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NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

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Closing Date: MAY 09, 2011

Abstract: MASSexcELLS Project

Name of the IHE: Framingham State University (FSU)

Title of the Program: MASSexcELLS Project

Consortia Partners: Wachusett Regional School District, Cambridge Public Schools

Project Description: The MASSexcELLS project will effect wide-scale change in teacher leadership for ELL instruction across Central and Eastern Massachusetts by meeting 5 goals:

Goal 1: By November of 2016, support 2 cohorts of 20 teachers (40) in the Teaching English as a Second Language Master's Program at Framingham State University (M.Ed in TESL) and in attaining state certification and endorsement in EL instruction.

Goal 2: By October of 2013, provide funds to support mandatory Massachusetts Department of Elementary and Secondary Education Sheltered English Immersion Professional Development Courses to allow for training that brings partner schools districts to 100% capacity for minimally qualified teachers and builds capacity for districts to qualify teachers for state Train the Trainer programs offered only to licensed ELL teachers.

Goal 3: By March of 2012, develop an English Language Learners Curriculum Community (ELLCC) that is supported through the use latest technology resources.

Goal 4: By January of 2012, establish a cross-district collaborate Advisory Council.

Goal 5: By November of 2012, establish data collection methods and partnerships that allow FSU to track program completers for up to 3 years after program completion.

The activities and outcomes of the project include:

- By May of 2016, 40 teachers with an MEd. in TESL and State endorsement in ELL Instruction are placed in partner school district instructional settings.
- Expand the FSU MEd. in TESL program enrollment by 20% by 2016 through the establishment of the University as a statewide leader in developing in master teachers that are highly qualified to support ELL populations.
- By the end of the project period, partner school districts meet state mandates by training 100% of required staff members in sheltered English immersion.
- 40 teachers in partner school district are trained as trainers in providing training and support in the areas of sheltered English immersion professional development courses.
- Improve the TESL skills of participating teachers as evidenced by pre/post surveys distributed during coursework and professional development courses through an 85% completion rate of teachers enrolled in the FSU MEd. in TESL program.
- By October of 2016, 40 teachers participate in the ELLCC to share best practices and teaching strategies.
- Quarterly ELLCC feedback informs FSU program development activities and provides information utilized in the project evaluation and in the continuous cycle of program improvement.

- Develop an Advisory Council that will continue past the end of the grant to impact ELL populations in Central and Eastern Massachusetts.
- The FSU MEd. in TESL program and training is driven by the needs of the participants as evidenced by pre/post attitude surveys delivered upon completion of training in which 90% of Advisory Council members report they provided input on program decision making.
- The project is informed by high-quality and timely data collection methods that detail participant outcomes as evidenced by monthly monitoring reports and annual evaluation documents.
- 90% of program completers are providing instructional services to ELL students 3 years after program completion.

Priorities: The project addresses the following priorities:

- Competitive Preference Priority 1- Novice Applicants
- Competitive Preference Priority 2- Enabling More Data-Based Decision-Making
- Competitive Preference Priority 3- Promoting Science, Technology, Engineering, and Mathematics (STEM)
- Invitational Priority 1- Improving Achievement and High School Graduation Rates
- Invitational Priority 2- Improving Preparation of All Teachers to Better Serve English Learners

GRPA Measure Targets:

The number of in-service teachers expected to be served

Year 1- 80 Year 2- 100 Year 3- 100 Year 4- 100 Year 5-100

The number of in-service teachers expected to complete the program of study

Year 1- 0 Year 2- 0 Year 3- 0 Year 4- 0 Year 5- 340

The number of in-service teachers expected to complete the program of study and to be certified in EL instruction

Year 1- 0 Year 2- 0 Year 3- 0 Year 4- 0 Year 5- 40

The number of in-service teacher completers who are expected to serve EL students

Year 1- 0 Year 2- 0 Year 3- 0 Year 4- 0 Year 5- 340

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MASSexCELLs: Supporting ELL Populations in Central and Eastern Massachusetts

Statement of Need

The United States has experienced rapid growth in the number of immigrants entering the country. The 1990s saw the largest increase in the country's immigrant population than any other single decade¹. This increase has led to a corresponding rise in the number of public school students in need of additional language instruction, as more children enter school from homes in which English is not the primary language or rarely spoken at all. These same students often struggle in classrooms based on a language they have limited exposure to and proficiency with, leading to challenges that impact achievement and lifelong learning.

In 2000- 2001, The U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) conducted a survey of State Educational Agencies (SEAs) in the United States. OELA found that more than 4 million students with limited proficiency in English were enrolled in public schools across the nation, making up almost 10 percent of the total pre-K through 12th grade public school enrollment.² According to the same report, the population of students who are English-language-learners had grown 105 percent, while the general school population had grown only 12 percent since the 1990-91 school year.³ The survey also found that more than

¹Bureau of U.S. Citizenship and Immigration Services (formerly the Immigration and Naturalization Service), "Immigrants, Fiscal Year 2001."

² Kindler, A.L., "Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 2000-2001 Summary Report," National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2002.

³ Ibid.

460 languages are spoken by students with limited proficiency in English in US public schools⁴. This increase in numbers of students with limited proficiency in English in need of additional instruction has led to a call for more focused support of these students through development of new programs but more importantly increased professional development and certification of teachers for the populations.

State and federal laws require that students in public schools who are not proficient in English or whose native language is not English, and who are not currently able to perform grade-level academic work in English receive instruction to assist them both in learning English and subject matter content. These students are referred to as limited English proficient (LEP) students or as English language learners (ELLs).

Similar to many states, Massachusetts has a large immigrant population. As of the 2010 Census, Massachusetts' population was 6,547,629 and the total immigrant population was 943,335.⁵ Beginning in the 2003-2004 school year the state requires its districts to provide sheltered English immersion (SEI) instruction until students are proficient in English. SEI is defined as an English language acquisition process for young children in whom nearly all classroom instruction is in English but with curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Massachusetts has determined that a key element to providing effective services is having well trained and qualified staff in SEI classrooms. To teach in a sheltered English immersion classroom, teachers are mandated to complete training related to specific skills and knowledge related to ELL instruction:

⁴ Ibid.

⁵ 2010 Census Data". United States Census Bureau. Retrieved 2011-05-06.

- Category 1: Second Language Learning and Teaching
- Category 2: Sheltering Content Instruction
- Category 3: Assessment of Speaking and Listening
- Category 4: Reading & Writing in Sheltered Content Classrooms

In addition, Massachusetts further defined teachers as qualified to teach in SEI classrooms as:

- Dually certified in either ESL or ELL and the particular subject matter area, or
- Dually certified in elementary education and ELL or ESL, or
- Possess an elementary license or a subject matter license and have completed professional development that is aligned with the skills and knowledge, as defined by the state Department of Education in the four categories related to SEI.

Since 2004, Massachusetts has worked to meet the goals of increasing the number of training and qualified teacher. In 2005, Massachusetts determined that highly qualified teachers as defined by federal and state standards taught only 64.19 percent of ELL classrooms⁶. The work to improve the qualifications of ELL certified teachers has been slow, as the professional development is not always accessible to teachers in all school districts, particularly those in more rural areas. In addition, a need has been determined for additional trainers for these workshops to increase accessibility. Thus, the development of more highly qualified master teachers in the area of TESL is needed to strengthen the capacity of Massachusetts school districts to better support targeted ELL populations.

Project Partners

Framingham State University (FSU) has partnered with public school districts in Central and Eastern Massachusetts to address the issues of strengthening capacity in public school

⁶ The Commonwealth of Massachusetts. "Revised Plan for Meeting the Highly Qualified Teacher Goal." 2006.

around ELL populations, develop additional master teachers, and creating a culture of support for students, teachers, and administrators. FSU, in collaboration with the Wachusett Regional School District, Cambridge Public Schools and Marlborough School District has developed the **MASSexcELLS** project to address the growing need of improved support for ELL populations.

Framingham State University is a public institution founded in 1839 by educator Horace Mann. FSU is located in Framingham, Massachusetts, 20 miles from Boston. FSU serves as an important educational and cultural center in the MetroWest region of Massachusetts and offers undergraduate and graduate programs to 6,000 students annually. FSU offers a Master of Education concentration in The Teaching of English as a Second Language (TESL). This program is designed for future ELL teachers, and takes into consideration the needs of immersion classrooms. The MEd. in TESL degree leads to an initial license in English as a Second Language. Dr. Marguerite Mahler is the Coordinator and Advisor of the program.

Wachusett Regional School District (WRSD) is a rural school district located in Central Massachusetts. Its twelve schools serve the cities of Holden, Paxton, Princeton, Rutland, and Sterling with a student population of 7,490 students and a teacher population of 459 in the 2009-2010 school year.⁷ Cambridge Public Schools (CPS) is an urban school district with approximately thirteen schools serving 6000 students with a teacher population exceeding 700.⁸ Marlborough School District (MSD) and its six schools serve 4,566 students with a teacher population of 369.

(a) Quality of the Project Design

1) Framingham State University has a proven program for developing effective teachers of

⁷ Massachusetts Department of Elementary and Secondary Education. 2011 Public School District Profiles. Retrieved from <http://profiles.doe.mass.edu/profiles.asp>

⁸ Ibid.

English as a second language which it will leverage to effect wide-scale change in teacher leadership for ELL instruction across Central and Eastern Massachusetts by collaborating with public school districts. The project seeks to impact the most pressing need in Massachusetts ELL instruction, support of qualified teachers and the development of additional masters level teachers. With this in mind, FSU has created the **MASSexcELLS project**. The goals of the project are as follows:

- **Goal 1:** By November of 2016, support 2 cohorts of 20 teachers (40) in the Teaching English as a Second Language Master's Program at Framingham State University (MEd. in TESL) and in attaining state certification and endorsement in EL instruction.
- **Goal 2:** By October of 2013, support mandatory Massachusetts Department of Elementary and Secondary Education Sheltered English Immersion Professional Development Courses to allow for training that brings partner schools districts to 100% capacity for minimally qualified teachers and builds capacity for districts to qualify teachers for state Train the Trainer programs offered to licensed ELL teachers.
- **Goal 3:** By March of 2012, develop an English Language Learners Curriculum Community (ELLCC) supported through the use of the latest technology resources.
- **Goal 4:** By January of 2012, establish a cross-district collaborate Advisory Council.
- **Goal 5:** By November of 2012, establish data collection methods and partnerships that allow FSU to track program completers for up to 3 years after program completion.

The **MASSexcELLS** project will be guided by the efforts and input of the primary University partner and the secondary district partners, but will continue to expand to include tertiary districts as partners. The project aspires to create a larger ELL community in Eastern and Central Massachusetts to strengthen the capacity of schools to better support students, impact

achievement and graduation rates, and increase access to professional development. The offering of these workshops and trainings is limited, particularly in more rural areas. Further, the current economy has negatively impacted the ability of teachers to access graduate programs needed to reach a qualified or highly qualified status.

FSU has an established MEd. in TESL program that would greatly improve teaching quality in the targeted areas. The **MASSexcELLS** project will fund 40 scholarships to teachers incentivizing pursuit of this degree, with the understanding that these teachers would remain in their school districts after graduation. These teachers will simultaneously access required SEI instruction hosted in the partner school districts to strengthen the capacity of the targeted geographic region to access these professional development activities. Furthermore, FSU will create additional professional development offerings titled *Instructional Coaching Strategies to Support Teachers of ELLs* and *Distinguishing Language Learners Needs from Disabilities*. Through feedback from teachers, administrators, and higher education faculty the project team has determined these additional offerings are needed to address critical needs in this area. These courses will be developed by FSU and then offered at the school district level along with SEI workshops. The work will be captured in developed curriculum kits to be distributed to project participants and retained in the school districts as a further resource. Additionally, Instructional Coaches based in the individual school districts will be employed to further support the both professional development efforts and a culture leading to optimal support of ELL students.

As lead partner, Framingham State University (FSU) will impact teaching and learning for ELL in the following ways:

- Incentivize graduate study and licensure in the area of TESL.
- Develop teacher-leaders at every school site among partnering districts.

- Assist all partner school districts in meeting Massachusetts training requirements regarding sheltered English immersion (SEI).
- Establish an institute of higher learning as a statewide leader in developing master teachers that are highly qualified to support ELL populations.

The Wachusett Regional School District, Cambridge Public Schools, and Marlborough Public Schools will serve as secondary partners in the grant program. These districts will address grant goals by building a teacher candidate pool that comprises Cohort 1. Secondary district partners will work during Year Two to identify tertiary school district partners that will widen the geographic impact of the project and establish the next teacher candidate pool that comprises Cohort 2. These districts will likely include Framingham Public Schools and Shrewsbury Public Schools. Each of the four districts will partner with FSU to accomplish the following:

- Recruit approximately 40 teachers (preferably one teacher from each school in the partnering districts) to enroll in and complete the fully-funded degree program at FSU. The focus of this recruitment will be teachers in core content areas such as Science, Mathematics, and Technology.
 - Secondary partner districts (Cohort 1): Wachusett will recruit 12 graduate degree candidates, Cambridge will recruit 14, and Marlborough will recruit 5.
 - Tertiary partner district (Cohort 2) Framingham will recruit 13 graduate degree candidates and Shrewsbury will recruit 8 graduate degree candidates.
- Establish a commitment from each recruit to serve, in some capacity, as a teacher leader in the area of instruction of English as a second language (e.g., become a site-based trainer, provide site-based instructional coaching for colleagues, serve on a district advisory committee for improvement of ELL support structures).

- Identify at least one administrator to serve as a district representative on the multi-partner Advisory Council to guide the grant and plan for sustained action beyond the grant.

2) The goals, objectives, and outcomes of the **MASSexcELLS** project are listed in Table 1.

Table 1: Goals and Objectives and Outcomes		
Goals	Objectives	Outcomes
<p>Goal 1: By November of 2016 support 2 cohorts of 20 teachers (40) in the Teaching English as a Second Language Master’s Program at Framingham State University (Med. in TESL) and in attaining State certification and endorsement in ELL Instruction.</p>	<p>Obj. 1.1: Upon award of funds, District Superintendents meet with local Principals to design recruitment plan for teachers in Cohort 1.</p> <p>Obj. 1.2: By August of 2012, 20 teachers are enrolled in the Framingham State University (FSU) in the MEd. in TESL program.</p> <p>Obj. 1.3: By August of 2013, 20 teachers for Cohort 2 are enrolled in the FSU MEd. in TESL program.</p> <p>Obj. 1.3: By spring semester 2016, 40 teachers in Cohorts 1 and 2 complete the FSU MEd. in TESL program and attain State endorsement in ELL Instruction.</p>	<p>O. 1.1: By May of 2016, 40 teachers with an MEd. in TESL and State endorsement in ELL Instruction are placed in partner school district instructional settings where there are identified ELL populations</p> <p>O. 1.2: Expand FSU MEd. in TESL program enrollment by 20% by 2016 through the establishment of the University as a statewide leader in developing master teachers that are highly qualified to support ELL populations.</p>

Goals and Objectives and Outcomes		
Goals	Objectives	Outcomes
<p>Goal 2: By October of 2013, fund mandatory Massachusetts Department of Elementary and Secondary Education sheltered English immersion professional development courses that bring partner schools districts to 100% capacity for minimally qualified teachers and builds capacity for districts to qualify teachers for state Train the Trainer programs offered only to licensed ELL teachers.</p>	<p>Obj. 2.1: By August of each year, establish an annual calendar of the mandatory trainings to be offered at each partner district.</p> <p>Obj. 2.2: 40 Cohort teachers and a minimum of 300 additional participants from partner districts complete professional development training by October of 2016.</p> <p>Obj. 2.3: Professional development training consisting of 2 additional courses is executed annually with enrollment from the partner school districts.</p>	<p>O. 2.1: By the end of the project period, partner school districts meet State mandates by training 100% of required staff members in sheltered English immersion.</p> <p>O.2.1: 40 teachers in partner school district are qualified to become state approved trainers in the areas of sheltered English immersion professional development.</p> <p>O. 2.3: Improve TESL skills of participating teachers as evidenced by pre/post surveys distributed during coursework and professional development courses as evidenced by an 85% completion rate of teachers enrolled in the FSU MEd. TESL program.</p>

Goals and Objectives and Outcomes		
Goals	Objectives	Outcomes
<p>Goal 3: By March of 2012, develop an English Language Learners Curriculum Community (ELLCC) that is supported through the use of the latest technology resources.</p>	<p>Obj. 3.1: Provide 100% of teachers in Cohort 1 and Cohort 2 with iPads, relevant applications, and related training to share best practices remotely.</p> <p>Obj. 3.2: 40 Cohort teachers commit to leadership roles in the area of TESL in the partner school districts upon completion of the grant activities.</p> <p>Obj. 3.3: Each quarter, ELLCC members provide feedback to FSU and the management team.</p>	<p>O.3.1: By October of 2016, 40 teachers participate in the ELLCC to share best practices and teaching strategies.</p> <p>O.3.2: Quarterly ELLCC feedback informs FSU program development activities and provides information utilized in the project evaluation and in the continuous cycle of program improvement.</p>
<p>Goal 4: By January of 2012, establish a cross-district Advisory Council.</p>	<p>Obj. 4.1: By December of 2011, recruit at least one administrator and 1 teacher from each partner school district to serve on the Advisory Council</p>	<p>O. 4.1: Develop an Advisory Council that will continue beyond the grant to impact ELL populations in Central and Eastern Massachusetts.</p>

Goals and Objectives and Outcomes		
Goals	Objectives	Outcomes
<p>Goal 4: By January of 2012, establish a cross-district collaborate Advisory Council.</p>	<p>Obj. 4.2: By November of 2012, develop a schedule of meetings and communication system.</p> <p>Obj. 4.3: On a quarterly basis, gather input from the Advisory Council for both FSU and the partner districts and utilize to direct program to participant needs.</p>	<p>O.4.2: The FSU MEd. in TESL program and training is driven by the needs of the participants as evidenced by pre/post attitude surveys delivered upon completion of training in which 90% of Advisory Council members report they provided input on program decision making.</p>
<p>Goal 5: By November of 2012, establish data collection methods and partnerships that allow FSU to track program completers for up to 3 years after program completion.</p>	<p>Obj. 5.1: Upon award of funds contract with an external evaluator to conduct data collection and evaluation activities that detail program outcomes.</p> <p>Obj. 5.2: By May of 2013, implement data collection processes that allow the MEd. in TESL program to track participant teaching for three years after program completion.</p>	<p>O.5.1: The project is informed by high-quality and timely data collection methods that detail participant outcomes as evidenced by monthly monitoring reports and annual evaluation documents.</p> <p>O.5.2: 90% of program completers are providing instructional services to ELL students 3 years after program completion.</p>

b) Quality of Project Personnel

The project has a strong management team comprised of key personnel from each institution. This team, with input from teachers and administrators, has developed the **MASSexcELLS** project to meet the needs of Central and Eastern Massachusetts. The key personnel are as follows:

1) **Dr. Marguerite Mahler** is the Coordinator and Advisor of the Framingham State University Masters of Education in Teaching English as a Second Language program. Dr. Mahler's academic life has included learning English as an adult, teaching in three different languages: English, French, and Spanish at three different levels: high school, college undergraduates, and graduates, and on five continents: North America, South America, Europe, Africa, and Asia. In each of her teaching positions, she was given the opportunity to create, coordinate, and manage academic programs in ESL and modern languages. Dr. Mahler created the MEd. in TESL program in 1998 at Framingham State University. The program is designed for teachers interested in fostering academic success for learners whose language is not English. It provides instructors with the theoretical and practical knowledge to promote effective teaching in sheltered content areas. Timely adaptations and revisions have been made to the program to meet State Standards for Licensure. Dr. Mahler also chaired the Modern Languages department for five years. During this time she created two new concentrations without increasing departmental budget. Dr. Mahler was recognized as the 2008 Distinguished Faculty member. Dr. Mahler has served on the Advisory Council of the International Education Programs (IEP) since 1987. IEP offers FSU four graduate programs abroad, including the MEd. in TESL, which is currently offered in Panama and South Korea

Prior to Framingham State University, Dr. Mahler taught graduate courses in linguistics at Harvard University. When the Coordinator of the Romance Languages program took a sabbatical leave, Dr. Mahler ran the program in her stead. It involved staffing courses, making budget prediction, holding staff meetings.

Overlapping with employment at Harvard and Framingham State University, Dr. Mahler taught immersion style courses at Middlebury College Summer Language Schools for 12 years. The last two summers she was Associate Director of the French School. The position included graduate advising, course waivers and transfer and program planning for the following summer.

While writing her doctoral dissertation, Dr. Mahler was hired by the University of Michigan, to coordinate the French language program and train and assist the Graduate Teaching Assistants. When the supervisor took a sabbatical leave, she was asked to run the language teaching program.

Dr. Mahler holds a PhD in Linguistics from the University of Florida. She will serve Project Director and Principal Investigator on the project.

2) **Kelley Gangi** is the Curriculum Supervisor for the Wachusett Regional School District. In addition to her responsibilities developing and managing curriculum policy for the largest regional school district in the state, training district-wide personnel in local, state, and federally mandated professional development, managing competitive state grant awards and Title II funds, and supervising data-driven decision making in regard to student achievement, she currently manages a \$2 million federal Carol M. White PEP grant. Ms. Gangi holds a BA in Education and Sociology from the University of Massachusetts and is currently pursuing a MA in Reading from Dominican University. Ms. Gangi will act as the Assistant Project Director

Patricia A. Korandanis is the ELL District Specialist for the Wachusett Regional School District. Ms. Korandanis has also served as an Assistant principal, an Enrichment Specialist, and a Kindergarten Teacher. Ms. Korandanis holds a BS in Education from the University of Massachusetts and a Master of Early Childhood Education from Worcester State College. She will serve as a Project Training Coordinator for the project.

Dr. Nancy Houle is Supervisor of Pupil Personnel Services for the Wachusett Public School District where she oversees the ELL program and ELL staff. She has held previous positions as Associate Examiner in the Office of Educational Quality and Accountability and as Adjunct Faculty in the Instructional Technology Department at Fitchburg State College. Dr. Houle holds a BS in Speech Communications from the State University of New York, a MS in Instructional Training and Development from Pennsylvania State University, and a Doctorate of Philosophy in Workforce Education and Development from Pennsylvania State University. Dr. Houle will serve as a Project Training Coordinator for the project.

Dr. Scott Greenberg is the Associate Vice President of Academic Affairs and Dean of Graduate Studies and Continuing Education at Framingham State University. Dr. Greenberg has held previous positions at the University including Associate Vice President of Academic Affairs, and Dean of Graduate and Continuing Education. Dr. Greenberg holds a BA in English from the University of Massachusetts, and a Doctorate in Human Development and Education from Boston University. Dr. Greenberg will act as Executive Project Manager on the project.

c) Quality of the Management Plan

1) The management plan for the project ensures accountability and specifies time driven actions that facilitate the attainment of project goals and objectives. The management of the project will be facilitated by the Project Director, Dr. Marguerite Mahler, and FSU will act as the

lead agency responsible for fiscal and programmatic outcomes. The management plan for the project ensures accountability and specifies time driven actions that facilitate the attainment of project goals and objectives. An Executive Management Team (EMT) comprised of Dr. Mahler- Project Director, Kelley Gangi- Assistant Project Director, Dr. Scott Greenberg- Executive Project Manager, and Patricia Korandanis and Dr. Nancy Houle- Project Training Coordinators will direct the project. The EMT will be informed by quarterly feedback related to the progress of the project and program development activities from an Advisory Council comprised of four of administrators of local school districts and five teachers who are participants in the program.

The EMT will support collaborative decisions regarding the needs of the project and will manage communication issues, address project challenges, and review and monitor the completion of operational tasks in comparison to the project implementation plan and associated budget. Over the course of the project, members of the EMT will be responsible for providing expert guidance and input on project activities, allocating resources necessary for attaining project outcomes, ensuring compliance with grant requirements.

The Advisory Council will meet quarterly to discuss the impact of the project and identify any issues experienced by program participants during the course of the program. They will assist in the review and design of curriculum content during periodic revisions and updates. They will also provide information related to the effectiveness of the professional development courses as well as form partnerships that lead to continued development of District level teacher training programs. The day-to-day tasks required for the operation of the project will be carried out by a team of staff supervised by a Project Director that include an Assistant Director, MEd. in TESL faculty, Project Training Coordinators, and an Evaluator.

2) As detailed below the staffing plan is as follows:

Project Director: Duties include: Project administration, monitoring, planning, instructional supervision, reporting, resource delivery, and coordination of project activities.

Assistant Director: Coordinate activities between project partners, facilitate course scheduling and the English Language Learners Curriculum Community and support to participants.

Executive Project Manager: Provides academic oversight and facilitates approval of course content and programming.

Project Training Coordinators: Provide mentoring, on-site supervision, and support to teachers in the **MASSexcELLS** project.

Project Evaluator: In collaboration with the Executive Management Team conducts a formative and summative evaluation that identifies project outcomes attained and opportunities for program improvement.

Detailed Executive Management Team Roles

Principal Investigator and Project Director, Dr. Marguerite A. Mahler, 500 hours annually

Academic advising (300 hours annually)

1. Pre-application: academic evaluation of credential and pre- approval
2. Application to MEd. in TESL program, answer questions
3. Review applications: college transcripts, GRE/ MAT scores, and letters of recommendation.
4. Review requests for course transfer and course waivers
5. Submit recommendation of admission to Dean of DGCE
6. Meeting with students in academic difficulty

7. Pre-comprehensive examination advising

8. Pre-practicum advising

9. Office hours

10. Reformat and maintain website:
www.mmahler.com

Recruiting faculty (100 hours annually)

11. Advertising

12. Review of dossiers and checking of credentials

13. Interview of candidates

14. Advising on program

15. Class visits

New courses (20 hours annually)

16. Creation of two professional development courses
17. Submission to the Graduate Education Council for approval

Courses (30 hours annually)

18. Course scheduling
19. Staffing
20. Classroom reservation
21. Faculty meetings
22. Comprehensive examination panels

Paperwork: Finance/ Business Office (25 hours)

23. Notice to Finance/ Business Office of transfer of tuition and fees money to DGCE
24. Forms for students' books and supplies reimbursement (with receipts)
25. Faculty travel and supplies reimbursement forms
26. Hardware/ software purchase forms and submission to Finance/Business Office

Data collecting and submission (25 hours annually)

27. Student course progress
28. Data submission to RA

Assistant Project Director, Kelley Gangi, 400 hours annually

School District Partner Coordination

1. Recruit and conduct site visits with participating districts (150 hours annually)
2. Co-develop plans with partner districts to recruit teacher cohort candidates and instructional coaches (25 hours annually)
3. Identify and moderate criteria and recruiting methods for advisory council members in partner districts (25 hours annually)
4. Manage all partner relations (70 hours annually)
5. Prepare content and facilitate advisory council meetings (10 hours annually)
6. Manage planning, deployment, and use for the following: (40 hours annually)
 - a. iPad collaborative technology
 - b. Curriculum Resource Toolkit materials
7. Design and manage ongoing Curriculum Community collaboration tools including blogs, wikis, and the project website (50 hours annually)
8. Collaborate with the PI to accomplish the following: (20 hours annually)
 - a. Create public relations materials, including marketing for recruits

b. Design of two professional development courses to be offered at FSU

c. Evaluation data collection and submission

Project Training Coordinators, Nancy Houle and Pat Korandanis, 200 hours annually per Coordinator

1. Coordinate all SEI state-mandated training offerings at host districts (100 hours annually)
2. Identify and contract trainers for state-mandated offerings to be held in host districts (40 hours annually)
3. Provide training and support for Instructional Coaches (200 hours annually)
4. Recruit/communicate with candidates for cohorts 1 and 2 (40 hours annually)
5. Manage correlation of grant program website to ELL website (20 hours annually)

Executive Project Manager, Scott Greenberg, 100 hours annually

1. Provide academic oversight (80 hours annually)
2. Provide curriculum approval for coursework (20 hours annually)

As mandated by grant guidelines FSU will demonstrate its annual progress in annual reports and interim reports required by funding sources. Monthly, the Assistant Director will collect monitoring data that will be forwarded to the Project Director for review and analysis. Quarterly, a summary of data will be compiled and the Project Director will adjust the budget and work plan as necessary.

Project Implementation Plan

The MASSexcELLS project will be implemented in a timely and efficient manner. The project team has already undertaken a number of activities such as developing the curriculum, forming relationships with partners, and aligning the MEd. in TESL program to State credentialing and certification requirements. Table 3 is arranged to provide a description of the strategies for attaining project tasks, activities to be completed by project staff, a timeframe for each task and milestones indicating the team has been successful in achieving planning activities.

Table 3 : Year One Timetable November 1, 2011- October 31, 2012 (Budget Year 1)

Activities/Strategies	Person Responsible	Milestones	Outcomes
November 2011- January 2012 Discuss grant project, review management and 12 month implementation plan. Key partners meet and Executive Management Team notified of award.	Project Director	Project work plan in place and quarterly Leadership Team meetings occur throughout the project period.	All Goals, Obj. and Outcomes
Executive Management Team reviews project budget and institutional resources, partner roles, and establishes Advisory Committee members and quarterly meeting schedule.	Project Director Leadership Team Assistant Director	Advisory Council members are identified and are aware of their role and responsibilities in attaining project outcomes.	All Goals, Obj. and Outcomes
District Superintendents meet with Principals at partner district schools.	School District Staff	Recruitment of Cohort 1 teachers begins.	Goal 1 Obj. 1.1,1.2 O. 1.1, 1.2

Table 3 : Year One Timetable November 1, 2011- October 31, 2012 (Budget Year 1)

Activities/Strategies	Person Responsible	Milestones	Outcomes
November 2011- January 2012			
Cohort 1 teachers are recruited and apply to the MEd. in TESL program.	Assistant Director School District Staff	20 Cohort 1 teachers are enrolled in the program.	All Goals, Obj. and Outcomes
Advisory Committee and project staff begin the development of the English Language Curriculum Community (ELLCC) framework.	Assistant Director Program Faculty School District Staff	Curriculum Community established.	Goal 3 Obj. 3.1-3.3 O. 3.1-3.2
Quarterly data gathered and reported.	Assistant Director Program Director	Data is used to inform program evaluation and outcomes.	All Goals, Obj. and Outcomes
January 2012- April 2012			
Cohort 1 participants are notified of acceptance into the MEd. in TESL program.	Program Director Assistant Director	First Cohort of participants begins MEd. in TESL program.	All Goals, Obj. and Outcomes
Faculty hired, course schedules and course loads determined.	Program Director	Staffing of Cohort 1	All Goals, Obj. and Outcomes

Table 3 : Year One Timetable November 1, 2011 - October 31, 2012 (Budget Year 1)			
Activities/Strategies	Person Responsible	Milestones	Outcomes
November 2011- January 2012			
Develop budget allocations for DESE Sheltered Immersion English Professional Development Trainings.	Assistant Director Program Director Leadership Team School District Staff	Training budget is established.	Goal 2 Obj. 2.3 O. 2.1-2.3
ELLCC framework and structure is finalized and relevant equipment and materials are purchased.	Assistant Director Program Faculty School District Staff	First Cohort of participants become members of the Curriculum Community and supported through the latest use of technology and resources.	Goal 3 Obj. 3.1-3.3 O. 3.1-3.2
Cohort 2 participants recruited and apply to the MEd. in TESL program	Assistant Director School District Staff	Second Cohort of participants enrolls in MEd. in TESL program.	Goal 1 Obj. 1.3 O. 1.1-1.2
Faculty hired, course schedules and faculty course loads determined.	Program Director	Staffing of Cohort 2.	All Goals, Obj. and Outcomes

Table 3: Year One Timetable November 1, 2011- October 31, 2012 (Budget Year 1)			
Activities/Strategies	Person Responsible	Milestones	Outcomes
May 2012- July 2012			
Quarterly data gathered and reported.	Assistant Director Program Director	Data is used to inform program evaluation and outcomes.	All Goals, Obj. and Outcomes
Quarterly data gathered and reported.	Assistant Director Program Director	Data is used to inform program evaluation and outcomes.	All Goals, Obj. and Outcomes
August 2012-October 2012			
Cohort 2 teachers begin the MEd. in TESL program and pre-program surveys are administered.	All Staff and partners, Evaluator	Second Cohort of participants begins MEd. in TESL program.	All Goals, Obj. and Outcomes
Cohort 1 continues to complete courses leading towards certification and is trained as a trainer in TESL.	All Staff and Participants	Move towards completion of the program.	All Goals, Obj. and Outcomes

Table 3 : Year One Timetable November 1, 2011- October 31, 2012 (Budget Year 1)

Activities/Strategies	Person Responsible	Milestones	Outcomes
August 2012-October 2012			
Annual schedule of mandatory trainings to be offered at each partner district is established.	Advisory Council Assistant Director	Provide training annually in partner school districts.	Goal 2 Obj. 2.1-2.3 O. 2.1-2.3
Cohort I participates in ELLCC and members provide quarterly feedback to the management team.	Participants Assistant Director Project Director	Feedback is incorporated into program planning, assessment, and evaluation.	Goal 3 Obj. 3.2 O. 3.1-3.2
Discuss data collection methods with Evaluator and report to program stakeholders.	Assistant Director Leadership Team Advisory Council	System for tracking the number of program completers that are providing instructional services for the next three years is in place.	Goal 5 Obj. 5.1-5.2
Annual program evaluation is implemented and annual reports are submitted.	External Evaluator	First year program goals, objectives, and outcomes are attained	All Goals, Obj. and Outcomes

Table 3: Year Two Timetable November 1, 2012- October 31, 2013 (Budget Year 2)			
Activities/Strategies	Person Responsible	Milestones	Outcomes
November 2012- April 2013			
Quarterly Leadership Team meetings continue.	Assistant Director Leadership Team	Feedback and guidance informs program planning.	All Goals, Obj. and Outcomes
Quarterly Advisory Council meetings continue.	Assistant Director Advisory Council	Feedback and guidance informs program planning.	Goal 4 Obj. 4.1-4.3 O. 4.1
ELLCC provides quarterly feedback to the management team.	Participants Assistant Director Project Director	Feedback is incorporated into program planning, assessment and evaluation.	Goal 3 Obj. 3.2 O. 3.1-3.2
Cohort 1 and Cohort 2 continue to complete courses leading towards certification and is trained as a trainer in TESL.	All Staff and Participants	Cohort 1 and Cohort 2 teachers continue work towards attaining state ELL Instruction endorsement and becoming trainers at their schools in ELL instruction.	All Goals, Obj. and Outcomes

Table 3: Year Two Timetable November 1, 2012- October 31, 2013 (Budget Year 2)

Activities/Strategies	Person Responsible	Milestones	Outcomes
November 2012- April 2013			
Quarterly data gathered and reported.	Assistant Director Program Director	Data is used to inform program evaluation and outcomes.	All Goals, Obj. and Outcomes
Longitudinal participant data collection plan in place.	Assistant Director Leadership Team Advisory Council	System for tracking the number of program completers that provide instructional services for the next three years is in place.	Goal 5 Obj. 5.1-5.2
May 2013- July 2013			
Progress continues as detailed in tasks for November –April 2013.	All Staff and Participants	Feedback from Executive Management Team and Advisory Council informs progress, teachers continue to complete program, and monitoring data is aligned with grant requirements and tracking systems.	All Goals, Obj. and Outcomes
Implement longitudinal data collection plan.	Assistant Director and Evaluator	The number of program completers that provide instructional services for the next three years is identified.	Goal 5 Obj. 5.2 O. 5.2

Table 3: Year Two Timetable November 1, 2012- October 31, 2013 (Budget Year 2)			
Activities/Strategies	Person Responsible	Milestones	Outcomes
August 2013-October 2013			
School districts develop annual training calendars and Implement annual mandatory professional development courses at schools.	Assistant Director Advisory Council Faculty Cohort 1 participants	40 school district teachers complete professional development training courses.	Goal 2 Obj. 2.2-2.3 O. 2.1-2.3
Progress continues as detailed in tasks for November –April 2013	All Staff and Participants	Feedback from Executive Management Team and Advisory Council informs progress, teachers continue to complete program, and data is aligned with grant requirements and tracking systems.	All Goals, Obj. and Outcomes
Annual program evaluation is implemented and annual reports are submitted.	External Evaluator	First year program goals, objectives, and outcomes are attained.	All Goals, Obj. and Outcomes

Table 3: Year Three-Five Timetable November 1, 2013- October 31, 2016 (Budget Year 3-5)

Activities/Strategies	Person Responsible	Milestones	Outcomes
November 2013- April 2014			
Baseline data for Cohort 2 is analyzed and reported.	Assistant Director Evaluator	Data informs evaluation of project outcomes.	All Goals, Obj. and Outcomes
Cohort 1 and Cohort 2 continue MEd. in TESL program.	All Staff and Participants	Work towards state ELL Instruction endorsement and trainers at their schools in ELL instruction.	All Goals, Obj. and Outcomes
Executive Management Team and Advisory Council continue to provide feedback.	Assistant Director Leadership Team Advisory Council	Feedback and guidance informs program planning.	All Goals, Obj. and Outcomes
Quarterly data gathered and reported.	Assistant Director Program Director	Data is used to inform program evaluation and outcomes.	All Goals, Obj. and Outcomes
May 2014 –July 2014			
Administer post-program survey to Cohort 1 participants.	Faculty Evaluator	Data that describes the extent to which participant's improved their TESL skills is collected.	Goal 5 Obj. 5.1 O. 5.1

Table 3: Year Three-Five Timetable November 1, 2013- October 31, 2016 (Budget Year 3-5)

Activities/Strategies	Person Responsible	Milestones	Outcomes
Cohort 1 and Cohort 2 continue	Participants	20 Teachers are placed in emersion classrooms.	Goal 1
MEd. in TESL program	District Staff		Obj. 1.2 O. 1.1-1.2
Teachers in Cohort 1 are trained as trainers and commit to leadership roles.	Participants District Staff	20 teachers provide instructional coaching in the context of their school environment in the area of TESL.	Goal 2 and 3 Obj. 2.3, 3.2
Quarterly data gathered and reported.	Assistant Director Program Director	Data is used to inform program evaluation and outcomes.	All Goals, Obj. and Outcomes
August 2014-October 2014			
Annual evaluation and outcomes report finished and disseminated.	External Evaluator	Third year program goals, objectives, and outcomes are attained.	Goals 1-5
Progress continues same as in year three.	All Staff	Program attains goals and objectives.	All Goals, Obj. and Outcomes

Table 3: Year Three-Five Timetable November 1, 2013- October 31, 2016 (Budget Year 3-5)

Activities/Strategies	Person Responsible	Milestones	Outcomes
November 2014 – October 2015			
Cohort 1 and Cohort 2 continue MEd. in TESL program.	Participants District Staff	20 Teachers attain certification in TESL and are placed in emersion classrooms.	Goal 1 Obj. 1.2 O. 1.1-1.2
Teachers in Cohort 2 are trained as trainers and commit to leadership roles.	Participants District Staff	20 Teacher provide instructional coaching in the context of their school environment in the area of TESL.	Goal 2 and 3 Obj. 2.3, 3.2
November 2015 – October 2016			
Progress continues same as in year four.	All Staff	Program attains goals and objectives.	All Goals, Obj. and Outcomes
Cohort 1 and Cohort 2 continue completion of MEd in TESL program and attains State endorsement in ELL.	Participants District Staff	20 Teachers attain certification in TESL and are placed in emersion classrooms.	Goal 1 Obj. 1.2 O. 1.1-1.2
November 2015 – October 2016			
Final project report completed and submitted	All Staff	Program attains goals and objectives.	All Goals, Obj. and Outcomes

To further guide the MASSexcELLS project, the MED. in TESL and SEI courses have been mapped for both cohorts in Table 4.

Table 4: Mapping of Project Course Offerings				
Year	Cohort 1 MED. in TESL Classes	Cohort 2 MED. in TESL Classes	Cohort 1 State Professional Development	Cohort 2 State Professional Development
1	TESL 936 The Teaching of Second language Skills		Category 1	
2	EDUC 998 Language Development and Communication TESL 932 Sheltered Instruction in the Content Areas	TESL 936 Teaching of Second language Skills EDUC 998 Language Development and Communication TESL 932 Sheltered Instruction in the Content Areas	Category 2 Category 3	Category 1 Category 2
3	TESL 913 Current Issues in Second Language Acquisition TESL 901 Language Structure: Phonetics and Morphology EDUC 999 Research and Evaluation	TESL 913 Current Issues in Second Language Acquisition TESL 901 Language Structure: Phonetics and Morphology EDUC 999 Research and Evaluation	Train the Trainer Category 3	Train the Trainer, Category 2

Table 4: Mapping of Project Course Offerings

Year	Cohort 1 MED. in TESL Classes	Cohort 2 MED. in TESL Classes	Cohort 1 State Professional Development	Cohort 2 State Professional Development
4	<p>TESL 902 Language Structure: Syntax, Semantics, and Pragmatics</p> <p>TESL 948 Teaching Reading and Writing in the English Immersion Classroom</p> <p>EDUC Philosophy of Education and Teaching</p>	<p>TESL 902 Language Structure: Syntax, Semantics, and Pragmatics</p> <p>TESL 948 Teaching Reading and Writing in the English Immersion Classroom</p> <p>EDUC Philosophy of Education and Teaching Practice</p>	<p>Train the Trainer</p> <p>Category 3</p>	<p>Train the Trainer</p> <p>Category 2</p>
5	<p>TESL 966 Seminar in Applied Linguistics</p> <p>TESL 980/981 Practicum in the Teaching of ESL and Seminar.</p>	<p>TESL 966 Seminar in Applied Linguistics</p> <p>TESL 980/981 Practicum in the Teaching of ESL and Seminar.</p>		<p>Train the Trainer</p> <p>Category 1</p>

d) Quality of the Evaluation Plan

The project evaluation will demonstrate the extent to which the FSU has been successful in meeting its overall goal to support the development of ELL qualified teachers and the development of additional masters level teachers. To ensure the validity and reliability of evaluation outcomes, FSU will contract with a professional regional evaluator who will conduct an annual evaluation containing two phases. Phase one will consist of a formative evaluation in year 1 and Phase two will be a summative evaluation in years 2-5. Annually, data will be compared to project benchmarks and the Project Director in collaboration with leadership and advisory committees will modify activities in order to successfully attain project outcomes. The evaluation plan below is aligned with the GPRA performance measures as follows:

GPRA Measure 1.1, 1.2, and 1.5 – The percentage of pre-service program completers and in-service teachers who are State certified in EL instruction. This measure is aligned with project Goal 1, Objectives 1.1-1.3 and Outcomes 1.1-1.2. By May of 2016, a target of 100% of teacher program completers will be certified in EL instruction as evidenced by degree awards to 85% upon program completion in project years 3 and 5, and by quantitative passing examination scores on State EL endorsement exams for 100% of pre-service and in-service completers. Data will be collected by the project evaluator on a bi-annual basis and summarized immediately. Annual reports of project outcomes will provide the extent to which program goals were met.

GPRA Measure 1.3 and 1.6 – The percentage of pre-service and in-service program completers who are providing instructional services to EL students 3 years after program completion. This measure is aligned with project Goal 5, Objectives 5.1-5.2 and Outcomes 5.1-5.2. To assess this measure the school district representatives on the Executive Leadership Team will provide personnel data to the project evaluator and the Program Director each year

following placement of teachers in project years 3 and 5 and every three years thereafter. Data will be compiled by the evaluator and published in annual reports to the funding agency. The project will meet a target goal of 90% of teachers and paraprofessionals that will be working in instructional settings three years after program completion in 2016 and 2019.

GPRA Measure 1.4 – The percentage of paraprofessional program completers who meet State qualifications of paraprofessionals working with EL students. This measure is correlated to Goal 2, Objective 2.3, Outcome 2.3 and Goal 3, Objective 3.2. The project will meet a target goal of training 40 additional staff and 20 teachers in EL instruction by 2016. Each school district is expected to meet a target goal of 100% of required staff trained as mandated by the State in EL instruction. The project evaluator will collect annual data that details the number of teachers and paraprofessionals trained each year to substantiate outcomes.

Quantitative and Qualitative Data Analysis

The evaluation process will utilize a variety of statistical methods from to illustrate the effects of the project. Quantitative data such as MEd in TESL degree and examination pass rates, the number of staff and teachers trained, Cohort participant grade reports and feedback on paraprofessional knowledge assessments will be gathered and analyzed using Chi-square and ANOVA methodologies. Qualitative evaluation strategies employed in the project evaluation include district-wide surveys, teacher surveys, classroom observations, and stakeholder feedback. Interviews will be analyzed using a thematic evaluation method and non-parametric statistical methodology as required by data collection efforts.

Proposal Priorities

Competitive Preference Priority 1- Novice Applicants

The **MASSexcELLS** project qualifies as a Novice Applicant. Neither Framingham State University nor its partner school districts have received funding from the Department of Education through the National Professional Development Program.

Competitive Preference Priority 2- Enabling More Data-Based Decision-Making

The **MASSexcELLS** project addresses the priority in two ways. The program evaluation is designed to provide data to all partners to guide not only grant-funded tasks but also ELL instruction in the partner school districts. Project Goal 5 states that by November of 2012, the project will establish data collection methods and partnerships that allow FSU to track program completers for up to 3 years after program completion. High-quality and timely data collection methods that detail participant outcomes, as evidenced by monitoring reports and evaluation documents, will inform the project. In addition, 90% of program completers will provide instructional services to ELL students 3 years after program completion.

SEI training standards enable more data-based decision making through Category 3: Assessment of Speaking and Learning. A targeted skill is the ability of teachers to collect data using the MELA-O instrument. Extensive training and mentorship throughout this project will enable teachers to accurately place students in the six level continuum of oral proficiency as assessed by MELA-O. This training results in a Qualified MELA-O Administrator. Expanding the number of qualified administrators in partner school districts to collect this data allows for the improvement of instructional practices at the classroom, school, and district level.

Competitive Preference Priority 3- Promoting Science, Technology, Engineering, and Mathematics (STEM)

The recruitment for the **MASSexcELLS** project will focus on science, technology, and mathematics content teachers. It is particularly important to build a capacity around instructions

in these areas on a larger scale to better support ELL populations mitigating challenging vocabulary, unlocking complex concepts, and preparing for a changing economy. Cohort seats will be offered first to STEM-area teachers, and then to teachers in other disciplines within the partner districts. Any seats that still remain open will be marketed to STEM teachers in other districts.

Invitational Priority 1- Improving Achievement and High School Graduation Rates

Wachusett Regional School District is classified as a rural local education agency and Cambridge Public Schools an urban district with a high level of diversity and socioeconomic need. These districts share one common need: The most highly qualified teachers will be the most capable of impacting achievement for ELLs in all classrooms. Ensuring widespread placement of master ELL teachers will enable administrators the ability to place children with the greatest need in classrooms with the most highly qualified personnel. As this certainty provides powerful, cohesive instruction during early grades, the achievement gap for ELLs will diminish as they progress. By secondary school, highly-qualified staff will have leveled the playing field for ELLs and positioned them for graduation and career readiness.

Invitational Priority 2- Improving Preparation of All Teachers to Better Serve English Learners

Framingham State University regularly uses data to reflect on course and program outcomes to impact decisions on future offerings. The quantitative and qualitative data gathered in the **MASSexcELLS** project will further support this institutionalized process. This is particularly key to TOESL instruction as the state, FSU, and school districts all work to better support teachers and target populations in professional development activities.