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## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**  
**CFDA # 84.365Z**  
**PR/Award # T365Z110166**  
**Grants.gov Tracking#: GRANT10865291**

Closing Date: MAY 09, 2011

## ABSTRACT

**Name of IHE:** New Mexico State University, Las Cruces, New Mexico

**Title of Program:** Improving Instruction for English Learners in New Mexico: *A Quality*

*Professional Development Program for Teachers and Paraprofessionals*

**Consortia Partners:** Las Cruces Public Schools, Deming Public Schools, and Gadsden Public Schools

### **Project Description**

This project is being submitted by New Mexico State University, Las Cruces (NMSU). New Mexico State University requests National Professional Development (NPD) funding to improve the instruction for English learners in Southern New Mexico by targeting four groups of educators—paraprofessionals, pre-service teachers, in-service teachers, and professors of the pre-service teachers—all of whom will benefit from learning to improve their skills in working with English learners.

The project has three goals designed to improve instruction for English learners: (1) upgrade the quality and diversity of teachers by certifying paraprofessionals with teaching certifications; (2) improve pre-service teacher education curriculum by integrating courses with research-based knowledge of English learners to meet Invitational Priority 2—Improving Preparation of All Teachers to Better Serve ELs. New Mexico State's teacher education curriculum will be improved through a dual licensure for pre-service teachers; and (3) upgrade the skills and qualifications of in-service teachers in order to improve the instruction English learners receive. Ultimately, our aim is to close the achievement gap of English learners with other population groups.

The basic aim of the project is to improve the instruction that English learners receive with high levels of pedagogical and content knowledge in reading and the language arts. To achieve this aim, we expect to assist: (a) 15 paraprofessionals to obtain their bachelor's degrees and their teaching credentials; (b) 75 pre-service teachers to obtain their teaching credentials with dual licensure; (c) 30 in-service teachers to obtain their master's degree in bilingual/TESOL or reading and literacy; (d) 20 in-service teachers to become nationally certified in English as a New Language or Literacy: Reading and language arts; and (e) 5 professors to attend high quality professional development conducted by WestEd in order to support high-quality instruction for English learners. By the end of year five, we expect a total of 145 educators to have been provided high quality professional development opportunities to improve the instruction English learners receive.

The design for this project proposes: (1) to train the trainers—a core group of professors and identified in-service teachers who would attend a 5-day conference sponsored by WestEd; (2) to train paraprofessionals, pre-service teachers, in-service teachers, and professors of pre-service teachers; (3) to design a research-based annual 8-day English Learner Summer Seminar for all the participants; (4) to design new courses for the College of Education at NMSU—Las Cruces to be included as part of a dual licensure for pre-service teachers; and (5) to form a leadership cadre of teachers who will provide workshops to other teachers in their districts and throughout the state of New Mexico.

The management team includes the director and two key personnel. Each will manage three separate components of the project: (1) pre-service teachers; (2) paraprofessionals and in-service teachers; and (3) the curriculum development for the English Learner Summer Seminar. A chart has been developed that outlines the activities, staff responsibilities, and a timeline for each of the five years.

The project director, will oversee the management of the project and its evaluation. The director has a doctorate in Language, Literacy, and Culture from Stanford University; a master's degree in Reading Education; and over 26 years of experience working in public schools with students in grades 1-6, undergraduate students earning their teaching credentials, and in-service teachers earning master's degrees and national board certification in English as a New Language. The project coordinator will oversee the paraprofessional and in-service candidates to ensure 90 to 100% retention. The Curriculum Developer has a Ph.D. in curriculum and instruction, a master's degree in information sciences, and has served as a teacher, reading teacher, teacher-educator, and ESL instructor. The curriculum developer has experience creating curricula from elementary to college undergraduate students to assist English learners to improve their comprehension, writing, and high-order thinking skills. An administrative assistant and a graduate assistant will manage the daily operations of the project.

The external evaluator will (1) work with the project personnel to develop the instruments (e.g., the pre and post questionnaires, the interview questions, and the focus group questions), (2) conduct participant interviews and focus group interviews, (3) collect data such as participant records, reflection logs, and portfolios, (4) analyze the data, and (5) submit a written report to the director.

The evaluation plan will require that a summative evaluation be conducted to assess the yearly progress of the project, and that a formative evaluation be conducted to improve the project's periodic implementation and outcomes.

**Priorities:** This proposed project meets invitational priority 2—Improving Preparation of All Teachers to Better Serve English learners.

**GPRA Measure Targets:** This proposed project meets the following performance indicators:

#### **PRE-SERVICE TEACHERS**

- (1) 15 pre-service teachers are expected to be served every year (Years 1, 2, 3, 4, 5) and by the end of year 5, a total of 75 teachers will have been served;
- (2) 15 of pre-service teachers are expected to complete the program of study each year (Years 1, 2, 3, 4, 5) and by the end of year 5, a total of 75 teachers will have completed the program of study;
- (3) 15 of pre-service teachers completers expected to be placed in instructional settings serving English learners to be served every year (Years 2, 3, 4, 5) and by the end of year 5, a total of

75 teachers completers are expected to be placed in instructional settings serving English learners

- (4) 15 of pre-service teachers expected to complete the program of study and be certified in EL instruction each year (Years 1, 2, 3, 4, 5) and by the end of year 5, a total of 75 teachers will have been placed in instructional settings serving English learners.

### **PARAPROFESSIONALS**

- (1) 15 paraprofessionals (who are not pre-service teachers) expected to be served every year (Years 1, 2, 3, 4, 5) and by the end of year 5, a total of 15 will have been served;
- (2) 15 paraprofessionals completers expected to meet state and local qualifications for English learners (Years 2, 3, 4, 5) and by the end of year 5, a total of 12 paraprofessionals completers expected to meet state and local qualifications for English learners;

### **IN-SERVICE TEACHERS**

- (1) 15 in-service teachers are expected to be served every year (Years 1, 2, 3, 4, 5) and by the end of year five, 30 will have been served;
- (2) 15 in-service teachers are expected to complete the program of study (Years 1, 2, 3, 4, 5) and by the end of year five, 30 will have completed the program of study;
- (3) 15 in-service teachers are expected to complete the program of study and be certified in English learner instruction by the end of year 2, and by the end of year five, 30 teachers will have completed the program of study;
- (4) 15 in-service teachers completers are expected to serve English learners (Years 2, 3, 4, 5) and by the end of year 5, a total of 30 are expected to serve English learners
- (5) 15 of in-service teachers expected to complete the program of study and be certified in English learner instruction (Years 1, 2, 3, 4, 5) and by the end of year five 30 teachers will have completed the program of study;
- (6) 4 in-service teachers are expected to be served every year (Years 1, 2, 3, 4, 5) and by the end of year five, 20 will have been served and supported through national certification;
- (7) 4 in-service teachers are expected to complete the program of study (Years 1, 2, 3, 4, 5) and by the end of year five, 90% of the 20 will have completed national certification;
- (8) 4 in-service teachers are expected to complete the program of study and be certified in English learner instruction annually, and by the end of year five, 90% of the 20 teachers will have completed the program of study;

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## ***Improving Instruction for English Learners in New Mexico:***

### ***A Quality Professional Development Program for Teachers and Paraprofessionals***

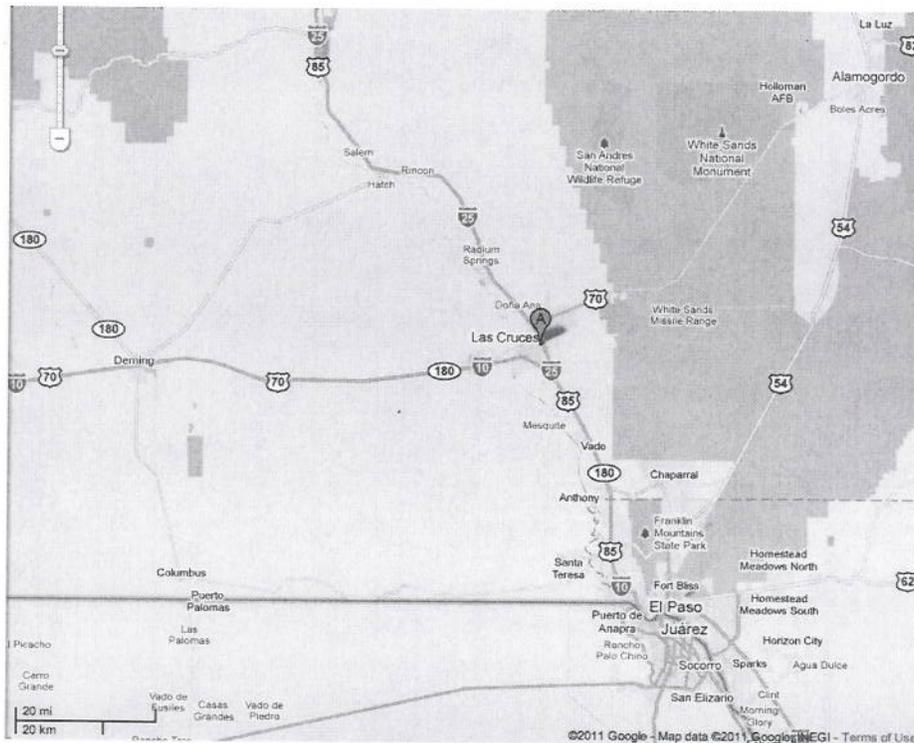
#### **Narrative**

This proposed project will provide professional development training to improve the quality of instruction for English learners in three school districts in New Mexico. This will be accomplished by targeting four groups of educators—paraprofessionals, pre-service teachers, in-service teachers, and professors of the pre-service teachers—all of whom will benefit from learning to improve their skills in working with English learners. In addition, the paraprofessionals and pre-service teachers will obtain their teaching certification, thereby increasing the number of highly qualified teachers. By enhancing the skills of these educators, this proposed project meets the grant's Invitational Priority 2—Improving Preparation of All Teachers to Better Serve English learners.

In consortia with three surrounding school districts, this professional development project will be centered at the College of Education at New Mexico State University, Las Cruces. New Mexico State University (hereinafter NMSU) consists of five campuses, located in the cities of Alamogordo, Carlsbad, Doña Ana, Grants, and Las Cruces, of which the last is the largest, with a population of just under 100,000. The NMSU system also has a community college associated with each of the five campuses. Currently, NMSU–Las Cruces has 18,600 students, 14,600 of whom attend full-time (12+ units) and 4,000 of whom attend part-time. As a university whose students are at least 25% Hispanic, NMSU is one of the nation's foremost Hispanic and Minority Serving Institutions. In fact, Hispanics comprised 44% of the student body at NMSU in 2010. Combined with the university's emphasis on research, this distinction provides a rich setting for a professional development project and for recruiting a diverse team of educators.

The Las Cruces campus of NMSU is located in a unique geographic-economic setting. The city is located 40 miles north of the U.S.-Mexican border (El Paso/Ciudad Juárez) and is considered part of the borderlands region. NMSU is the only university serving the educational needs of the southern section of the state. Sixty miles to the east is the White Sands Missile Range.

Our partnering educational agencies will be the public schools of Las Cruces and two local rural districts: the Gadsden Independent School District (for the towns of Anthony, Chaparral, Mesquite, and Vado), and the Deming Public Schools (see the map in Figure 1).



*Figure 1: Map of Las Cruces and the Surrounding Towns of Deming and (in the Gadsden School District) Mesquite, Vado, and Chaparral*

Las Cruces Public Schools (LCPS) serves the city of Las Cruces and is the second largest school district in New Mexico with 25,000 students in 35 schools, grades pre-K through 12. LCPS is one of the largest employers in Doña Ana County, with over 3,600 employees,

including 2,200 classroom teachers and educational assistants.

Gadsden Independent School District (GISD) is a geographically large district that spans 1,400 square miles of the Rio Grande Valley, bordering Texas and Mexico. The district is largely an agricultural Hispanic community with approximately 14,200 students in 22 schools, grades pre-K through 12.

Deming Public Schools is a smaller rural district that serves the city of Deming and the surrounding areas in Luna County, including the towns of Columbus and Paloma, the latter of which is located on the U.S.-Mexico border. Deming is 60 miles west of Las Cruces. The district has approximately 5,000 students in 10 schools, grades pre-K through 12.

These three public school systems are in need of high-quality instruction for English learners. Fortunately, they all have a large number of paraprofessionals who are interested in becoming credentialed teachers. One of the principal objectives of this proposal is to train some of these paraprofessionals to become credentialed teachers who can provide high-quality education to English learners. Because New Mexico is made up of many rural areas that are similarly in need of professional teacher development, this proposed project may serve as a pilot program for other school districts in the state.

### **Need for the Project**

After California, New Mexico has the second-highest percentage (18.6%) of English learners, and their numbers have been growing since the 1990s due to increased immigration, especially from Mexico (Ed-Data, 2011). The majority of these students are concentrated in the elementary grades, but there are sizable numbers of English learners in the middle schools and high schools as well. In order for these students to be successful academically, the state will have to increase the number of qualified teachers who can meet their educational needs. At present,

there are approximately 56,000 English learners in the state's elementary and secondary schools, who are taught by approximately 22,000 full-time teachers, most of whom have only an elementary or secondary school teaching license, and not a bilingual TESOL certification (Teaching English to Speakers of Other Languages) or a Reading and Literacy certification.

In the Las Cruces Public Schools, approximately 14% (3,500) of the students are English learners. The numbers for the other two districts are: Deming, 19% (1,000); and Gadsden, 27% (3,800). Historically, the academic performance of English learners across the nation has lagged behind that of other students (Gándara & Contreras, 2006; NAEP, 2007; Valdés & Castellon, 2011). In statewide tests of elementary and secondary students in the public schools, there is a significant gap in achievement between English learners and Caucasian students in reading. The same trends hold true for the counties of Doña Ana and Luna (<http://nmped.datacation.net/Exams.aspx>).

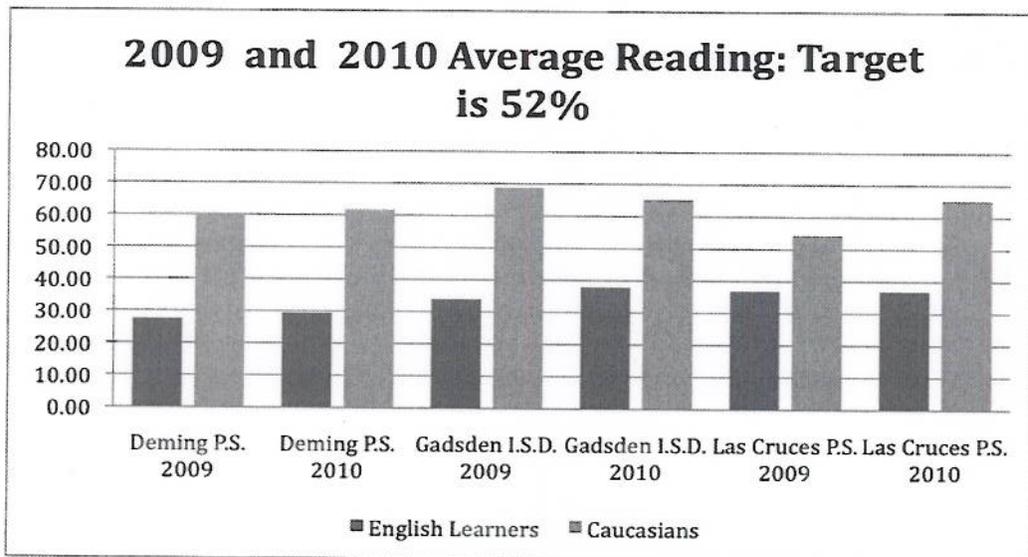
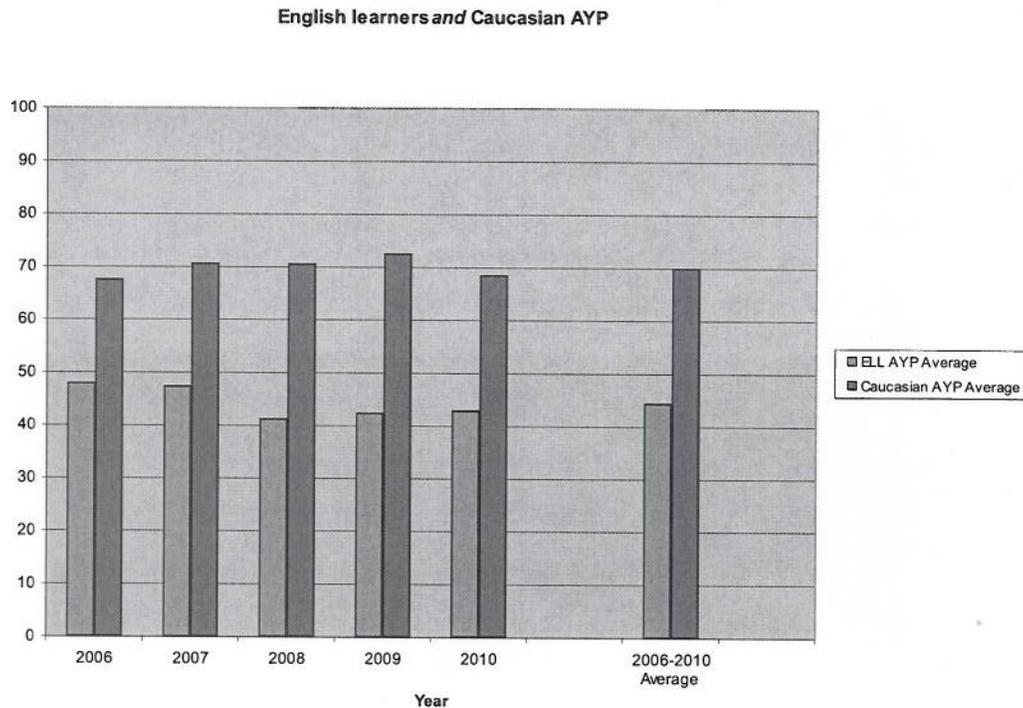


Figure 2: Reading Percentages of English learners and Caucasian students in Deming Public Schools, Gadsden ISD, and Las Cruces Public Schools

The state has determined four levels of reading proficiency: *below basic*, *basic*, *proficient*, and *advanced*. Figure 3 represents the percentages of English learners and Caucasian students

attaining or surpassing the *proficient* level in reading for Las Cruces Public Schools. There is a consistent 25- to 30-percent gap between the two populations (see Figure 3).



*Figure 3: The Annual Yearly Progress (AYP) Reading Gap: Percentages of Students Reading at or above the State-Mandated Level of Proficiency for English Learners and Caucasian Students in the Las Cruces Public Schools*

Perhaps more than anything else, English learners need high-quality teachers who have the education and training to attend to the students' specific language and learning requirements (Gándara & Contreras, 2006; Valdés & Castellón, 2011). In a study of teacher quality in Illinois, Peske and Haycock (2006) found that more than 88% of the teachers in schools with a majority of minority students scored in the bottom quartile for quality. In contrast, only 11% of teachers scored in the bottom quartile for quality in the schools with the lowest percent of minority students. Currently, there is a need for classroom teachers, most of whom are *not* ESL or bilingual specialists, to become more knowledgeable about ways to deliver high-quality

instruction to English learners. This requires adapting the teacher-preparation curriculum to better prepare teachers for working with the linguistic diversity that English learners bring to the classroom (Valdés & Castellón, 2011).

### ***Elementary and Secondary School Paraprofessionals***

Paraprofessionals have been assigned to provide instructional services to English learners in pre-K–12 classrooms in many of New Mexico’s school districts. The project author conducted a survey of school district personnel and found that there are over 100 paraprofessionals working with English learners in pre-K–12 classrooms in the three partner districts (Hernández, 2011).

Paraprofessionals assist English learners who are not progressing well academically in reading or math. The paraprofessionals have been working with English learners for many years and have personal working knowledge about them. With a teaching credential, they will be trained to significantly increase their students’ English proficiency.

### ***Pre-service Teachers***

All the pre-service teachers in this program will be recruited from the undergraduate and graduate students in the College of Education at NMSU. Most of these pre-service teachers have little or no experience working with English learners. Currently, only those pre-service teachers who elect to earn a dual licensure by taking additional bilingual/TESOL courses have systematic experiences with English learners. Unfortunately, the majority of pre-service teachers do not. Furthermore, many of our candidates work with teachers whose only advice for assisting English learners in classrooms is to use “good teaching practices.”

### ***Elementary and Secondary School In-service Teachers***

At the present time, there is a need to have well-trained in-service teachers whose focus is

English learners. Although the current teachers in the three partner districts are highly qualified to teach their subjects, the Bilingual ESL Coordinator for one of the districts noted to this writer that these teachers will benefit from enrichment experiences that specifically augment the instruction of English learners. Additionally, the superintendent of the Deming Public Schools noted that she was very interested in having several of her teachers receive a TESOL or bilingual endorsement to better meet the needs of English learners (E-mail communication, May 4, 2011).

### **Quality of the Project Design**

The director of the proposed project plans (1) to train paraprofessionals, pre-service teachers, in-service teachers, and professors of pre-service teachers; (2) to design an annual summer seminar for all the participants; (3) to design new courses for the College of Education at NMSU–Las Cruces to be included as part of a dual licensure for pre-service teachers; and (4) to form a leadership cadre of teachers who will provide workshops to other teachers in their districts and throughout the state of New Mexico

### ***Training the Trainers***

As part of the program, the College of Education at NMSU will each year send two professors and one in-service teacher to a five-day training conference (Quality Teaching for English Learners, or QTEL) conducted by WestEd, a research, development, and service agency based in San Francisco, California (see Appendix A for a letter of confirmation from WestEd’s director). The focus of the training by WestEd will be on how to scaffold instruction for English learners so that they improve their understanding of academic content.

WestEd personnel will assist as content and design advisors to the College of Education project, providing the foundation for using research-based instructional practices (Lucas, 2011;

Valdés, Bunch, & Snow, 2005; Walqui, 2007) and professional development practices (Lieberman, 2008; Walqui, 2007).

The WestEd conferences will be held during the months of July 2012; July 2013; July 2014; July 2015; and July 2016.

### ***The English Learner Summer Seminars in New Mexico***

Every summer, there will be an 8-day English Learner Summer Seminar led by the College of Education at NMSU. During the seminar, the three participants who attended the WestEd training in California will now become trainers of the paraprofessionals, pre-service teachers, and in-service teachers back in New Mexico. These seminars will also serve as the primary knowledge source for professors at the College of Education who do not participate in the WestEd conferences. The focus of this training will be to improve reading and language arts instruction for English learners.

In the first year, in collaboration with the partner district personnel, the curriculum developer will use the Guided Language Acquisition Design (GLAD)—a curricular model for English learners that is research-based—as a foundation for the English Learner Summer Seminar. The GLAD curriculum framework incorporates the following components for the instruction of English learners: motivation, input, guided output, reading, and writing. This curriculum will be supplemented by a three-part model for incorporating English-Spanish cognates (such as *literary* and *literario*) in K–8 classrooms. The three-part model includes teaching: (1) cognates through picture books in K–3 classrooms; (2) English morphology through cognates in grades 2–5; and (3) strategies through cognates in grades 4–8 (Montelongo, Hernández, Herter, and Cuello, 2010). During the summer seminar, the focus will also be on expository reading and writing and critical literacy, using the districts’ reading and language arts curricula. Writing is a key domain

of language that English learners need to master in order to succeed in school and beyond. In year two, we will adapt the WestEd curriculum as part of our summer seminar curriculum in order to meet the academic language and literacy needs of English learners in grades 4–12.

### ***Improving the Teacher Education Curriculum***

A basic aim of the project is to strengthen the current teacher preparation courses in the College of Education at NMSU by including a second-language methodology that incorporates pedagogical and content knowledge related to teaching English learners. To achieve this aim, the project author and key personnel will train a core team of highly knowledgeable NMSU College of Education professors. Currently, the elementary and secondary teacher education programs do *not* have a specific course for pre-service teachers to learn about English learners in a systematic manner, nor are they exposed to New Mexico’s English-language proficiency standards.

Different professors touch on the specifics of instruction for English learners in various methods courses; however, no systematic sets of principles or instructional practices are included. To improve the teacher education curriculum at the College of Education at NMSU, it will be important for all pre-service teachers to take courses that focus on working with English learners.

During the past two years, the professors in the College of Education at NMSU have been discussing the possibility of a dual licensure program, and the time seems ripe to move forward with that plan. The discussion among the faculty in the College of Education has been to replace EDUC 453 (Elementary School Language Arts) with a course on English language development instruction for English learners, which will include literacy development. (The language arts course content would be integrated into other courses.) Another curricular modification under discussion is a field experience course that would provide pre-service teachers with classroom experience working specifically with English learners. Most likely, other courses would also be

revised for pre-service candidates to receive well-rounded knowledge of how best to provide high-quality instruction to English learners.

Once the new courses have been designed and approved, this project will commit to providing high-quality professional development to the professors who teach these courses by supporting their attendance at the five-day QTEL training conference conducted by WestEd. Over a period of five years, the professors will in turn work with pre-service teachers and career ladder paraprofessionals who need to acquire basic dual licensure (elementary or secondary plus bilingual or TESOL endorsements). By improving our teacher education program at NMSU, this proposed project will meet the grant's Invitational Priority 2: Improving Preparation of All Teachers to Better Serve English learners.

### *The English Learner Leadership Cadre*

As stated, three participants (two College of Education professors and one in-service teacher) will attend the WestEd training in California every summer. In addition, four in-service teachers in the program will achieve national certification every year in English as a New Language or in Literacy: Reading and Language Arts. These seven individuals will constitute an English Learner Leadership Cadre who will develop programs to improve instruction for English learners. The in-service teachers will do this by leading workshops in their respective school districts, and the professors will do this by leading workshops with other professors. Over the five-year course of the program, 35 participants will be part of the cadre. Clearly, teachers who are well informed about research, content, and pedagogy influence the practice of other teachers (Lieberman & Friedrich, 2010).

### ***Program Participants***

***Paraprofessionals.*** The grant awarded under this priority program will be used to certify and license career ladder paraprofessionals in a five-year pre-service program. During the program, the College of Education will prepare 15 paraprofessionals to be certified and licensed as bilingual or TESOL teachers, who will then teach English learners. When the paraprofessionals become pre-service teachers, they will attend the 8-day English Learner Summer Seminar.

Therefore, we propose to recruit paraprofessionals who hold Associates of Art degrees, because these paraprofessionals will more likely complete the program, and in a shorter amount of time, than those paraprofessionals without this qualification. Paraprofessionals selected for the proposed program will need financial assistance to complete the teaching certification program, for costs related to tuition, fees, books, and transportation.

***Pre-service Teachers.*** During the five-year program, 75 pre-service teachers (15 per year) will be recruited while they are taking their teaching methods courses at NMSU, prior to their student teaching assignments, in order to obtain a dual licensure credential (e.g., elementary and TESOL). During the summer of each year, the 15 pre-service teachers will attend the 8-day English Learner Summer Seminar.

***In-service Teachers.*** During the five years of the program, 30 in-service teachers (15 every two years) will participate in the training by attending the 8-day English Learner Summer Seminar and completing their M.A. degrees in Education.

Also, the director and coordinator of the program will recruit four additional in-service teachers every year to obtain national certification in English as a New Language or in Literacy: Reading and Language Arts. During the five years of the program, a total of 20 of these in-service teachers will seek national certification, with an expected pass rate of 80%. These in-

service teachers will bring a higher level of teacher quality to their work and to our work at the College of Education at NMSU.

***Professors of the Pre-service Teachers.*** During the five years of the program, a total of 10 professors will attend the WestEd conference in California. A series of follow-up meetings for infusing topics learned at the WestEd training into the teacher education curriculum will take place at NMSU in the summer and fall semesters.

### ***Six Principles of Effective Professional Development and Instructional Practices***

Six principles of professional development will guide the curriculum development and delivery process as we redesign courses in the teacher credential program and design an 8-day English Learner Summer Seminar for the participants.

***1. Research-Based Instruction.*** The content of professional development that focuses on English learners should incorporate current theories about learning appropriate to various age levels and research about how students at various ages learn their second language. Professional development programs for English learners need to include the following:

1. Theories of second-language learning and the language demands of classroom tasks.
2. Effective academic language/literacy pedagogical approaches for English learners.
3. Theories of how teachers use language in the classroom and how they can effectively promote academic language in their instructional practices.
4. Knowledge of the rich cultural background and the linguistic proficiency that English learners bring to school. (Lucas, 2011; Walqui, 2011; Zwiers, 2009).

***2. Professional Development Models.*** The undergirding framework of effective professional development incorporates current research and theories about adult learners (Lieberman, 2008;

Pointer Mace, 2008; Walqui, 2002, 2007). In order for teachers to grow, the professional development model must engage them in active learning, reflective tasks, analysis of their students' work, and discussions with colleagues about best pedagogical practices.

**3. Reflection and Analysis of One's Own Teaching Practice.** Teachers who continually analyze themselves strengthen the effectiveness and quality of their practice. This analysis involves evaluating the students' work and the student-teacher interactions, and reflecting on one's practice. This reflective process is central to professional development, since it allows teachers to perfect their techniques and refine their pedagogical philosophy (National Board for Professional Teaching Standards, 2006).

**4. Knowledge of Students.** Teachers' judgments of English learners are based on their students' personal backgrounds, prior school experiences, age of arrival in the United States, chronological age, interests, primary language, literacy, and their second-language needs. The relationship that teachers develop with their students becomes key as they support them in learning the language, culture, and academic content. Effective teachers understand that such factors as culture, language, socioeconomic status, ethnicity, and gender influence the learning process of their students (Darling-Hammond, 2005; National Board for Professional Teaching Standards, 2006; Walqui, 2007).

**5. The Learning Environment.** Teachers who promote a supportive classroom environment with academic rigor for linguistically diverse students promote these students' acceptance into the classroom community. Teachers see their students as resources by tapping into their rich linguistic and cultural backgrounds and making a concerted effort to integrate these into the

school culture and curriculum (González, Moll, & Amanti, 2005; Montelongo, Hernández, Herter, 2010; National Board for Professional Teaching Standards, 2006).

**6. *Informal and Formal Assessments of Students.*** To assist students in their learning, both linguistically and academically, teachers need to use informal and formal assessments. For example, on the informal side, when students read aloud in class, the teacher can evaluate what the students are comprehending. On the formal side, there are state and national tests and standards, such as the Language Assessment Scales specifically for measuring the oral language, reading, and writing of English learners. State and national standards guide the curriculum and instruction that teachers design in conjunction with students' needs. Standards provide teachers with both overarching goals and specific benchmarks, thus providing high expectations for what students are to learn (Walqui, 2002, 2007).

### ***Research-Based Curriculum Development***

In developing new curricula, we will use research-based language and literacy strategies as the foundation for our English Learner Summer Seminars. Our goal for improving the instruction of English learners will be to build academic language through reading and the language arts (Gibbons, 2011; Zwiers, 2008). We will use the input, output, interaction, and negotiation principles that undergird second-language research (Cummins, 1981; Long, 1983; Swain, 1986 and pedagogy (Carter, Hernández, & Richison, 2010).

Krashen (2004) has demonstrated a strong correlation between literacy engagement and literacy achievement. The literacy engagement model has been shown to work with culturally and linguistically diverse students (Cummins, 2009; Guthrie, 2004; Krashen, 2004). The literacy engagement framework has as its purpose to activate students' prior knowledge, motivate them

to read for meaning, and extend their academic language through discussion.

In developing new curricula, we will be using, among other things, English learner video-based cases and related multimedia materials developed by the Department of Education at Stanford University. These cases focus on elementary and secondary teachers who work with English learners on (1) reading and writing, (2) listening for academic purposes, (3) speaking skills, (4) science, and (5) math. In years four and five of our project, we will develop original video clips of our own on expository reading and writing, to be used in our summer seminars.

### ***Collaboration and Capacity Building***

Our partner school districts will collaborate with the College of Education on the planning of the English Learner Summer Seminars—beginning with helping to recruit their own paraprofessionals and in-service teachers for the program (see Appendix B for letters from partner districts). The partner districts will also host the seminars on their own campuses, and they will provide copies of their teachers' reading manuals to the College of Education so that we can work together to amplify the few sections that currently relate to English learners and model new instructional methods for the participants.

The English Learner Summer Seminars will help to foster a common vision among local paraprofessionals, teachers, and teacher-educators, and to elevate their expectations for how English learners can be educated in our public schools. These seminars will be held during the weeks of May 29, 2012; May 28, 2013; May 27, 2014; May 26, 2015; and May 31, 2016.

The powerful infusion of knowledge and technology-based learning will positively influence the professional development of teachers and paraprofessionals who are seeking basic certification. These activities will in turn elevate the level of instruction that English learners currently receive.

The project coordinator will develop a plan with the school principals in each of the districts to identify the specific linguistic and academic needs of the English learners and their teachers. A key component of the plan will be to identify a detailed picture of the issues that teachers face in working with English learners and to identify those teachers who have a track record of successfully working with these children. The project coordinator, the principals, and the teachers will identify several options, including: (1) integrating the New Mexico English learner standards (adapted from the WIDA standards) into the core curriculum; (2) forming study groups to analyze English learners' work; and (3) discussing the design of instruction for these students.

The project coordinator and the project director will work with the paraprofessionals at two levels: (1) helping each of them to design a career plan for completing their degree and credential requirements; and (2) designing a seminar class that will help them to become more effective in working with the English learners assigned to them.

**Table 1: Goals, Responsibilities & Activities, Outcomes, and Measures**

Program Goal I: To increase the quality and diversity of teachers by certifying paraprofessionals with state teacher's certification			
Objectives	Responsibility & Activities	Outcomes	Measures
<p><b>Objective 1.1</b>  <b>(recruitment):</b> By year 1, 15 paraprofessionals will be recruited, and enrolled in first cohort, to obtain dual licensure in elem &amp; Bil/TESOL.</p>	<p>Coordinator will:</p> <ol style="list-style-type: none"> <li>1. Recruit/interview paraprofessionals and assist staff with selection for Cohort One.</li> <li>2. Assist each paraprofessional to apply to a teacher education program.</li> </ol>	<p>15 paraprofessionals enrolled in program.</p> <p>15 paraprofessionals enrolled in a university teacher education program.</p>	<ol style="list-style-type: none"> <li>1. Individual profiles</li> <li>2. Transcripts</li> <li>3. Interviews, records &amp; selection-process.</li> <li>4. Meet teacher educ admission requirements</li> </ol> <p><i>GPR A Measure 1.1</i></p>
<p><b>Objective 1.2 (Retention):</b>                      As a result of academic support, advising, and course work retention of paraprofessionals will be at least 70% for each</p>	<p>Coordinator will:</p> <ol style="list-style-type: none"> <li>1. Develop career path &amp; mentoring plans</li> <li>2. Ensure cohort has assistance in completing their BA and credential</li> </ol>	<p>(1) 15 individualized career path for becoming a teacher</p> <p>(2) 15</p>	<ol style="list-style-type: none"> <li>1. Class enrollments</li> <li>Records, grades</li> <li>2. Tutoring &amp; mentoring</li> <li>3.Support services used</li> </ol>

year.	3. Monitor cohort's use of tutorial/advising to ensure successful completion of courses.	paraprofessionals complete 2 semesters of coursework annually.	4.Pre/post assessments <i>GPR A Measure 1.2</i>
<b>Objective 1.3 (EL Institute):</b> In years 1–5, paraprofessionals will participate in a summer institute to assist them to provide effective instruction for ELs	Curriculum Developer will: 1. Develop a 6-day summer institute: Strategies for integrating ELs' needs in standards-based lessons, learning expectations, academic language activities	<b>Outcomes</b> 1. Paraprofessionals complete the 6 day institute	<b>Measures</b> (1)Pre-post Assessments (2) Reflection logs <i>GPR A Measure 1.2</i>

<b>Program Goal 2: (Pre-service Faculty and Students):</b> Improve pre-service teacher education curriculum by integrating courses with research-based knowledge of ELs. Invitational priority 2-Improving Preparation of All Teachers to Better Serve ELs.			
<b>Objectives</b>	<b>Activities</b>	<b>Outcomes</b>	<b>Measures</b>
<b>Objective 2.1 (Professional Development):</b> Project personnel will work with WestEd to provide Summer	Director will: 1. Identify faculty to attend the Summer Institute to learn	(1) Annually, faculty complete institute & learned research-based	1. Attendance Records 2. Changes and

Institute to teacher education faculty in order to increase their knowledge of teaching strategies for EL.	about research-based instructional practices for ELs.	instructional practices (2) incorporate 3 learned strategies in course	additions to teacher education courses 3. pre-post assessment
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Objectives	Activities	Outcomes	Measures
<p><b>Objective 2.2 (Curriculum Development):</b> At the end of each year, the necessary reference materials, software, and instructional materials for preservice and inservice curriculum will be added.</p>	<p>Curriculum Developer will:</p> <ol style="list-style-type: none"> <li>1. identify necessary reference materials, software, and instructional materials that are needed for preservice/inservice prog.</li> </ol>	<ol style="list-style-type: none"> <li>1. A set of books, websites, video clips, and cases for improving the curriculum will be available to preservice faculty and teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. list of reference materials websites, software</li> <li>2. workshop outlines</li> </ol>
<p><b>Objective 2.3 (Curriculum Standards):</b> In years 1–5, integrate the NM English Language Development standards and content standards into the professional development as part of effective classroom instruction for ELs.</p>	<p>Curriculum Developer will:</p> <ol style="list-style-type: none"> <li>1. professional development activities include and highlight the English Language Development standards and the content standards</li> </ol>	<ol style="list-style-type: none"> <li>1. the participants expanded their knowledge of standards for planning lessons for English learners</li> </ol>	<ol style="list-style-type: none"> <li>1. reflection logs</li> <li>2. pre-post assessment</li> <li>3. Summer Seminar materials binder</li> </ol>
<p><b>Objective 2.4 (Preservice Teacher Curriculum):</b> By the end of years 1 and 2, the</p>	<p>Professors with assistance of Curriculum Developer will:</p>	<ol style="list-style-type: none"> <li>1. Professors attend the 5-day WestEd conference</li> </ol>	<ol style="list-style-type: none"> <li>1. reflection logs</li> <li>2. pre-post assessment</li> </ol>

<p>curriculum that the preservice teachers receive will have vastly improved in its quality by incorporate the six principles of professional development including materials such as video-based cases of accomplished teaching, problem-based learning, state curriculum standards, and reflective activities.</p>	<p>1. incorporate observational learning through video-based cases of accomplished teaching, problem-based learning, state standards, and analytical and reflective activities aimed at improving the instruction of ELs.</p>	<p>2. Two courses will focus on ELs &amp; will be developed for credential program for all teacher candidates 3. pre-service teachers feel prepared to teach ELs.</p>	
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**Program Goal 3: (In-service Teachers): Improve the instruction that English learners receive**

Objectives	Activities	Outcomes	Measures
<p><b>Objective 3.1 (National Certification):</b> In year 1, recruit four teachers who want to obtain advanced certification in English as a New Language Certification—a national board certification process. By end of year five, 12 of the 16 teachers will have obtained advanced certification</p>	<p>Coordinator will:</p> <ol style="list-style-type: none"> <li>1. Identify faculty to complete English as a New Language or Reading-language Arts Certification—national certification.</li> <li>2. Form the Leadership Cadre of teacher trainers for</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers complete national certification that improve instruction for English Learners'</li> <li>2. Teachers will provide workshops to other teachers and at the English Learner Summer Seminar</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Records</li> <li>2. Student growth in second language proficiency and literacy</li> <li>3. Success completion of national</li> </ol>

	the area.	certification
<p><b>Objective 3.2 (Professional Development):</b> By end of year two, 15 in-service teachers will have received their M.A. in a key area focused on improving instruction for English learners.</p>	<p>Coordinator will:</p> <ol style="list-style-type: none"> <li>1 Identify faculty to complete M.A. degree.</li> <li>2. Form the Leadership Cadre of teacher trainers for the area.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Records</li> <li>2. completed portfolio</li> <li>3. pre-post assessment</li> <li>4. M.A. exit requirements</li> </ol>
<p><b>Objective 3.3 (Building Capacity at the School Sites):</b> By the end of year 2, plans will have been developed to provide workshops for each of the partner school districts, and to take the leadership for developing a school plan that focuses on specific problems that affect the language acquisition and achievement levels of</p>	<p>Director and Coordinator will:</p> <ol style="list-style-type: none"> <li>1. Prepare the teachers to design at least two workshops to give to other teachers.</li> <li>2. Prepare teachers on the logistics of workshop presentations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Sheets</li> <li>2. Conference proposals</li> <li>3. course or workshop evaluations</li> <li>4. plans developed by teachers at their own school sites or at new</li> </ol>

<p>English learners. By the end of each successive year, the quality of the professional development will be improved in the three districts.</p>	<p>3. Prepare teachers for developing school site plans to systematically improve instruction to ELs.</p>	<p>courses, at other districts. (2) incorporate 3 learned strategies in course</p>	<p>school sites (as consultants)</p>
<p><b>Objective 3.4 (Local Curriculum Development):</b> Beginning in year 1, plans will have been developed to identify and film local teachers (i.e., nationally certified and others that are selected) demonstrating accomplished practices for English learners.</p>	<p>Director will: Identify in-service teachers to film EL instructional practices for the various for grade levels.</p>	<p>(1) 4 lesson plans of ideal instruction for ELs (2) Film four in-service teachers modeling high-quality instruction for ELs</p>	<p>1. 4 Lesson plans 2. 4 videos of teachers modeling high-quality instruction for ELs 3. incorporate videos into NMSU courses and professional development curriculum.</p>

### **Quality of the Management Plan**

The management plan was developed to assure that the objectives, activities, and outcomes will be met within a timely manner (yearly and at the end of the fifth year). The project director, Anita Hernández, has experience working on other projects: as director of a professional development grant; as director of a state professional development grant; as site coordinator of a federal grant, the California Mini-Corps Program; and as coordinator of a small university grant that serves to augment the literacy instructional knowledge of pre-service teachers. The responsibilities of this project fit within each of Dr. Hernández's teaching and research duties. Moreover, Dr. Hernández will work with two other team members who are experienced educators, one to serve as a coordinator and the other as a curriculum developer. The team of three will manage three separate components of the project: (1) pre-service teachers; (2) paraprofessionals and in-service teachers; and (3) the curriculum development for the English Learner Summer Seminar (see Figure 4).

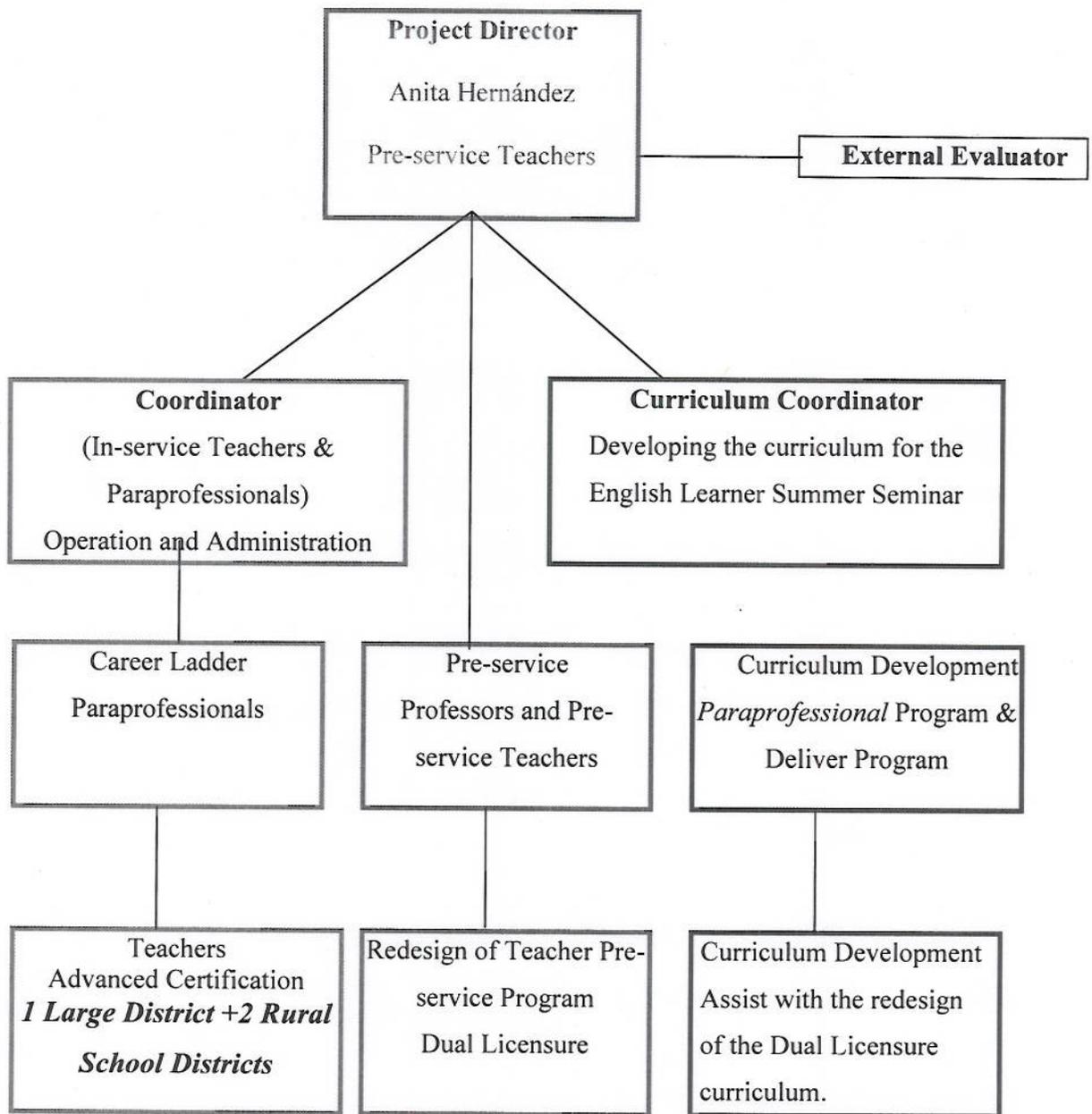


Figure 4: Project Organizational Structure

In addition to the goals and objectives that were outlined above in Table 1, the project director has outlined the major activities, the staff member responsible for each activity, and a timeline (see Table 2).

**Table 2: Activities, Staff Responsibilities, and Timeline**

ACTIVITY	RESPONSIBILITY	Year 1	Year 2	Year 3	Year 4	Year 5
Start-up plan	Director	4				
Design Recruitment Criteria	Director & Coord.	4				
Recruit teachers, professors, preservice, paraprofessionals	Director & Coordinator	4	4	4	4	4
Career Plan for all 15 & support for Paraprofessionals	Coordinator	4	4	4	4	4
Develop Professional Development plan with 3 districts	Director & Coord	4	4	4	4	4
Formative Eval. of programs,	Director & Coord	4	4	4	4	4
Create Summative Eval Plan, begin data collection	Director, Coord. & Evaluator	4	4	4	4	4
Design English Language Acquisition pre-service course	Director & Professors		4			
Attend the WestEd summer Conference	Professors/Teachers	4	4	4	4	4
Obtain video-based cases, materials, on-line resources	Director & Curriculum Coord.		4	4	4	4
Revise the teacher education program to include dual licensure (e.g., elem+TESOL	Curriculum Coord. Professors	4	4			
Meet to redesign syllabi &	Director &					

course curriculum	Professors	4	4			
Offer the English Learner preservice course	Professors		4	4	4	4
Design Curriculum for English Learner Summer Seminar	Curriculum Developer	4	4	4	4	4
Begin EL Leadership Cadre (Trainer of Trainers Model)	Director & Coordinator		4	4	4	4
Paraprofessionals attend State Conference for ELs	Coordinator	4	4	4	4	4
Summative Evaluation, Collect Data Analyze, Report	Evaluator	4	4	4	4	4
Formative Evaluation, Collect Data, Analyze, Write Report	Evaluator	4	4	4	4	4
Plan and Offer school professional development	Director & teacher Leadership Cadre			4	4	4
Recruit Teachers and Film a Local Video-based case	Director, Coord.	4	4	4	4	4

**Quality of the Project Personnel**The following key personnel will be needed to manage the proposed project: the project director (Dr. Hernández), the project coordinator, the curriculum developer, the administrative assistant, and the external evaluator.

### ***The Project Director***

The project director, Dr. Anita Hernández, will oversee the management of the project and its evaluation. The director has a doctorate in Language, Literacy, and Culture from Stanford University; a master's degree in Reading Education; a bachelor's degree in elementary education and bilingual education; and a lifetime teaching credential with a bilingual/bicultural emphasis. The director's experience includes fourteen years as a bilingual teacher and a bilingual resource teacher working with English learners in grades 1–6, and as a coordinator with a college migrant education program working with undergraduate migrant students. Additionally, the director has twelve years of experience working with (1) paraprofessionals earning their teaching credentials, (2) pre-service teachers in graduate programs, and (3) in-service teachers applying for national certification in English as a New Language.

The director has led summer seminars for in-service and pre-service teachers, organized seminars with experts in the field of education, and provided 5-day professional development seminars for secondary teachers of English learners for the San Diego County Office of Education. The director will be available for the grant project on a 25% time basis.

### ***The Project Coordinator***

The coordinator is needed for the proposed project to recruit paraprofessional and in-service teacher candidates, advise and assist the paraprofessionals and in-service teachers, lead study sessions for the teacher certification exams, and design a career plan for the paraprofessional

participants. Minimum requirements: Bilingual or TESOL education, background in ESL or related field. Master's degree preferred, 3 years of teaching experience in bilingual/ESL classrooms. The project coordinator will be available for the grant project on a 33% time basis.

### ***The Curriculum Developer***

The curriculum developer, Dr. José Montelongo, has a Ph.D. in curriculum and instruction, a master's degree in information sciences, and has served as a teacher, reading teacher, teacher-educator, and ESL instructor. The curriculum developer has experience creating curricula from elementary to college undergraduate students to assist English learners to improve their comprehension, writing, and high-order thinking skills. He has also developed English-Spanish cognate reading activities to scaffold difficult English vocabulary for English learners. The curriculum developer will be responsible for designing an enriching summer seminar curriculum to improve instruction for English learners. The curriculum developer will be available for the grant project on a 33% time basis.

### ***The Administrative Assistant***

The administrative assistant will run the day-to-day operations of the project, generating the budget reports for the project director, and communicating with the participants. Additionally, the administrative assistant will assist with the logistics of the summer seminar for the participants. The assistant will be available for the grant project on a 50% time basis.

### ***The External Evaluator***

The external evaluator will (1) work with the project personnel to develop the instruments (e.g., the pre and post questionnaires, the interview questions, and the focus group questions), (2) conduct participant interviews and focus group interviews, (3) collect data such as participant

records, reflection logs, and portfolios, (4) analyze the data, and (5) submit a written report to the director. Minimum requirements: Evaluation background in education and federal projects or related fields; master's degree preferred; 3 years of successful evaluation experience.

### ***Hiring Criteria***

The College of Education is an equal opportunity affirmative action employer and does not discriminate on the basis of age, sex, race, religion, or handicapping condition. In order to find candidates with the desired backgrounds, the College of Education will advertise on websites most likely to produce qualified candidates. The College of Education faculty will also be asked to nominate candidates.

### **Quality of the Project Evaluation *Evaluation Plan***

The project will require that a summative evaluation be conducted to assess the yearly progress of the project, and that a formative evaluation be conducted to improve the project's periodic implementation and outcomes (Frechtling, 2002; Herman, Morris, & Fitz-Gibbon, 1998). An important component of the evaluation plan and program sustainability when the grant ends will be to collect both quantitative and qualitative data. Data collection systems and instruments will be designed by the external evaluator with support from the project director in order to conduct the formative and summative evaluations. The collection systems will include the following instruments: records with Government Performance and Results Act (GPRA) performance indicators and descriptive program statistics, pre and post questionnaires, interview protocols, final course evaluations, reflection logs, assessment portfolios, and K-12 English learner data. Several of the instruments will be administered prior to the participants beginning the program, others will be administered as the participants progress through the program, and

still others will be administered when the participants complete the program. As the data is collected, the external evaluator will analyze it and provide a formative evaluation report that provides feedback to improve the program at its midpoint, and the annual data will be collected to develop a summative evaluation for each of the five years of the project.

***Program Interviews.*** The project director and project coordinator will interview the applicants to the program and select the participants. *Benchmark: Entry into the Program*

***GPRA and Descriptive Program Statistics.*** The external evaluator will analyze records to gather the GPRA performance indicators and descriptive statistics, including the number and percentage of (1) recruits and graduates each year, (2) graduates who meet the State certification, licensure, and endorsement requirements, and (3) graduates who provide instruction to English learners. *Benchmarks: Entry, Midpoint, and Completion of Program*

***New Mexico Basic Skills Test (Entrance Exam).*** This is a standardized test that measures basic competencies in reading, writing, and math. The test is taken by all students who enter a teacher education program. *Benchmark: Entry into Pre-service Program*

***New Mexico Examination (Certification Exam for New Mexico).*** Pre-service candidates must demonstrate their professional knowledge and their academic skills in their endorsement area (elementary, secondary, ESL). *Benchmark: Completion of Pre-service Program*

***Pre and Post Questionnaires.*** The external evaluator will administer a pre and post test questionnaire of each of the four groups (paraprofessionals, pre-service teachers, in-service teachers, and professors). These questionnaires will qualitatively and quantitatively measure the

participants' knowledge and perceptions about effective instructional practices for working with English learners. *Benchmarks: Entry into the program, End of English Learner Summer Seminars, End of Ongoing Professional Development Meetings, and Completion of the Program*

**Interviews.** The interview data of the paraprofessionals, pre-service teachers, in-service teachers, and professors will obtain useful qualitative information about their perceptions of their learning and their satisfaction with the program. Midpoint interviews will be used to report on the periodic progress of the project, which will also be used in the summative evaluation.

*Benchmarks: Entry, Midpoint, and Completion of the Program*

**Course Evaluations.** The course evaluation data will provide specific quantitative and qualitative feedback on the course assignments and activities. This data will be used to report on the periodic progress to improve the courses, all of which will also be incorporated into the summative evaluation. *Benchmarks: Midpoint and Completion of the Program*

**Transcripts.** The coordinator will collect transcripts to monitor the progress of the paraprofessionals, pre-service teachers, and in-service teachers. *Benchmark: Each Semester*

**Reflection Logs.** The qualitative data from the reflection logs will be used to monitor the progress that the participants are making from the beginning to the end of the English Learner Summer Seminars. We will have participants post their reflections on a blog that allows for on-line threaded discussions, which will allow the director and external evaluator to have a record of the learning throughout the project. *Benchmarks: Midpoint and Completion of the program*

**Portfolio Assessment.** Participants will be asked to report on their academic progress, their

course knowledge and experiences, and their field experiences by creating a portfolio. The content of the portfolio will be used to examine each participant's level of new understanding in each of the professional development sessions and to determine if the participants achieved high standards. The portfolio will also include the learning from the English Learner Summer Seminars; the courses in the dual licensure for the paraprofessionals and pre-service teachers; and the courses in the M.A. program for the teachers. *Benchmarks: Midpoint and Completion*

***Student Performance Data.*** In order to compare student performance results, the K–12 in-service teachers will be asked to report the statewide performance data for their English learners and all of their students. In addition, we will ask the same groups of teachers to report the results of their English learners' linguistic data from the New Mexico English Language Development Test. *Benchmark: Midpoint and Completion*

***One- and Three-Year Post Program Participation.*** As part of the program, the graduates will be aware that they will be contacted to report on their placement in instructional settings serving English learners. To expedite this information, an on-line questionnaire will be sent to the graduates one year and three years after they complete the program. This data will help to evaluate the quality of the summer seminars and the dual licensure that the participants complete. *Benchmarks: Post Completion—One Year and Three Years After Graduation*

### ***Formative Evaluation***

To assess the periodic progress toward achieving intended outcomes, a formative evaluation process will be used. This process will provide performance feedback on the program's outcomes, participants' progress, and on participants' knowledge of instruction for English learners. The formative evaluation will include: (1) a program description; (2) a description of

components and their outcomes; and (3) the project's monitoring system. As the data is collected, it will be analyzed with an eye toward program improvement. Finally, a written report and a discussion of findings and recommended changes will take place with the project director and key personnel. The director and key personnel will use the recommendations to improve the professional development in order to improve outcomes.

Various data sources will be collected for the formative evaluation: a midpoint course evaluation, interviews, and focus group feedback sessions.

***The Midpoint Evaluation.*** A midpoint course evaluation will provide participant feedback about the assignments, content learned thus far, and learning through the use of technology. These evaluations will provide useful data to refine the courses to meet the needs of the participants.

***Midpoint Interviews.*** We will conduct midpoint program interviews of the paraprofessionals, pre-service teachers, in-service teachers, and the professors to obtain information about their learning and progress in the program. This data will be used to strengthen the program.

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