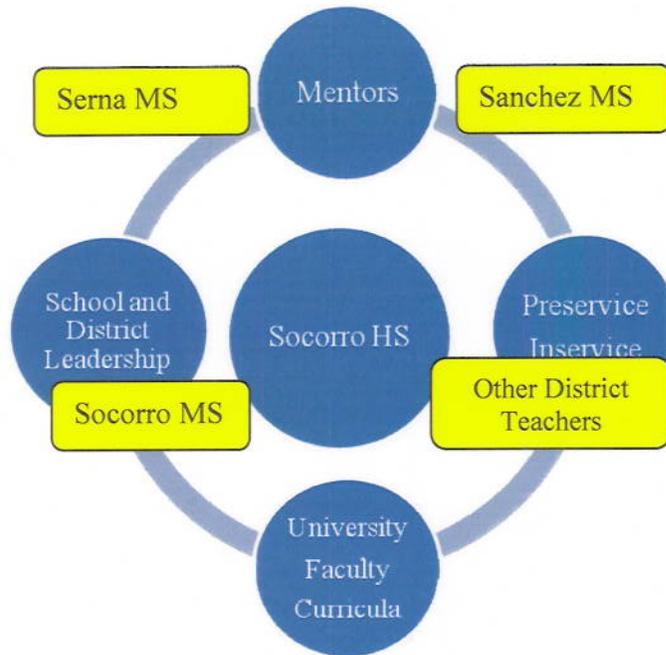
Source: SISD

Low levels of teacher certification are reflected in low EL achievement. This situation is complicated by the multiple program models feeding into SHS, the burgeoning number of ELs entering the community, and the socio-cultural climate in schools. Administrators and other school staff must commit to providing a school climate that values cultural and linguistic diversity. The need for effective, responsive administrators is a critical component to Project LEAD's transformational focus, which calls for a comprehensive review/delivery of teaching and learning, data-driven responses, and evaluation, as well as other activities in school systems. This is especially needed in schools where the demographics highlight a growing number of ELs. The challenges are great, and strong leadership is crucial.

Project Design

Project LEAD has four overarching project goals: (1) to develop the knowledge and skills of preservice and inservice secondary teachers and other school professionals working with ELs in Socorro High School and across the school district with standards and coursework leading to ESL/ELD certifications each year; (2) to develop mentoring capacities among Socorro High School teachers in their efforts to transform instructional practices for ELs throughout the school and district; (3) to support the Socorro High School leadership in its efforts to transform educational practices for ELs throughout the district; and (4) to improve the teacher preparation program in collaboration with colleges across the university (Math, Science, History, English and others) to reflect an aligned system of State English language proficiency standards (ELPS), content standards, and assessments in supporting the achievement of English Learners in our schools and, better prepare our preservice teachers, and ultimately close the achievement gap of students with limited English proficiency in our schools. Project LEAD will build leadership capacity among participants, focusing on transformations in schooling.

Table 5 A Systems Transformation Model



Project Curriculum Reflects Research on Effective EL Strategies

Secondary school ELs come to the classroom with varied knowledge about English and their native language. Some have highly developed cognitive and linguistic skills in their native language, but not in English, while others have inconsistent language and cognitive skills, and still others have had interrupted schooling, which impacts their ability to transfer literacy skills from the first language to the second (Cummins, 1981). To add to this complexity, students' language learning is influenced by their socioeconomic status, the varieties of English to which they are exposed, and the approaches to language learning in their previous schooling, (Dutro and Kinsella, 2010). Despite these variations, students can benefit from sheltered instruction (Scarcella, 1996) as well as a focus on academic language in their content classes (Boyson and Short, 2003). Students need both content and language teaching in order to enter the educational mainstream (Lyster, 2007).

Literacy and Content Knowledge: Research indicates that ELs need direct language instruction in order to achieve (Hakuta, Butler, & Witt, 2000). Secondary English learners must learn English as well as their content subjects at the same time, and research points to the effectiveness of sheltered approaches to instruction (Echevarria and Short, 2010). As students develop academic literacy, they may learn a content idea in the native language, but still need to learn to use the four skills to communicate that concept in English (Goldenberg, 2004). There is ample evidence that within sheltered approaches to English instruction, which include the Sheltered Instruction Operating Protocol (SIOP), there must also be explicit vocabulary development (Biemiller, 2001; Carlo et al, 2004), as vocabulary knowledge is closely tied to reading comprehension (Beck et al, 2002). Sheltered approaches help make content comprehensible to ELs, although research does not indicate which specific aspects of language and content need to be addressed, or which combinations of language and content lead to high academic achievement.

Development of Academic Language Skills: While there is no agreed-upon approach to teaching English for academic purposes (Dutro and Kinsella, 2010), there is consensus that academic language does not just occur naturally (Schleppegrel, 2004). Because many students have limited experience with academic texts, using social language as a bridge to academic language is a useful way to build on previous knowledge. Current research suggests that teaching academic language strategies will positively impact overall achievement (Dutro and Kinsella, 2010). Therefore, teachers must use a variety of strategies to develop students' academic language. The state of Texas emphasizes the need to support English learners' cognitive needs, and developing academic language across the curriculum will accomplish that goal.

Cultural Models: Texas highlights the need to meet the affective needs of English learners, and Project LEAD will accomplish this through educating participants in the Cultural Modeling Framework (Lee, 2004; Orellana and Eksner, 2006). Building on González et al's Funds of Knowledge approach (2005), the Cultural Modeling Framework teaches participants to identify and use everyday cultural texts from the home as data for classroom instruction. Participants learn to make explicit connections between students' familiar ways of reasoning with reasoning in new, academic contexts. The Cultural Modeling Framework allows teachers to determine what in students' life experiences and language use can be linked to academic disciplines. The Cultural Modeling Framework has been shown to engage students with a history of low-achievement in reading (Lee, 1997; 2004).

Project LEAD will employ state-of-the-art, research-based teaching methods that are in line with state standards. These approaches will lead participants to pass their ELD/ESL certification exams, and ultimately to increase the achievement of English learners.

The following table outlines the goals, objectives, and outcomes of Project LEAD.

Table 6 Goals, Objectives, and Outcomes of Project LEAD

GOALS	OBJECTIVES	OUTCOMES
<p>GOAL I. To develop the knowledge and skills of secondary teachers and other school professionals (e.g., special educators, speech and hearing specialists, counselors, administrators, librarians, paraprofessionals,) working with ELs and to provide assistance as they meet State ESL/ELD certification requirements.</p>	<p>I.1 Enroll inservice/preservice secondary teachers in university coursework to meet State ESL/ELD certification requirements;</p> <p>I.2 Provide professional development institutes, webinars, and podcasts specific to learners' linguistic development and second language acquisition;</p> <p>I.3 Provide professional development specific to learners' linguistic development and sheltered instruction;</p> <p>I.4 Provide professional development through the Cultural Modeling Framework for Curriculum designed to build on the linguistic and cultural resources of ELs;</p>	<p>I.1 Increased number of project schools' teachers certified in ESL/ELD;</p> <p>I.2 Increased understanding of learning English and learning in English;</p> <p>I.3 Increased understanding of instructional strategies as evident in classroom observations;</p>

<p>GOAL II. To develop mentoring capacities among Socorro High School teachers in their efforts to transform instructional practices for ELs throughout the school and district.</p>	<p>I. 5 Provide professional development institutes, webinars, and podcasts specific to learners' cognitive needs through academic language development;</p> <p>II.1 Demonstrate an understanding of the theory and practice of mentoring with a focus on English learners' academic literacies;</p> <p>II.2 Implement the mentoring relationship between Socorro High School mentor teachers and teachers working with ELs throughout the district;</p>	<p>1.5 List of offered sessions; feedback; and development of future webinars</p> <p>2.1 Mentees will increase their teaching effectiveness evident on EL TELPAS (English) and TAKS/State</p> <p>2.2 Surveys; focus groups</p>
<p>GOAL III. To support the Socorro High School leadership in its efforts to Transform educational practices for ELs throughout the district.</p>	<p>III.1 Establish an annual administrators symposium at Socorro High School with the focus on meeting the needs of English learners throughout the district;</p>	<p>3.1 Evidence of Campus Improvement Plans, Scheduling and Course offerings responsive to English learners language development and academic achievement.</p>

<p>GOAL IV. To improve the teacher preparation program in collaboration with colleges across the university (Math, Science, History, English) to reflect an aligned system of State English language proficiency standards (ELPS), content standards, and assessments in supporting the achievement of English Learners in our schools.</p>	<p>IV.1 Organize and facilitate professional development seminars to address the English Language Proficiency Standards (ELPS) for faculty across the university and to demonstrate how to integrate the ELPS in their specific content area;</p> <p>IV. 2 Organize and facilitate professional development seminars to address the delivery of content through Sheltered Instructional Approaches as a required component of the English Language Proficiency Standards (ELPS);</p> <p>IV.3 Revise the current ESL Certification coursework to reflect the English Language Proficiency (ELP) State Standards and best practices;</p> <p>IV.4 Create an online ELD certificate program that reflects the State Standards for English Language Proficiency and best practices.</p>	<p>4.1. Increase of preservice teachers completing ESL/ELD certification;</p> <p>4.2 Increase in successful ESL/ELD certification after university programs are aligned with State standards.</p> <p>4.3 Documentation of participating cross university content area faculty;</p> <p>4.3 Updated ESL/ELD Certification Supplement reflecting state ELP Standards; online certificate program</p>
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Quality of Project LEAD Personnel

The success of Project LEAD depends heavily on the qualifications, experience, and knowledge base of its personnel. All proposed project staff have a degree, training, and extensive experience in the several areas, including, but not limited to, bilingual/ESL education (theory and practice); second language acquisition; effective practices in the education of linguistically and culturally diverse student populations; school life and culture; and multicultural education, and secondary education. Project personnel will make sure that project participants are actively engaged and appropriately advised.

Co-PI Dr. Elena Izquierdo was previously Chair of the Department of Teacher Education at the University of Texas at El Paso, and is currently the Bilingual/Biliteracy Program Area Chair for undergraduate/graduate university education. She has also served as co-director of several projects that have focused on the preparation of bilingual/ESL teachers. Her graduate and undergraduate training in linguistics at Georgetown University, focused on second language acquisition, and bilingual/ESL education. Previously, Dr. Izquierdo directed the Language Minority Affairs Office and was the principal of the nationally-recognized Two Way Dual Language School, in Washington, D.C. She has also served on many national and state advisory committees on issues related to equity and the education of linguistically and culturally diverse students.

Co-PI Dr. Char Ullman is an assistant professor of Bilingual/ESOL Education at UTEP. In her Master's work in applied linguistics at Northeastern Illinois University, she focused second language acquisition and TESOL, and her Ph.D. is in educational anthropology, from the University of Arizona. She has taught ESOL/EFL in the United States and in Latin America, educated teachers for workplace ESOL programs, written ESOL curricula, coordinated the non-

native literacy program at a community college, and she has developed ESOL textbooks. She has published on issues of language, identity, and globalization among Spanish-speaking migrants to the United States, and has done research about culturally responsive teaching. She was a G. Richard Tucker Fellow at the Center for Applied Linguistics and has received a Spencer Research Grant for her research with Spanish-speakers who are learning English.

Project LEAD Management Plan

The **key personnel** for Project LEAD are Dr. Izquierdo and Dr. Ullman (the Co-PI's), and their three graduate assistants. The management plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. All five project personnel will be meeting and working on Project LEAD daily, working as a team, and without a full-time project manager. The Co-PI's will each devote 33 1/3% of their time to the project annually, and the graduate assistants will spend 100% of their time on Project LEAD. SISD administrators, university content faculty, and technology consultants will spend 5% of their time on the project for each of the five years, and SISD mentors will spend 10% of their time on the project in Year 4 and 30% in Year 5. Staff will develop yearly progress reports/evaluations and project activities (recruitment; Institutes, Seminars, and Symposia; data collection; evaluation; planning for new year) will repeat every year, since we are building capacity and adding new participants annually.

Application Process Various meetings will be held throughout the district and university in order to discuss the project and its goals. Representatives from each of the feeder schools will be asked to disseminate information in their districts and to serve as liaisons between the University and the district. They will be asked to share project information with district principals as well as with counselors and teachers. Applicants must be recommended by their principal or faculty

from the various content areas at the university. They must agree to attend all institutes, meetings, and coursework leading to their ESL/ELD certification. Once they have attained their certification, principals and project inservice teachers must agree to be assigned to classrooms with ELs for at least 3 years. Preservice teachers will be assigned to one of the project schools to do their internship in a class where the mentoring teacher will have received their training and/or ESL/ELD certification. Project staff will review and make their selections. Table 7 is an annual timeline of activities, milestones, and responsible personnel.

Project LEAD, University of Texas at El Paso
Table 7 Project LEAD Management Timeline Summary

Note: Institutes for SHS educators cannot be held in the spring, because of state-mandated testing (TAKS).

Date	Major Activities	Milestones	Responsible Persons
Fall 2011	<ol style="list-style-type: none"> 1. Grant planning and start-up. 2. Hire graduate assistants 	<ol style="list-style-type: none"> 1. Action plan written. 2. Hired by December 2011 	<ol style="list-style-type: none"> 1. Co-PI's 2. Co-PI's
Spring 2012	<ol style="list-style-type: none"> 1. Meet with stakeholders (SHS educators, district personnel, university content faculty) 2. Meeting with project feeders schools and Socorro HS inservice teachers to discuss Project Lead and their participation throughout the 5 years; 3. Recruitment and selection of project participants for first year; 	<ol style="list-style-type: none"> 1. Orientation meeting for district administrators to discuss project and selection of inservice teachers and educators; 2. Orientation meeting at district level 3. Application process and candidates for first year selected 	<ol style="list-style-type: none"> 1. Co-PI's and GA's 2. Co-PI's; Principals at feeder schools and high school; GA's 3. Co-PI's; Principals at feeder schools and high school; GA's

Project LEAD, University of Texas at El Paso

<p>Summer 2012</p>	<p>4. Cross University faculty meeting</p> <p>5. Hire Evaluator</p> <p>6. Development of LEAD Website</p> <p>7. Make data collection plans.</p> <p>8. Plan Training, coursework and hire course instructors/speakers for preservice/inservice institutes and administrators symposia for fall 2012;</p> <p>9. Create data collection plan for 2012 and</p>	<p>4. Orientation meeting for faculty across the university to discuss project, goals, objectives and their participation in State ELP Standards; sheltered instruction, and ESL/ELD Certificate;</p> <p>5. Evaluator hired by end of summer</p> <p>6. Website created</p> <p>7. Technologies for data collection activities purchased</p> <p>8. Institute and Seminar held in Fall; Coursework leading to ESL/ELD certification integrated for 50 preservice/inservice teachers</p> <p>9. Data collection plan established and</p>	<p>4. Co-PI's and GA's; university department chairs</p> <p>5. Co-PI's</p> <p>6. Technology consultant/GA's</p> <p>7. Co-PI's and GA's</p> <p>8. Co-PI's and GA's; Principal of Socorro HS; instructors and speakers</p>
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Project LEAD, University of Texas at El Paso

	create data collection plan for visual data. 10. Create evaluations for Institutes, Seminars, and Symposia.	10. Evaluations created and analyzed	9. CO-PIs; GA's; Evaluator 10. CO-PIs; GA's; Evaluator
Fall 2012 through Spring 2013	<p>These activities repeat every project year until summer of 2016 since we are adding 50 new preservice/inservice teachers and building capacity of district administrators on a yearly basis.</p> <ol style="list-style-type: none"> 1. Recruit participants at SHS, SISD, and UTEP (faculty and preservice teachers). 2. Present seminars (university content faculty); Institutes (SHS educators); Symposia (SISD administrators) 3. Collect data. 4. Administer evaluations for Institutes, 	<ol style="list-style-type: none"> 1. Seminars, Institutes, and Symposia scheduled and delivered with participants, staff and curricula in place. 2. Data collection continues. 3. Evaluation of Institutes, Seminars, and Symposia analyzed and used to revise them. 	<ol style="list-style-type: none"> 1. Co-PI's 2. LEA staff 3. University content faculty 4. SISD administrators 5. Graduate research assistants. 6. Evaluator.

Project LEAD, University of Texas at El Paso

	Seminars, and Symposia. 5. Provide data to evaluator. 6. Develop and distribute webinars and podcasts.	4. External evaluation is completed. 5. Dissemination of findings (travel).	
Summer 2013	1. Create and distribute podcasts and webinars. These are new and added to the regular activities during the summer months; however these new activities begin in this 2013 summer of Project LEAD.	1. Podcasts and webinars made available throughout SISD. 2. Evaluation conducted.	1. Co-PI's; 2. LEA staff; University content faculty; SISD administrators; Technology consultants. 2. Evaluator.
SPRING 2014	1. Select mentors and mentees. These are new and added to the regular activities during the summer months; however these new activities begin in this 2014 SPRING of Project LEAD	1. Mentors and mentees have been paired.	1. Co-PI's; SISD administrators Graduate research assistants.

Project LEAD, University of Texas at El Paso

Fall 2014	<p>1. Mentor training begins through 2016</p> <p>These are new and added to the regular activities during the SUMMER months; however these new activities begin in this 2014 FALL of Project LEAD</p>	<p>1. Mentor training is delivered.</p>	<p>1. Co-PI's; SISD administrators; GA; Evaluator.</p>
Fall 2015	<p>Mentors begin working with mentees throughout the district.</p> <p>5. Administer evaluations for Institutes, Seminars, and Symposia.</p> <p>9. Provide data to evaluator.</p>	<p>4. Mentor-mentee evaluations are analyzed.</p> <p>5. External evaluation is completed.</p>	<p>CoPI's; GA's; SISD administrators</p> <p>5. Graduate research assistants.</p> <p>6. Evaluator.</p>
Sum 2016	<p>1. End of grant period.</p>	<p>1. Final evaluation report.</p> <p>2. Dissemination of findings (travel).</p>	<p>1. Co-PI's; SISD Administrators</p> <p>2. Graduate research assistants.</p> <p>3. Evaluator.</p>

Project LEAD, University of Texas at El Paso

Government Performance and Results Act (GPRA) Requirements

Recognizing the need to monitor program implementation as well as the need to measure the program effects on participants, Project LEAD will implement a comprehensive evaluation plan designed to assess all aspects of project activities. In accordance with GPRA, the project, data collection, and evaluation will focus on:

- The percentage of preservice program completers who are State and locally trained and certified in EL instruction.
- The percentage of preservice program completers who are placed in instructional settings serving EL students within one year of program completion.
- The percentage of preservice program completers who are providing instructional services to ELs three years after program completion.
- The percentage of paraprofessional program completers who meet State and/or local qualifications for paraprofessionals working with ELs.
- The percentage of in-service teacher completers who complete State and/or local certification requirements in EL instruction as a result of the program.
- The percentage of inservice teacher completers who are providing instructional services to ELs.

The evaluation plan involves on-going evaluation activities, which will result in an annual summative evaluation report. The project's evaluation design will measure participants' educational progress through coursework completion, number of participants, and the overall number of completers. Additionally, evaluation of the project's effectiveness will be measured by changes in rates of identifying ELs, retention in the program, absenteeism, involvement in

Project LEAD, University of Texas at El Paso extracurricular activities, and annual language proficiency and TAKS assessments. To assess project impact, information will be collected and analyzed relating to: (1) the educational background, needs and competencies of ELs; (2) the specific educational activities undertaken in the project; (3) the pedagogical material, methods, and techniques utilized in the project; (4) The relative amount of instructional time spent with/by students on specific tasks in the classroom; (5) the provision of staff development activities; and (6) the selection, purchase, installation and implementation of computer hardware and software.

Evaluation Design

The evaluation plan includes assessment of program implementation (**process evaluation**) and assessment of program impact (**outcome evaluation**). In order to effectively monitor program services and identify areas needing modification, information about the degree and quality of program implementation efforts will be gathered, analyzed, and reported the funding source. Both qualitative and quantitative techniques will be used in assessing program implementation and program impact. The methods will include participants' records, participant evaluations of instruction, archival reviews of student academic and attendance data, observations of program operations, and questionnaires/interviews. A quasi-experimental (non-equivalent) comparison design will be used to examine the impact of program participation or non-participation on the educational progress of participants, using Montwood High School in SISD as a comparison site.

The evaluator and the Co-PI's will develop surveys assessing each group of participants' attitudes towards the program. Project LEAD staff will use checklists to conduct classroom observations and document aspects of instruction (e.g., materials used, instructional approaches).

Several analytical procedures will be used in the presentation of evaluation findings regarding the project. This will be done to increase the integrity and validity of the results through triangulation. Pre-post test data (frequencies and mean scores) will address project effects. Qualitative data from project participants such as questionnaires/interviews will offer additional insights of program effects. Statistical analysis of variance will be used to examine the differences between pre-post scores of participating and non-participating students.

Reporting Formative evaluation feedback will be provided to project management periodically throughout the program year. The evaluation report will include information about the needs assessment, the students served, project staff, services provided, and the progress of project participants.

Table 8 outlines the objectives, performing indicators, methods for collecting data and expected outcomes for Project LEAD.

Table 8 Project LEAD Project Evaluation Plan

Goal (1) To develop knowledge and skills of secondary teachers and other school professionals working with ELs and to provide assistance as they meet State ESL/ELD certification requirements.				
Objectives	Performance Indicators	Methods for Collecting Data	Expected Outcomes	
1. To provide professional development institutes, webinars, and podcasts specific to learners' linguistic development and SLA.	1.1 A performance-based formative assessment will measure participants' learning outcomes.	1.1 Co-PIs will develop and administer a performance-based assessment.	1.1 Participants will demonstrate course mastery through successful completion of assessments.	
2. To provide professional development institutes, webinars, and podcasts specific to learners' linguistic development and sheltered	2.1 A performance-based formative assessment will measure participants' learning outcomes.	2.1 Co-PIs will develop and administer a performance-based assessment.	2.1 Participants will demonstrate course mastery through successful completion of assessments.	

Project LEAD, University of Texas at El Paso

<p>instruction.</p> <p>3. To provide professional development institutes, webinars, and podcasts specific to learners' affective needs through the Cultural Modeling Framework for curriculum, which is designed to build on the linguistic and cultural resources of English learners.</p>	<p>3.1 A performance-based formative assessment will measure participants' learning outcomes.</p>	<p>3.1 Co-PIs will develop and administer a performance-based assessment.</p>	<p>3.1 Participants will demonstrate course mastery through successful completion of assessments.</p>
<p>4. To provide professional development institutes, webinars, and podcasts specific to learners' cognitive needs through academic language</p>	<p>4.1 A performance-based formative assessment will measure participants' learning outcomes.</p>	<p>4.1 Co-PIs will develop and administer a performance-based assessment.</p>	<p>4.1 Participants will demonstrate course mastery through successful completion of assessments.</p>

Project LEAD, University of Texas at El Paso

development.			
5. To increase the number of inservice/preservice secondary teachers with ESL/ELD credentials and expertise in educating English learners.	5.1 A performance-based formative assessment will measure participants' learning outcomes.	5.1 Co-PIs will develop and administer a performance-based assessment.	5.1 Participants will demonstrate course mastery through successful completion of assessments.

Goal (2) To develop mentoring capacities among Socorro High School teachers in their efforts to transform instructional practices for ELs throughout the school and district.			
Objectives	Performance Indicators	Methods for Collecting Data	Expected Outcomes
2.1 To demonstrate an understanding of the theory and practice of mentoring with a focus on English learners' academic literacies.	2.1 A performance-based formative assessment will measure participants' learning outcomes.	2.1 Co-PIs will develop and administer a performance-based assessment.	2.1 Participants will demonstrate course mastery through successful completion of assessments.

Project LEAD, University of Texas at El Paso

<p>2.2 To implement the mentoring relationship between Socorro High School mentors and teachers working with ELs throughout the district.</p>	<p>2.2 A performance-based formative assessment will measure participants' learning outcomes.</p>	<p>2.2 Co-PIs will develop and administer a performance-based assessment.</p>	<p>2.2 Participants will demonstrate course mastery through successful completion of assessments.</p>
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<p>Goal (3) To support the Socorro High School leadership in its efforts to transform educational practices for ELs throughout the district.</p>			
<p>Objectives</p> <p>3.1 To establish an annual administrators' symposium at Socorro High School with the focus on meeting the needs of ELs throughout the district.</p>	<p>Performance Indicators</p> <p>3.1 Recruitment and attendance will be documented.</p>	<p>Methods for Collecting Data</p> <p>3.1 Surveys will be used to measure participants' evaluation of symposium usefulness.</p>	<p>Expected Outcomes</p> <p>3.1 Symposium content will change each year, reflecting participants' feedback from the previous year.</p>

Project LEAD, University of Texas at El Paso

<p>Goal (4) To improve the teacher preparation program in collaboration with colleges across the university to reflect an aligned system of State English-language proficiency standards (ELPS), content standards, and assessments in supporting the achievement of English learners in our schools.</p>				
Objectives	Performance Indicators	Methods for Collecting Data	Expected Outcomes	
<p>4.1 To organize and facilitate professional development seminars to address the English Language Proficiency Standards (ELPS) for faculty across the university and to demonstrate how to integrate the ELPS in their specific content area.</p>	<p>4.1 Recruitment and attendance will be documented.</p>	<p>4.1 Surveys will be used to measure participants' evaluation of symposium usefulness.</p>	<p>4.1 Symposium content will change with each seminar, reflecting participants' feedback from the previous year.</p>	
<p>4.2 To organize and facilitate professional development</p>	<p>4.2 Recruitment and attendance will be documented.</p>	<p>4.2 Surveys will be used to measure participants'</p>	<p>4.2 Symposium content will change with each seminar,</p>	

Project LEAD, University of Texas at El Paso

<p>seminars to address the delivery of content through Sheltered Instructional Approaches as a required component of the English Language Proficiency Standards (ELPS).</p>		<p>evaluation of symposium usefulness.</p>	<p>reflecting participants' feedback from the previous year.</p>
<p>4.3 To revise the current ESL Certification coursework to reflect the English Language Proficiency State Standards and best practices.</p>	<p>4.3 Recruitment and attendance will be documented.</p>	<p>4.3 Surveys will be used to measure participants' evaluation of symposium usefulness.</p>	<p>4.3 Symposium content will change with each seminar, reflecting participants' feedback from the previous year.</p>
<p>4.4 Create an online ELD certificate program that reflects State Standards for English</p>	<p>4.4 Program will be evaluated by the external evaluator.</p>	<p>4.4 Documentary analysis will be used (qualitative), along with participants' pass rates</p>	<p>4.4 Participants will demonstrate course mastery through successful completion</p>

Project LEAD, University of Texas at El Paso

Language Proficiency and best practices.		each year (quantitative).	of assessments.
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How Does the Project Curriculum Reflect State Certification Requirements?

The Texas State Standards for English Language Development (ELD) focus on students developing receptive and productive language skills and discuss sheltered instruction approaches. ELs must have a program that addresses their affective, linguistic, and cognitive needs. Preservice and inservice teachers will enroll in university coursework and they will be funded through Project LEAD. Project LEAD will align the existing coursework (Table 9) to Texas State Standards for certification requirements.

Table 9	ELD/ESL Certification Coursework	
BED	4340	Principles of Bilingual Education/ESL
BED	4343	Sheltered ESL Instruction
BED	4317	Teaching and Empowering English Language Learners in Secondary Schools
LING	3314	Structure of English for Language Professionals
LING	4348	Analysis of Second Language Acquisition

Source: University of Texas at El Paso

Texas Standards require that teachers support the linguistic, affective, and cognitive needs of ELs, and the coursework for Project LEAD is designed to address these three areas.

Linguistic Needs: Project LEAD accomplishes this through Goal 1, Objective 1, which is to provide professional development institutes, webinars, and podcasts specific to learners' **linguistic** development and second language acquisition; and Objective 2, which is to provide professional development institutes, webinars, and podcasts specific to learners' **linguistic** development and sheltered instruction.

Affective Needs: Project LEAD accomplishes this through Goal 1, Objective 3, which is to provide professional development institutes, webinars, and podcasts specific to learners' **affective** needs through the Cultural Modeling Framework.

Cognitive Needs: Project LEAD accomplishes this through Goal 1, Objective 4, which is to provide professional development institutes, webinars, and podcasts specific to learners' **cognitive** needs, through academic language development.

In summary, Project LEAD will accomplish four crucial goals during the 5 project years: (1) to develop the knowledge and skills of preservice and inservice secondary teachers and other school professionals working with ELs in Socorro High School and across the school district with standards and coursework leading to ESL/ELD certifications each year; (2) to develop mentoring capacities among Socorro High School teachers in their efforts to transform instructional practices for ELs throughout the school and district; (3) to support the Socorro High School leadership in its efforts to transform educational practices for ELs throughout the district; and (4) to improve the teacher preparation program in collaboration with colleges across the university (Math, Science, History, English and others) to reflect an aligned system of State English language proficiency standards (ELPS), content standards, and assessments in supporting the achievement of English Learners in our schools and, better prepare our preservice teachers, and ultimately close the achievement gap for ELs.

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