

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z110172

Grants.gov Tracking#: GRANT10865282

Closing Date: MAY 09, 2011

Teachers HELP: Exempt Research Narrative

The Project Director and Evaluation Director will seek approval for project activities from the Institutional Review Board at the University of Tennessee at Chattanooga. The assessment activities are considered exempt under Criteria #1a and #1b for IRB approval of research. A detailed description of the exempted assessment activities follows:

The overall design of the evaluation is a 5-year longitudinal project involving a total of 80 pre-service and 60 in-service teachers, who will participate in professional development and/or be accepted to enroll in and complete any or all of the courses required for the add-on endorsement in ESL. Financial support will provide the opportunity for ESL add-on endorsement participants to complete the program and to become licensed by the Tennessee Department of Education to teach K-12 ESL.

To examine the impact of the program, we will assess the performance of the participants on the basis of assignments completed and grades received in courses. Their ratings and open-ended comments on faculty and course evaluations will also be examined. In addition to the standard set of teaching and course evaluation questions used across the university, we will ask questions regarding ELL-specific modules, both for core and other education courses and for participants and nonparticipants. UTCs office of Institutional Research analyzes the data obtained from teaching and course evaluations, and will provide the results (without instructor or student identifiers) to the Evaluation Director.

Furthermore, preservice teachers in the 30-hour practicum will undergo a revised, rigorous practicum evaluation process using a research-based protocol (Sheltered Instruction Observation Protocol; Echevarria, Vogt, & Short, 2008). After practicum credit has been determined in the usual manner, the documents will be de-identified and shared with the project evaluation team.

Ultimately, we will evaluate participants' performance on the required PRAXIS II test (ESOL subtest) which is the final part of adding this area to their licenses. Because the Praxis II is mandated for this licensure, our results can be compared to the performance of all candidates across the state.

As always, candidate privacy will be protected and information obtained will be collected and disseminated with no individuals' identities revealed, strictly following FERPA and IRB guidelines. Aggregation of data will allow for protection for participants.

Participants who take coursework via a two-week summer academy will be asked to complete additional objective measures and rating scales, before and after the academy, assessing their attitudes toward and knowledge of ELL education. Those participants will be provided with informed consent documents which explain the purpose of the surveys, that completion is voluntary, that responses will be anonymous, and that they may withdraw without penalty. We will assign participants with ID codes to link their pre-and post measures; a list linking the names to the ID codes will be kept by the Project Director until the post data are collected. At that point, the list will be destroyed.

Participating inservice teachers will be asked to video record 3 of their own lessons, early and late in each academic year. They will choose their best lessons to be viewed by a coach (Professional Learning Community Facilitator) who will evaluate them using an observational protocol or checklist (e.g., SIOP; Echevarria, Vogt, & Short, 2008). The completed protocols will be submitted to the evaluation team, but the video recordings will not. The videos/protocols will be reviewed jointly with the teachers as a formative assessment tool; feedback will be used to set professional development goals. At the end of each academic year, PLCs will rate aspects of each inservice teacher's performance, and teachers will rate themselves using the same

instrument. Inservice teachers will be asked to complete an informed consent process detailing the treatment of the evaluations and video-recordings. Video recordings will be destroyed after the protocols are completed unless teachers provide express written consent allowing their recordings to be used as models for future professional development sessions or in any reports of project outcomes.

All program completers will be invited to respond to an anonymous, online survey annually. The survey will include questions regarding placements, needs, and ratings of preparation for EL teaching and frequency of use of materials and methods provided by the project.

De-identified, aggregated data regarding K-12 student performance on the English Language Development Assessment (Measurement Incorporated, 2010), and other measures (e.g., achievement test scores, graduation rates) will be collected and provided by LEAs. It should be possible to compare scores of participating teachers' students to those of nonparticipating teachers' students and to overall state performance levels. These data are collected per state educational requirements and therefore are considered exempt research data. No parental consent will be required.

Aggregated results for all instruments will be used throughout the project as they become available to improve the program, but information about individual candidates, teachers and students will be strictly confidential.

Project Abstract

1. **Applicant:** University of Tennessee at Chattanooga (UTC)
2. **Project Title:** Teachers *HELP*—Helping English Language Proficiency
3. **Participants:** Over the course of the 5 year project, Teachers *HELP* will prepare **140 additional certified, ESL-endorsed teachers**: 80 preservice teachers (8 in Y1, 12 in Y2, 16 in Y3, 20 in Y4 and 24 in Y5.) and 60 inservice teachers (8 in Y1, 10 in Y2, 12 in Y3, 15 in Y4 and 15 in Y5) who will achieve EL licensure and receive classroom-based coaching / mentoring. An additional 250 school personnel will be served via Professional Learning Communities and the EL Summit over the course of the five-year project.
4. **Partners:** The Teachers *HELP* consortium includes UTC, 6 regional LEAs (Hamilton County Schools, Bradley County Schools, Cleveland City Schools, Grundy County Schools, Marion County Schools, and Sequatchie County Schools); the TN Department of Education (SEA partner), and the Southeast Equity Center (see attached letters). The consortium membership reflects our awareness that meeting the learning needs of English Learners (ELs) is of critical importance in a state where the EL student population grew by 369.9% from 1995 – 2005; the 5th highest percentage growth in the nation.¹ ELs in our region are a diverse student group representing more than 34 different countries and 45 languages.² Latino students are by far the largest EL group, with the number of Latino students enrolled in Hamilton County more than tripling in the last 10 years.³ With the influx of new, large multi-national corporations into the region, including Volkswagon, Wacker, Alstom, Chattem, and Amazon, the consortium expects a significant growth and greater diversity of ELs.

Partnering LEAs serve approximately 2,000 ELs, yet the number of ESL-endorsed teachers available to serve this large and rapidly-growing population falls far below the 30 students:1 EL teacher ratio endorsed by the State of TN's ESL Task Force. The availability of teachers who are skilled in instructing ELs is paramount: NCES data indicate that the dropout rate for Hispanics is double that of African Americans and whites.⁴ EL students are disproportionately low income, have lower standardized test scores, and struggle with content proficiency. It is essential that we provide trained teachers to help this high-risk and often underserved student group achieve success.

5. **Project Description:**

In response to these troubling statistics, the University of Tennessee at Chattanooga (UTC) has designed Teachers *HELP* (Helping English Language Proficiency) to offer high-quality EL endorsement and professional development opportunities to the teachers of 6 regional LEAs. Teachers *HELP* will improve instruction for ELs in our region and assist educational personnel working with ELs to meet high professional standards.

¹ U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports; state publications (1998-1999 data); enrollment totals from the National Center for Educational Statistics Core of Common Data, 1998-1999

² Hamilton County Department of Education

³ *Demographic Change: 2008 State of Chattanooga Region Report*. OchsCenter. Dr. Eileen Robertson-Rehberg, March 2009

⁴ National Center for Education Statistics, Public School Graduates and Dropouts from the Common Core of Data: School Year 2008–09.

The project has three objectives: (1) Increase the number of teachers with an EL endorsement. (2) Increase placement and retention of program completers who earn an EL endorsement within instructional settings serving EL students. (3) Increase the preparation of ALL teachers to better serve English Learners. Each objective is keyed to annual performance targets and the GPRA outcome measures. With a federal investment in work of the Teachers *HELP* consortium, we will achieve the following outcomes:

- By the end of Y5, 80 preservice completers earn an EL endorsement period. [GPRA 1.1]
- By the end of Y5, 60 inservice completers earn an EL endorsement. [GPRA 1.5]
- Over the 5 year project, 70% of preservice participants hired within a partnering LEA will be placed in an instructional setting serving ELs within 1 year. [GPRA 1.2]
- Over the 5 year project, 70% of preservice participants hired in a partnering LEA will be in an instructional setting serving ELs 3 years after completion. [GPRA 1.3]
- Over the 5 year project, 80% of inservice program completers will be providing instructional services to EL students. [GPRA 1.6]
- By the end of Y5, 100% of UTC School of Ed. programs prepare students to serve ELs.
- By the end of Y3, UTC will implement an EL Master's concentration.
- By the end of Y1, develop a data and communication plan for data-driven decisions.

Teachers *HELP* is based upon current national research about effective teacher preparation and professional development (PD) and reflects critical teacher knowledge/skills in curriculum, research-based instruction, and data-based decision making, competencies which are crucial for educators working with culturally/ linguistically diverse students. The *HELP* model is innovative in that it focuses not only the preparation of teachers with EL endorsements, but also on providing induction support via coaching, mentoring, and Professional Learning Communities. **These strategies, added to our ambitious plan to prepare a total of 140 EL-endorsed teachers will make a sustainable impact on the quality of instruction for ELs in our region.**

- **Accelerated Coursework & Financial Support Leading to an EL Endorsement:** The Teachers *HELP* program provides EL certification coursework in a condensed format to accommodate full-time working professionals and encourage undergraduate students (preservice teachers) to add the endorsement to their courses of study to become highly-qualified teachers of an increasingly diverse regional school population. The accelerated coursework includes academic year coursework available on-line and a Summer Academy packaged to include 6 credit hours. Participants will be eligible for tuition scholarships for EL coursework in which they achieve an A or B grade.
- **EL Summer Academy:** UTC will hold a 10-day (2 week) Summer Academy on our campus. The Academy will include instruction and educational experiences to engage participants in 6 credit hours towards the EL endorsement. Participants will receive substantial resource materials as well. The Academy will include full-group sessions and targeted break-out sessions for special focus areas.
- **Professional Learning Communities (PLCs):** To foster sustainability within partnering LEAs, PLCs will be established and involve all the completers plus other interested staff in focused, ongoing PD. PLCs will be facilitated by active, EL-endorsed teachers who will receive specialized training and support from the Project Director and Faculty Advisors. They will facilitate PLC meetings monthly within their LEA, and will manage the mentoring / coaching components. PLCs will also utilize UTC's Blackboard on-line learning

platform, moderated by the Project Director, to share effective teaching/learning strategies, data-based decision making, lesson plans, etc., program-wide.

- **Mentoring & Coaching:** *HELP* employs a rigorous design of extensive PD to improve the quality of teachers' performance in supporting the sociocultural and academic knowledge/skills of ELs. We will offer mentoring to preservice completers in their 1st classroom year, and coaching will be offered to preservice completers during their 2nd and 3rd classroom years and to inservice program completers. Individual mentoring and coaching will be guided by PLC Facilitators. Mentoring / coaching sessions will utilize participants' classroom videos as a basis for reflection, evaluation, and discussion using an evaluation protocol (Sheltered Instruction Observation Protocol [SIOP], Echevarria, Vogt, & Short, 2008).
- **ESL Summit:** Each year, the ESL Summit will provide a forum for participants, completers, and stakeholders to meet and discuss critical issues related to fostering teacher preparation and student achievement for ELs. An annual "needs survey" will inform the Summit agenda which will provide a means to disseminate data and program evaluation findings, get feedback from constituencies, engage program completers, and support data-based decision making.

We view this as a demonstration project that can be fully institutionalized by consortium members and expanded through replication efforts based on evaluation findings. The project will benefit from the leadership of a team with significant expertise in teacher preparation and professional development. Key personnel have significant expertise in implementing and managing large-scale federal grants, having overseen a previous National Professional Development grant and 2 Early Childhood Educator Professional Development grants.

6. **Priorities:** Teachers *HELP* has been calibrated to meet regional needs, address the GPRA measures established for the NPD program, and meet the following program priorities:
 - ***Competitive Preference Priority 2 - Enabling Data-Driven Decision-Making:*** The project evaluation will compile data on teacher preparation, classroom practice, & student achievement to support data-informed decision making among consortium members. An annual ESL Summit will be a forum for sharing data & ensuring continuous improvement.
 - ***Invitational Priority 1 - Improving Achievement & Graduation Rates in Rural LEAs:*** The consortium includes 4 rural LEAs, each of which has a growing population of ELs. By increasing the number, preparation, and retention of teachers serving ELs, the project will improve student achievement and, ultimately, graduation rates.
 - ***Invitational Priority 2 - Improving Preparation of ALL Teachers to Serve ELs:*** UTC's School of Education will audit each teacher preparation program and augment coursework to ensure that ALL program graduates are better prepared to meet the needs of ELs and their families. A new EL concentration to the Advanced Practice Masters degree in Education will provide a pathway to ESL endorsement for experienced teachers. Targeted professional development will be available to partner LEAs to make district-wide improvements.
7. **Contact:** Project Director, Anne Gamble – (423) 425-5377 / Anne-Gamble@utc.edu

Teachers HELP Project Narrative

The University of Tennessee at Chattanooga (UTC) has designed Teachers *HELP* (*Helping English Language Proficiency*) to offer professional development options, calibrated to meet the needs of 6 partnering LEAs. The Teachers *HELP* consortium will prepare 140 additional EL-endorsed teachers to address the critical shortage of EL school personnel in the urban and rural communities of southeast TN. See LEA and SEA letters of commitment appended to the proposal. In addition to preparing more EL-endorsed teachers, the program will also impact an additional 250 school personnel over the 5 year project. The program addresses NPD *competitive preference priority #2 Enabling Data-Driven Decision-Making* and *invitational priorities #1 Improving Achievement & Graduation Rates in Rural LEAs* and *#2 Improving Preparation of ALL Teachers to Serve ELs*. Additional details about the priorities are included in the abstract and on p. 3-7. The project has been calibrated to address the tremendous—and growing— need for highly-skilled teachers in all classrooms within southeast Tennessee. The Teachers *HELP* consortium will serve as a model (through our partnership with the SEA) for the entire state which witnessed the EL population increase by 369.9% over a decade—the 5th highest percentage increase of the EL student population in the entire U.S.

A. QUALITY OF THE PROJECT DESIGN (40 POINTS)

Teachers *HELP* has been planned and will be implemented in partnership with the following consortium members, each of whom has specific responsibilities associated with the project.

University of Tennessee at Chattanooga (UTC)	UTC has coordinated the program planning and design process, soliciting and synthesizing information on the needs of our LEA partners and identifying responsive strategies. UTC will serve as the lead partner and fiscal agent with responsibility for administering grant funds, managing all
---	--

	<p>program activities, making personnel decisions, ensuring that project objectives are achieved, and working with LEAs and other partners to sustain program services. UTC will also take the lead on evaluation activities throughout the grant and will provide data to an external evaluator to assess the overall success of the project.</p>
<p>LEA Partners: Hamilton County, Bradley County, Cleveland City, Grundy County, Marion County, & Sequatchie County</p>	<p>LEA partners have participated in planning, identifying their needs, and suggesting strategies to address them. To support implementation, LEA partners will (1) assist with recruiting and selecting inservice teacher program participants, (2) consider preservice program completers in filling vacancies for instructional positions serving ELs, (3) support induction and retention activities for program completers employed in their LEAs, (4) participate in the annual EL Summit and incorporate EL data in their decision-making, and (5) provide teacher and student data to assist with the program evaluation component.</p>
<p>State of TN Department of Education</p>	<p>The Tennessee Department of Education (our SEA Partner) has provided guidance on EL credentialing and trends in EL population growth within the state to support program planning. The SEA will support implementation by (1) making presentations on standards for EL education and alternative assessment at the annual EL Summer Academy, and by (2) participating in the annual EL Summit to promote data-based decision-making.</p>
<p>Southeastern Equity Center</p>	<p>The Southeastern Equity Center receives federal funding to provide technical assistance to meet the needs of states and school districts to effectively deal with issues related to diversity, ethnicity, and national origin</p>

	(among others). Center representatives will present information at the annual EL Summer Academy and/or at the annual EL Summit.
--	---

1. The goals, objectives, & outcomes are clearly specified & measurable. (35 points)

UTC's strong partnerships and close coordination with consortium members has enabled us to identify the following needs: (1) better preparation of ALL teachers to serve English Learners (ELs) and their families, (2) a greater number of teachers who hold an EL endorsement and can provide exemplary instruction to improve academic outcomes for ELs, and (3) on-going academic and professional development opportunities for teachers to enhance their preparation to serve ELs and their families. To address these objectives, UTC and the consortium will implement the following activities:

Objective 1: Increase the number of teachers with an EL endorsement.

Outcome: [GPRA 1.1] 80 preservice program graduates will earn an EL endorsement over the 5 year project period: 8 in Y1, 12 in Y2, 16 in Y3, 20 in Y4, and 24 in Y5.

ACTIVITIES:

- Recruit and select preservice students to take the 18-hour EL course sequence. (See recruitment plan details on p. 10 and EL curriculum details beginning on p. 7)
- Provide financial support for preservice participants for 6 hours of tuition & materials.
- Package EL courses into an accelerated program that can be completed in 1-2 additional semesters (depending on previous coursework) via the Summer Academy, traditional courses, and on-line courses.
- Plan and host an Academy each summer. Academy participants will earn an additional 6 credit hours toward the EL endorsement (beyond those offered in the academic year). The

Academy will incorporate “core” EL competencies for all participants & break-out sessions for P-12 educators. (See Academy details on p. 11-15).

Outcome: [GPR 1.5] 60 inservice program graduates will earn an EL endorsement over the 5 year project period: 8 in Y1, 10 in Y2, 12 in Y3, 15 in Y4 and 15 in Y5.

ACTIVITIES:

- Recruit and select inservice teachers to complete the EL endorsement. (See recruitment plan details on p. 10 and EL curriculum details beginning on p. 7.)
- Provide individual advisement to all candidates to assess their previous coursework and identify additional EL endorsement needs.
- Provide partial financial support for inservice teacher participants for 6 hours of tuition.
- Package EL courses into an accelerated program that can be completed over the course of 1 academic year (depending on previous coursework) via the Summer Academy & traditional and/or on-line courses.
- Plan and host an Academy each summer. Academy participants will earn 6 hours of course credit toward the EL endorsement. (See Summer Academy details on p. 11-15.)

Objective 2: Increase placement and retention of program completers who earn an EL endorsement within instructional settings serving ELs

Outcome: [GPR 1.2] 70% of preservice program completers hired within partnering LEAs will be placed in an instructional setting serving ELs within 1 year of program completion: N/A in Y1, 6 in Y2, 8 in Y3, 11 in Y4, & 14 in Y5.

ACTIVITIES:

- Network with LEA partners to advertise vacancies for instructional positions serving ELs.
- Place program participants in partnering LEAs for their 30-hour practicum.

- Incorporate information about LEA needs for instructional personnel serving ELs into the annual one-day EL Summit (See EL Summit details on p. 16-17).
- Provide intensive mentoring during program completers' 1st year. (See mentoring plan details on p. 15-16.)

Outcome: [GPRA 1.3] 70% of preservice program completers hired within a partnering LEA will be placed in an instructional setting serving ELs 3 years after program completion: N/A in Y1, N/A in Y2, N/A in Y3, 4 in Y4, & 6 in Y5.

ACTIVITIES:

- Provide intensive, individualized mentoring during preservice program completers' 1st year. (See mentoring plan details on p. 15-16.)
- Provide individual coaching to all program completers; inservice teachers will participate in 1 year of coaching, preservice teachers in 1 year of mentoring + 2 years of coaching.
- Establish Professional Learning Communities (PLCs) for program completers to provide on-going peer and program support. (See PLC details on p. 15-16.)
- Network with LEA partners to identify LEA-specific professional development needs and offer targeted professional development.
- Include selected program completers as presenters at Summer Academies and EL Summits.
- Provide UTC's Blackboard on-line learning platform for dialogue and responsive coaching among program completers, Project Director, and Faculty Advisors.
- Create/maintain a website for sharing EL manual, materials, links to resources and research, evidence-based strategies, program completers' lesson plans, and more.

Outcome: [GPRA 1.6] 80% inservice program completers will be providing instructional services to ELs: 6 in Y1, 8 in Y2, 10 in Y3, 12 in Y4, and 12 in Y5.

ACTIVITIES:

- Target recruitment and selection on inservice teacher participants who are serving ELs.
- Provide coaching for 1 year to assess & support program participants in serving ELs.
- Engage program completers through PLCs, on-going Professional Development, Summer Academies, annual EL Summits, and online supportive feedback.
- Complete an annual survey of program completers to identify and address needs.

Objective 3: Increase the preparation of ALL teachers to better serve English Learners

Outcome: *[Invitational Priority 2: Improving Preparation of ALL Teachers to Better Serve ELs]* By end of Y2, 100% of programs offered by UTC Sch. of Education will incorporate content, case studies, and educational experiences that prepare students to serve ELs/families.

ACTIVITIES:

- Audit each program to identify current level of incorporation of EL content among courses.
- Identify gaps and weaknesses where EL content can be strengthened.
- Faculty advisors and curriculum teams will create instructional modules for inclusion in literacy and all methods courses to support ELs' performance.

Outcome: *[Invitational Priority 2: Improving Preparation of ALL Teachers to Better Serve ELs]* By the end of Y3, UTC will implement and offer an EL concentration within the Education Advanced Practice Masters Degree.

ACTIVITIES:

- Develop EL coursework leading to an Advanced Practice Master's Degree that includes the Summer Academy, two additional EL courses, and two courses in leadership.
- Develop and market master's level "track" within Summer Academy with additional substantive master's level experiences.

Outcome: *[Competitive Preference Priority 2: Enabling More Data-Based Decision Making]*

By end of Y1, develop a data collection system and communication plan to ensure that the program and LEA partners have resources to make data-driven decisions regarding EL instructional services.

ACTIVITIES:

- Carry out a high-quality program evaluation to measure the efficacy of strategies and identify promising practices for regional teacher development to serve ELs and their families. (See Evaluation details beginning on p. 29.)
- Collect ongoing data on program participants and completers through induction mentoring, coaching, PLCs, surveys, Summer Academics, EL Summits, Blackboard online dialogue, and website responses.
- Incorporate PLC Facilitator teacher ratings and student achievement measures into the evaluation plan.
- Share data and analysis results at annual EL Summit to support data-based decision making.

Overview of the EL curriculum

The *HELP* program provides EL certification coursework in a condensed format to accommodate professionals (inservice teachers) and encourage undergraduate students (preservice teachers) to add the endorsement to their program of study to become highly-qualified teachers of an increasingly diverse school population. The delivery format has 4 important benefits: (1) it provides for accelerated certification while requiring rigorous coursework aligned with state standards; (2) it accommodates inservice teachers; (3) it facilitates the development of PLCs in regional LEAs and affords networking opportunities among participants to develop/share data-based decision making; and (4) it strengthens ALL UTC

education students (through embedded modules in literacy/methods coursework) with knowledge/skills critical to quality EL instruction.

UTC's EL endorsement requirements include the following six courses to be approved by an EL advisor: one undergraduate or graduate level course in reading; one grammar/linguistics course; an undergraduate or graduate-level diversity/multiculturalism course; EDUC 4580 "Readings and History: Teaching EL"; EDUC 4590 "Strategies & Methods for Teaching EL"; and EDUC 4999 "EL Practicum," a 30-hour placement in settings serving ELs. Depending on previous coursework and prior experience in instructional settings, the majority of inservice teachers will require only the 9 hour core of EDUC 4580, EDUC 4590, and EDUC 4999. Additionally, (1) detailed EL modules will be created during Y1 by UTC faculty and *HELP* Faculty Advisors tailored for inclusion in undergraduate/graduate literacy and methods coursework, and (2) the EL Practicum will be strengthened by more rigorous requirements and evaluation by using a SIOP-based checklist for teaching performance.

UTC's EL certification coursework meets Tennessee standards for school personnel preparing to serve EL learners. For EL certification, Tennessee requires teacher candidates to complete a state-approved course of study and successfully complete Praxis II exam #0360. UTC's teacher certification program is fully accredited by NCATE (the National Council for Accreditation of Teacher Education) and aligned with INTASC (Interstate New Teacher Assessment & Support Consortium). Tennessee's reciprocity agreement with Georgia and Alabama stipulates that Tennessee certification will be accepted in these states. Thus UTCs' program with its rigorous EL teacher preparation requirements will prepare educators to be credentialed in adjoining states. *HELP* will provide an exemplary model that can be replicated, thereby offering solutions for our nations' growing EL populations.

Teachers *HELP* is based upon current national research about effective teacher preparation and professional development (PD). It reflects critical teacher knowledge/skills in curriculum, research-based instruction, and data-based decision making that support educators working with culturally/linguistically diverse students. The *HELP* PD model is designed to serve preservice and inservice teachers working in instructional settings from PreK-12th grade in the partner LEAs. *HELP* is a comprehensive project to (a) provide undergraduate coursework (6 cr. hrs.) to preservice teachers that leads to an EL endorsement in the State of Tennessee; (b) package the 18 hr. UTC EL coursework into an accelerated plan requiring only 1-2 additional semesters; (c) provide an EL concentration for M.Ed. students in P-12 graduate programs (6 cr. hrs. during the academic year and 6 cr. hrs. in the Summer Academy); (d) host the Summer Academy annually, providing the core 6 hour EL content courses for both undergraduates/graduates, breakout sessions based on grade levels/subject areas, and an EL manual detailing knowledge & strategies shared in the Academy (also uploaded to UTC's EL website for widespread access); (e) establish Professional Learning Communities (PLCs) in partner LEAs for peer support and networking opportunities; (f) provide onsite & online mentoring for new teachers during their 1st year plus 2 subsequent years, and provide coaching support to inservice teachers (onsite and online) for 1 year following the Summer Academy, with ongoing online support after the mentoring/coaching year is completed; and (g) create modules addressing the regional EL's sociocultural/ affective/ linguistic assets and challenges to be embedded across UTC's teacher preparation coursework.

HELP's design to increase the numbers of highly effective teachers of ELs in regional LEAs has been developed from the Tennessee learning standards and an extensive review of national research efforts. (1) *HELP* reflects the requirements of the Tennessee Teacher Licensure Standards: English as a Second Language PreK-12 (2010) in the five elements of Language,

Culture, Instruction, Assessment, and Professionalism, as well as the Program Implementation Standards. (2) *HELP* aligns with the Tennessee Standards for English Language Learners (n.d.) in reading, writing, speaking, listening, and listening, to be implemented in concert with the Curriculum Content Standards and performance indicators (2009) for PreK through 12th grade. (3) *HELP* employs the International Reading Association and National Council of Teachers of English standards of practice for the 6 elements of language development and the delivery of these to ELs. (4) The delivery and intensity of our design are suggested by August & Shanahan (2006); Ballantyne, Sanderman, & Levy (2008); Francis, Rivera, Kieffer, Lesaux, & Rivera (2006); McGraner & Saenz (2009); Short & Fitzsimmons (2007); TESOL's Position Statement on the Preparation of PreK-12 Educators for Cultural and Linguistic Diversity in the United States (2003); and TESOL'S Position Statement on Teacher Preparation for Content-Based Instruction (CBI) (2008).

Key Methodological Details

Recruitment Strategies: Because of the success of the previous NPD program, UTC's School of Education continues to receive inquiries for the types of services we are proposing. We will market the program and recruit preservice participants via advisement sessions, presentations in EL pre-requisite coursework, and on the UTC School of Education website. Inservice teachers will be recruited and selected in partnership with our LEA partners via presentations and direct communication with potential candidates. Social media such as Facebook will be used as a marketing tool and to maintain contact with potential, current, and past participants. Prospective participants will submit an application package which will be reviewed by project personnel; applications will be accepted each semester.

EL Summer Academy: UTC will hold a 10-day (2 week) Summer Academy on our campus. The Academy will include instruction, materials, and educational experiences to engage participants in 6 credit hours towards the EL endorsement. The Academy will include full-group sessions and targeted break-out sessions for special focus areas, as noted in the schedule below. *HELP* “Workshop Goals” are developed from “Teacher Performance Criterion” in Ballantyne, et al., 2008, and are aligned with Tennessee EL PreK-12 Standards.

Day 1: Workshop Goals Teachers will be able to (1) interpret student behavior in light of different cultural beliefs; (2) recognize the signs of progressing second language acquisition.

Focus experiences: Wordless interviews & introductions; a German immersion event; brainstorm characteristics of “U.S. culture”

Workshop details: EL terms & acronyms; psychological, sociocultural, political, and legal contexts of ELs; EL immigration to/discrimination in the South (Sox, 2009); EL diversity in aptitude, attitude & motivation; diversity in oral language (“conversational” and “academic” language) (Cummins, 2003); (non-linear sequence of) stages of L1 & L2 oral/written language acquisition, development, and interplay

Day 2: Workshop Goals Teachers will be able to (1) coordinate their content standards with English language standards to develop appropriate learning objectives, (2) demonstrate the effective use of first language in the classroom. ***Focus experiences:*** Presentation by Jan Lanier, EL Coordinator, TN Department of Education; ***Breakout groups*** examine TN State EL Standards, TESOL Standards, and applicable grade level/content-area standards

Workshop details: 6 principles of Sheltered Instruction (SI) (Echevarría & Short, 2000) to build content knowledge & English language competency simultaneously: (1) building background

knowledge, (2) comprehensible input, (3) strategies, (4) interaction, (5) practice/application, & (6) multiple modalities for student demonstration of new knowledge

Day 3: Workshop Goal Teachers will be able to routinely use effective, research-based methods to teach ELs while contextualizing the content in meaningful ways. **Focus experiences:**

Participants “jigsaw” significant decisions in U.S. court system that led to current EL rights and school practices; grade/subject-area groups brainstorm curriculum & instruction for teacher/learner scenarios (from TESOL Standards)

Workshop details: From SI, Principle #3, instructional strategies that serve EL & all learners: (a) vocabulary as a curricular anchor (focus for Day #4 below), (b) visuals to reinforce concepts and vocabulary [concrete objects, photos, graphic organizers concept maps, word banks, student-friendly dictionaries & personal dictionaries], (c) cooperative learning and peer tutoring strategies, (d) strategic use of the native language, and (e) modulation of cognitive and language demands, with an emphasis on scaffolding

Day 4: Workshop Goals Teachers will be able to (1) explicitly teach academic vocabulary in context & provide ample opportunity for students to use these words, leading to mastery, (2) enrich vocabulary & concept learning through visual, musical, & dramatic arts. **Focus experiences:** Breakout groups design & model vocabulary strategies for applications of TN Standards (Pre-k/3rd participants present to middle/secondary teachers, and vice versa)

Workshop details: instruction of content-specific words, process words, and words related to English structure; liberal time focus on background knowledge, extensive explanations, contextualized repetition, word relationships in English, cognates with native language; use of formulaic expressions; strategies to integrate the performing arts for metacognition in language/content areas; data-based decision making re: EL’s vocabulary growth

Grade/subject-area groups in math, science, social studies, & science will examine discipline-specialized vocabulary, exploiting cognates, culturally-responsive texts, vocabulary of scientific method, math operation words “buried” in word problems

Day 5: Workshop Goal Teachers will be able to demonstrate and monitor effective reading strategies. **Focus experiences:** Faculty advisors model research-based reading instruction in various grade-level content areas; breakout groups brainstorm connections between content TN Standards with TESOL Standards and research-based metacognitive reading strategies

Workshop details: developmental nature of reading acquisition & development; essential metacognitive strategies of reading comprehension; data-based decision making for ELs’ academic language & reading abilities (phonological, graphophonic, fluency, vocabulary, comprehension); increased oral language in reading instruction to improve comprehension; scaffolding; teaching reading skills for concept development in all content areas

Day 6: Workshop Goals Teachers will be able to (1) demonstrate & monitor effective reading strategies (cont.), (2) demonstrate & monitor effective writing strategies. **Focus experiences:** model quality reading lessons; breakout groups discuss Echevarria/Graves text & apply to their own teaching contexts; examine online teacher resources (TESOL, NCELA, CREDE, etc.)

Workshop details: monitoring comprehension & recognizing progress; organizing/remembering reading content verbally and in writing; effect of limited vocabularies & grammatical structure; scaffolding; strategies of summarizing, collaboration, specific products/genres, graphic organizers, sentence combining, etc.; writing as an evaluation of reading knowledge & skills

Day 7: Workshop Goals Teachers will be able to (1) select or design assessments that test language development and content mastery, (2) distinguish developmental stages of language acquisition from other special needs. **Focus experiences:** Learning & applying the English

Language Development Assessment (ELDA) and additional instruments adapted from the SIOP, etc.; panel of EL teachers from participating LEAs discuss informal & formal evaluations, data disaggregation, and pair up with novices to examine EL data

Workshop details: screening vs. assessment tools; data-driven decision making in teaching language competence and meeting content standards (ELDA); formative assessments such as sketching, sequencing, retellings, cloze procedures, graphic organizers, etc.; accommodations; match students' needs with the intervention (preventive [Tier 1], augmentative [Tier 2], or remedial [Tier 3]) (Francis, et al., 2006); under-representation of ELs in special education (Echevarría & Graves, 2011); observation instruments used to measure teacher performance developed from SIOP

Day 8: Workshop Goals *Teachers will be able to (1) identify texts that amplify rather than simplify language to facilitate ELs' reading comprehension, (2) increase student engagement by identifying language challenges in a text, differentiating material, grouping students in purposeful and meaningful ways, using leveled questioning strategies, (3) compile community resources & translation resources. Focus experiences: Modification of grade-level texts through amplifying sentence structure; guest speaker, Tery Medina, Assoc. Director of the Southeastern Equity Center, will discuss equal access to high educational standards for all students*

Workshop details: complex vocabulary and sentence structure of content texts; identifying multiple structures of expository text and text-specific language use; context-specific reiteration, restatement, exemplification in diverse ways (Walqui, 1998); problems with simplified text & value of amplified texts (Ballantyne, et al., 2008); building partnerships with families: demonstrating cultural sensitivity through "funds of knowledge" & "cultural reciprocity";

cultural sensitivity to family mobility and impact on student learning; barriers that prevent families' participation in schooling

Day 9: Workshop Goals: Teachers will be able to (1) compile community resources & be aware of translation efforts for school-home communication (cont.), (2) use technology to support learning. **Focus experiences:** Tery Medina, Southeastern Equity Center (cont. from Day 8); examine online resources for teachers & students; a panel of regional EL instructors & community advocates share their knowledge & experience

Workshop details: unseen values, norms, & assumptions of the school culture that affect the student; family's values, norms, and assumptions about their child's education; examination/evaluation of a list of available online resources for teachers & students

Day 10: Workshop goals: Teachers will be able to (1) articulate their responsibilities in/strategies for school leadership to advocate for ELs, (2) communicate, collaborate, & consult with all stakeholders regarding EL instruction. (3) A celebration of learning! **Focus experiences:** Guest speaker on essential qualities of leadership in P-12 contexts; breakout groups discuss leadership in curriculum modification, respect for linguistic/cultural diversity & instruction; participants share their final projects (research efforts, curriculum redesign, etc.)

Mentoring/Coaching/Professional Learning Communities (PLCs): *HELP* employs a rigorous design of extensive PD to improve the quality of teachers' performance in supporting the sociocultural and academic knowledge/skills of ELs. "Mentoring" will involve new teachers who will benefit from an experienced guide (a "PLC Facilitator," described below) who provides systematic learning opportunities to *HELP* program completers who are in their 1st year of teaching. "Coaching" refers to a teaching/learning relationship between experienced teachers in

working toward PD-specific objectives (Sandefur, Warren, et al., 2010); the experienced PLC Facilitator will also work with program completers who are already in the classroom.

PLCs (beginning in Year 2) will be geographically-distributed and involve all the completers plus other interested staff in focused, ongoing PD. The elements of principal involvement, focus on student learning, collective problem-solving, shared vision, supportive and physical conditions, and teacher capacity and shared practice detailed in Hord (1997) will provide the framework. PLCs will utilize UTC's Blackboard online learning platform, moderated by the Project Director, to conference and share effective teaching/learning strategies, data-based decision making, lesson plans, etc. PLCs will ensure sustainability of *HELP*'s impact in the regional LEAs with current program completers and new teachers hiring into the LEA.

PLC Facilitators: *HELP* will identify active, EL-endorsed teachers and provide intensive training for these PLC Facilitators. They will facilitate PLC meetings bimonthly with a group of program completers and will organize/implement the mentoring/coaching piece. All program completers will digitally record at least 3 lessons bimonthly reflecting a "best practice" element from the *HELP* program; they will reflect on the recordings and select their best example. Viewing and evaluating the sample lesson using an evaluation protocol (e.g., SIOP) will form the basis for a monthly mentoring / coaching conference with the PLC Facilitator. PLC Facilitators will receive a stipend of \$4,000/academic year. As a result of (1) Facilitators' intensive training by Faculty Advisors in their 1st year before mentoring/coaching begins, and (2) increased number of teachers in their 2nd and 3rd years as EL instructors, we will have an effective number of Facilitators to meet the varying needs of teachers in the LEAs.

EL Summit: Each year, the EL Summit will provide a forum for Facilitators, LEA representatives, EL coordinators, and administrators to meet and discuss critical issues related to

fostering teacher preparation and student achievement for ELs. The EL Summit will provide a means to disseminate data and program evaluation findings, get feedback from constituencies, engage program completers, and support data-based decision making to support school improvement. An annual “needs survey” will be forwarded to all stakeholders in sufficient time to compile the results to design a responsive annual EL Summit program.

HELP Program Manual, Materials, & Online Resources: (1) The Faculty Advisors will construct a *HELP* manual for distribution to grant participants during the Summer Academy that includes materials such as TN EL teacher and student standards, the State of TN EL manual, TESOL standards, detailed strategy descriptions with examples, evaluation tools & guides to data-based decision making, and more. (2) Participants will receive a copy of *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities, 4th e.* (Echevarría & Graves, 2011) as a Summer Academy book study and to serve as a resource for effective EL teaching. (3) *HELP* will create a website (for project participants and other pre- and in-service teachers across the country) to disseminate the manual materials, research-based lesson plans and evaluation materials, etc. Teachers will submit effective teaching/learning/evaluation materials and share their experiences in support of interested teachers, with the Faculty Advisors acting as editors. (4) UTC’s Blackboard online learning platform will provide ongoing interaction among program completers and project personnel to offer additional resources for mentoring / coaching. (5) All program completers will receive a digital video recorder and tripod for classroom recordings of lessons that adhere to *HELP* best practices, videos which will form the basis for mentoring/coaching sessions. (6) The program will establish a library of TESOL DVDs and other audio/visual resources for use in School of Education coursework, Summer Academies, EL Summits, PLC meetings, and mentoring/coaching sessions.

2. The project reflects up-to-date knowledge from research and effective practice. (5 points)

HELP meets the rigorous requirements of (1) highly effective PD design, and (2) research-based standards in teacher knowledge & performance to effectively serve culturally/linguistically diverse students.

(1) In order to create lasting teacher improvement and positive student outcomes, Zaslow, et al., (2010) suggest that PD must (a) be based on specific and articulated objectives; (b) be focused on teacher practice as opposed exclusively on knowledge; (c) be delivered to teachers from the same settings participating collectively; (d) match the dosage to the content, with more complex development designs receiving more intensive time; (e) rely on teachers to conduct and interpret evaluations of the students; and (f) be aligned with the organization and the state standards. More specifically, *HELP* PD will be an ongoing process, sustained and intensive; will be grounded in a sound theoretical and philosophical base; provide research-based strategies; be responsive to an individual's background, experiences, and the current context of his/her role; promote clear linkages between theory and practice; use personnel with an appropriate knowledge and experience base; use an active, hands-on approach and stress an interactive approach that encourages educators to coach/learn from one another; acknowledge the skills and resources brought to the training process; provide opportunities for application and reflection, and allow for individuals to be observed and receive feedback upon what has been learned; and involve administrators and support staff.

(2) The content of the *HELP* PD project focuses on supporting EL educators in using research-based strategies/approaches to develop their students' language/literacy, academic knowledge/skills, and their emotional/social/cultural well-being. The broad framework of the *HELP* training content is based on a synthesis of the following research:

- the **5 Center for Research, Education, Diversity, & Excellence (CREDE) standards** of (a) joint productivity via teacher/student collaboration, (b) developing language & literacy across the curriculum, (c) making meaning by connecting school to students' lives, (d) teaching complex thinking, & (e) teaching via conversation (in McGraner & Saenz, 2009);
- the **“Eight Guidelines for Teaching Literacy to English Learners”** (August & Shanahan, 2006) in which teachers of ELs emphasize (a) essential components of literacy, (b) similar instruction to native speakers, (c) adjustments to meet EL needs, (d) comprehensible and multidimensional instruction, (e) development of oral proficiency, (f) differentiation, (g) knowledge of content and language development, and (h) respect for the home language; and
- the **12 “Teacher Performance Criteria” of the National Clearinghouse for English Language Acquisition** (Ballantyne, et al., 2008): Teachers will be able to (a) demonstrate the effective use of first language in the classroom, (b) recognize signs of progressing second language acquisition, (c) collaborate with colleagues to coordinate their content standards with English language standards to develop appropriate learning objectives (in UTC coursework, Summer Academy, annual EL Summit meetings, and Professional Learning Communities, (d) routinely use effective, research-based methods to teach ELs while contextualizing the content in meaningful ways, (e) increase student engagement by identifying language challenges in a text, differentiating material, and grouping students in purposeful and new ways, (f) explicitly teach academic vocabulary in context and provide ample opportunity for students to use these words, leading to mastery, (g) & (h) demonstrate and monitor effective reading and writing strategies, (i) identify appropriate technology to support learning, (j) select assessments that test content while students are learning English,

(k) interpret student behavior in light of different cultural beliefs, and (l) compile community resources & be aware of translation efforts for school-home dialogue.

B. QUALITY OF PROJECT PERSONNEL (10 POINTS)

As an Equal Opportunity Employer, UTC has a strong track record of recruiting and hiring employees who are members of traditionally underrepresented groups. UTC's Office of Equity and Diversity works with units across campus to actively recruit employees and students from traditionally under-represented groups, believing that an investment in diversity is an investment in the continuing quality of the institution. UTC adheres to a diversity policy ensuring representation of minorities, women, individuals with disabilities, veterans, and seniors.

1. The qualifications, relevant training, and experience, of the project director. (5 points)

Job Description: The **Project Director, Anne Gamble**, will supervise and manage daily program operations, including recruitment and selection of participants, program development, implementation, and coordination with consortium partners and the external evaluator. The Director will report to the Head of UTC's School of Education and the Dean of the College of Health, Education, and Professional Studies. The Project Director will oversee the Summer Academy, annual EL Summit, induction support, and on-going professional development for program participants. The Director will supervise program staff and ensure high levels of accountability for staff, consultants, and affiliated faculty. The Director will ensure accurate and timely reporting to the U.S. Department of Education and will manage expenditures in accordance with the program budget and federal guidelines. ***Relevant Training & Experience Required: Relevant Training & Experience Required:*** The Project Director holds a master's degree in education and has significant experience implementing large federal grants, multi-stakeholder partnerships, and professional development activities for teachers. Currently

Director of Project Ready for School, a community initiative to promote student success, Ms. Gamble was Director of the UTC Children’s Center for 20 years. Ms. Gamble served as Project Co-Director on two U.S. Department of Education Early Childhood Educator Professional Development (ECEPD) grant awards, totaling \$4.9 million and serving 300 educators & 3,000 children across the state of TN including the partnering school districts. Thus, Ms. Gamble has ample experience in developing and implementing programs serving diverse learners, implementing professional development programs for educators, and engaging external partners in project implementation. She is uniquely well-prepared to direct Teachers *HELP*, coordinate regional project planning and implementation, and facilitate the internal and external evaluations.

2. The qualifications, relevant training, and experience of key project personnel. (5 points)

The Project Director will be assisted by 3 Education Faculty Advisors & the Evaluator.

Faculty Advisors: Dr. Kay Cowan, Dr. Valerie Rutledge, & Dr. Sarah Sandefur – Job

Description: Faculty Advisors will design, evaluate, and refine the Summer Academy program; design informational seminars for administrators as part of the EL Summit; develop induction support activities including coaching protocols; Professional Learning Community activity guides; and other curricular program elements. ***Relevant Training & Experience:*** Dr. Cowan, Dr. Rutledge, and Dr. Sandefur bring critical skills and competencies to support the project’s success. ***Dr. Cowan,*** Associate Professor of Reading & the Language Arts in UTC’s School of Education, holds a Ph.D. from Georgia State University in language and literacy. She has over 39 years of teaching experience and curriculum development in various subjects, and teaches an array of courses on literacy, vocabulary across the content areas, oral language and early literacy development at both the undergraduate and Master’s level. Dr. Cowan has successfully carried out externally funded grants from the Tennessee Higher Education Commission (THEC)—all of

which have focused on offering professional development activities in literacy, reading, and vocabulary for regional teachers. **Dr. Rutledge** is the Director of the School of Education and a UC Foundation Professor at UTC. An educator for 36 years and the recipient of several major grants in EL, she has focused much of her research in the areas of teacher candidate preparation and training educators in EL. Dr. Rutledge has been a member of the Tennessee State Board of Education, past-president of the Tennessee Reading Association, past-president of the Tennessee Council of Teachers of English, and former director of the Tennessee Governor's School for Prospective Teachers. Under her guidance, UTC developed an EL certificate that allows a student to pursue EL certification in Tennessee. She represents higher education on the Tennessee EL Task Force and teaches linguistics for the EL educator, as well as other EL courses leading to licensure. **Dr. Sandefur**, UC Foundation Associate Professor of Literacy Education in UTC, holds a Ph.D. from the University of Arizona in language & literacy. She has served as Co-Director on two federal Early Childhood Educator Professional Development (ECEPD) grant awards totaling \$4.9 million. She was responsible for developing the literacy content/delivery of both projects & designing a coaching model that has been published in *Preparing Teachers for the Early Childhood Classroom* (Neuman & Kamil, 2010). She has taught ELs at University of Arizona and Taiwanese students preparing to attend space camp in Huntsville, AL, and published an article in *Multicultural Education* (2007) on modifying science instruction for the secondary EL. Dr. Sandefur teaches undergraduate and graduate literacy coursework, and designed/teaches the oral language course for preservice teachers, in which is embedded a module on the socio-cultural, political, and linguistic advantages/challenges of being an EL in the U.S. **Project Evaluator: Dr. Amye Warren** - ***Job Description:*** The Evaluator will select or develop program evaluation instruments and design protocols for data collection in

consultation with project personnel; secure Institutional Review Board approval for research involving human subjects; work with project & LEA personnel to implement data collection procedures; collaborate with project staff to set up data management, analysis, and storage procedures; analyze data assessment results; develop written reports of findings; discuss findings and participate in planning for continuous improvement. The Evaluator will also coordinate with the external evaluation consultant for the summative evaluation component. ***Relevant Training & Experience:*** Dr. Warren, Obear Distinguished Teaching Professor of Psychology, has significant expertise in both language development & program evaluation. She has published chapters on language development in social contexts, linguistic diversity, and theories of language acquisition for 4 editions of a leading textbook on language development, and numerous articles on various aspects of language development. Dr. Warren has evaluated several professional development programs including both of UTC's ECEPD grants which together involved more than 300 teachers & 3000 children. For these projects, she developed psychometrically sound instruments to measure teacher knowledge and practices as well as student performance. She reported findings from the ECEPD projects at national/ international conferences, & in 2 chapters for a book on effective practices in early childhood educator professional development.

C. QUALITY OF THE MANAGEMENT PLAN (20 POINTS)

1. Adequacy of the management plan to achieve the objectives. (15 points)

The management plan ensures adequate financial and personnel support to achieve our objectives and outcomes. Collaboration between UTC and partnering school districts ensures that an adequate number of educators will be served and that the summer institute will meet the professional and academic needs of participants. Below, we have outlined an ambitious but

achievable set of activities and milestones aligned with the responsible personnel and timeframe for implementation. Note that the timeline anticipates a start date of October 1, 2011, with program planning activities commencing immediately upon receipt of the award notification.

Objective 1: Increase the number of teachers with an EL endorsement.

Outcome 1.A: 80 preservice program graduates earn an EL endorsement over the 5 year project period [GPRA 1.1] ***Outcome 1.B:*** 60 inservice program graduates earn an EL endorsement over the 5 year project period. [GPRA 1.5]

- ***Recruit and select preservice and inservice participants.*** In Y1 recruitment / selection will occur by Dec. 2011; in Y2-Y5 recruitment will be on-going with new students enrolled in the Fall, Spring, and Summer. ***Responsible Personnel:*** Project Director
- ***Provide individual advisement to all candidates.*** Participants will be contacted to schedule an advising appointment immediately upon selection to the program. Advising will be offered each semester to facilitate multiple “entry points” for participants. ***Responsible Personnel:*** Project Director, Faculty Advisors
- ***Provide financial support for participants.*** Students will be recruited into the program and advised on the coursework they need to take to earn the EL endorsement. Students who complete EL endorsement coursework with an A or B letter grade will be eligible to receive tuition support to off-set educational costs. ***Responsible Personnel:*** Project Director, UTC Financial Aid
- ***Package EL courses into an accelerated program and enroll students.*** Planning and packaging for accelerated coursework will begin immediately upon award notification. Beginning in Jan. 2012 and on-going each Fall/Spring semester, students can enroll in EL academic year coursework. ***Responsible Personnel:*** Project Director, Faculty Advisors

- **Plan and host the Summer Academy annually.** Immediately upon award notification, UTC will begin preparation for the Summer Academy, which will be offered each Summer (Y1-Y5). **Responsible Personnel:** Project Director, Faculty Advisors

Objective 2: Increase placement & retention of program completers within instructional settings serving ELs.

Outcome 2.A: 70% of preservice participants hired within a partnering LEA are placed in an instructional setting serving ELs within 1 year. [GPRA 1.2]

- **Place program participants in partnering LEAs for their 30-hour EL practicum.** Preservice participants will complete a 30-hr EL practicum. (Most inservice teachers will be exempt with documentation that they are serving ELs.) **Responsible Personnel:** Project Director
- **Advertise vacancies for instructional positions serving ELs among program participants.** UTC will convene a consortium meeting in Jan. 2012. Partners will be provided with a contact sheet and asked to utilize the Project Director as a resource in filling any vacancies in instructional positions serving ELs. Thrice per year (end of Spring, Summer, and Fall semesters), the Project Director will notify LEA partners about program completers and facilitate participant placements. **Responsible Personnel:** Project Director, LEA Partners

Outcome 2.B: 70% of preservice participants hired in a partnering LEA are in an instructional setting serving ELs 3 years after completion. [GPRA 1.3]

- **Provide intensive mentoring during program completers' 1st year--providing instructional services to ELs--and provide coaching for an additional 2 years to support professional growth.** PLC Facilitators will provide 1on1 mentoring during the 1st classroom year and offer coaching for inservice completers and preservice completers in their 2nd & 3rd classroom years. Program completers will digitally video-record at least 3 lessons related to a *HELP*

best practice and confer with their mentor/coach (PLC Facilitator) to review and critique their best effort. Bimonthly conference dates & times will be mutually determined by the mentor & mentee. UTC's Blackboard online platform will provide ongoing interaction among completers and project personnel to offer additional mentoring / coaching resources.

Responsible Personnel: Project Director, Faculty Advisors, PLC Facilitators

- **Establish Professional Learning Communities (PLCs) to provide ongoing support to program completers & other LEA education personnel.** PLC Facilitators will be trained and oriented at the end of Y1. PLCs will be established at the beginning of Y2 to serve Y1 completers and subsequent cohorts. Facilitators will confer individually with program completers to provide 1to1 mentoring and coaching monthly and hold monthly PLC meetings with all completers in their LEA or LEA region (TBD, depending on the distribution of program completers). **Responsible Personnel:** Project Director, Faculty Advisors
- **Offer targeted professional development specific to the needs of partner LEAs.** A consortium meeting will be held no later than Jan. 2012, and identifying the professional development needs within partnering LEAs will be a key agenda item. Targeted PD will be developed in partnership with LEAs and modules / sessions will begin in Summer Y2 and be on-going, as needed, thereafter. **Responsible Personnel:** Project Director, Faculty Advisors

Outcome 2.C: 80% inservice program completers providing instructional services to ELs.

[GPRA 1.6]

- **Provide coaching for 1 year & on-going PLC support.** See coaching plan under outcome 2.B. above, on p. 15-16. **Responsible Personnel:** Project Director, Faculty Advisors
- **Administer an annual survey of program completers.** An annual survey of program completers will be critical in determining if we have met our annual targets for program

alumni serving ELs. The survey will be administered in early Fall, at the end of each program year. **Responsible Personnel:** Project Director, Project Evaluator

Objective 3: Increase the preparation of ALL teachers to better serve ELs.

Outcome 3.A: By the end of Y5, 100% of UTC School of Ed. programs prepare students to serve ELs. [*Invitational Priority 2*]

- **Augment education coursework to prepare ALL school personnel to serve ELs.** Curricular audits will begin in Y2 with the formation of curricular review and planning teams. Course enhancements will occur in Y2 and Y3 and be fully implemented, assessed (via student course assessments, faculty surveys, and syllabus review), and refined by the end of Y5.

Responsible Personnel: Project Director, Faculty Advisors

Outcome 3.B: By the end of Y3, implement EL Master's Concentration. [*Invitational Priority 2*]

- **Develop 3 additional master's level courses to prepare teachers to serve ELs.** Planning for the masters-level EL concentration coursework will commence in Y2. By the end of Y3, UTC will incorporate the program in the academic catalog and begin marketing and recruitment through advisement and partnerships with LEAs. The first cohort of master's level students will be enrolled in Y4. In the Y4 Summer Academy, master's level students will be able to participate in the academy with the addition of significantly enhanced educational experiences appropriate for master's-level course offerings. **Responsible**

Personnel: Project Director, Faculty Advisors

Outcome 3.C: By the end of Y1, develop a data & communication plan for data-driven decisions. [*Competitive Priority 2*]

- **Collect data on program activities, participants, completers, and on student learning outcomes.** Data will be collected on an on-going basis, keyed to appropriate milestones.

Course assessment data will be collected at the end of each semester and the Summer Academy, PRAXIS data will be collected on an on-going basis, preservice teachers will be evaluated upon completion of the practicum, and inservice teachers' classroom lessons will be assessed bimonthly . All program completers will be surveyed annually. K-12 student data will be collected annually. **Responsible Personnel:** Project Director, Project Evaluator

- **Share data & analyses at the annual EL Summit for data-based decision-making.** The annual EL Summit will provide a critical forum to discuss EL teacher recruitment, preparation, and performance and EL student proficiency in our region. Summit participants will include LEA representatives, facilitators, EL coordinators, administrators, and community support agencies, **Responsible Personnel:** Project Director, Project Evaluator

2. The time commitments of personnel are appropriate and adequate. (5 points)

The Teachers *HELP* staffing plan includes a Project Director & Project Assistant, each at 100% 12-month effort. The Director and Assistant will manage day-to-day operations. In addition, the project will benefit from three School of Education Faculty Advisors who are experts in literacy and language development. The Faculty Advisors will be heavily involved in Y1-Y3 (25% academic year + 5% summer) with reduced effort in Y4 & Y5 (12.5% academic year + 5% summer). The Project Evaluator will ensure on-going assessment and continuous improvement, expending 25% academic year and 50% summer effort in Y1 and Y2, 12.5% academic year and 50% summer in Y3, and 12.5% academic year and 25% effort in Y4 & Y5. The staffing plan harnesses the expertise of Faculty Advisors and the Evaluator as program components are developed and brought to scale over the first 3 years. As described beginning on p. 20, the staffing plan is adequate to achieve our ambitious objectives while ensuring that

substantial funding is targeted to supporting project participants and enhancing the instructional environment for ELs in our region.

D. QUALITY OF THE PROJECT EVALUATION (30 POINTS)

1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)

A thorough evaluation of the *HELP* program will include both qualitative and quantitative data (see following section) regarding *each* component and objective. The ambitious evaluation plan will be accomplished by a team experienced in development of reliable and valid instruments, collection, management and analysis of large teacher/student data sets, and GPRA reporting. Moreover, we will leverage the resources of our certification office, the partnering LEAs, UTCs Office of Institutional Research, and an External Evaluator. The evaluation plan is appropriate to our objectives of increasing the number of teachers with EL endorsements, increasing placement and retention of program completers within instructional settings serving ELs, and increasing the preparation of ALL teachers to better serve EL students. As detailed in the following section, we will assess our recruitment efforts, teacher preparation (coursework, practicum), endorsements completed, placement and retention of program completers, and performance and progress of EL teachers and students. Whenever possible/appropriate, we will compare outcomes for program participants to those of local and statewide nonparticipants.

2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)

Project *HELP* will use a wide range of objective, quantitative and qualitative measures to ensure fidelity of implementation and outcome achievement. We will fully evaluate each link in

the chain from teacher recruitment to teacher knowledge to teacher practices and finally to K-12 student outcomes. In addition to GPRA measures we will track recruitment efforts, program inquiries and applicants, Summer Academy attendance and completion, course enrollments and completions, credit hours accumulated, number of EL modules developed for core and other education courses (via syllabus audits), graduate courses developed, and placement and retention of program completers.

To examine program effectiveness, we will assess progress toward attainment of the EL endorsement using objective methods: 1) participant & nonparticipant grades received in literacy, methods, & ESL courses; 2) participant & nonparticipant evaluations (ratings & qualitative, narrative responses) of core & other education courses with EL modules (adding items specific to EL modules to the standard course evaluation questions analyzed by UTCs office of Institutional Research); 3) Summer Academy participants' pre / post responses to items regarding attitudes, knowledge, & practices in EL education, and narrative responses concerning the academy's value; 4) rigorous evaluation of 30-hour practicum completers, using a measure adapted from the SIOP protocol (Echevarria, Vogt & Short, 2008) & narrative reflections from completers; and 5) performance of participants & nonparticipants (statewide) on the required PRAXIS II test (ESOL subtest), the state mandated, final requirement for EL endorsement.

Program completers will be evaluated through annual online follow-up surveys to assess their placements, needs, and ratings of various program elements (e.g., preparedness for EL teaching, frequency of use of strategies and materials provided by program, experiences with facilitators).

Recognizing the value and difficulties inherent in evaluations of EL teachers (e.g., Holdheide, Goe, Croft, & Reschly, 2010), we will assess inservice teachers via various methods. Participating inservice teachers will video record 3 of their own lessons bimonthly and choose

the best to be evaluated by a PLC facilitator using an observational protocol or checklist (e.g., SIOP; Echevarria, Vogt, & Short, 2011). The videos/protocols will be reviewed jointly with the teachers as a formative assessment tool; feedback will be used to set professional development goals. Completed protocols will be analyzed to assess progress within and between academic years. At the end of each academic year, PLC facilitators will rate each teacher on multiple areas of EL instruction; teachers will rate themselves using the same instrument. Teachers will also provide quantitative and qualitative feedback regarding their classroom experiences (through Blackboard forums) and with facilitators (through surveys).

Teachers HELP will have a unique opportunity to use objective K-12 student data to examine program effectiveness, as *Tennessee First to the Top* (one of the first and largest *Race to the Top* awards) requires use of student data in teacher evaluations. The ELL Growth Measure Planning Committee (ELLTN, 2011) has recommended the English Language Development Assessment, a reliable, valid, field-tested measure of English proficiency developed by a consortium of 7 states (Measurement Incorporated, 2010) for evaluating EL teachers. Required for all EL students in TN, it assesses four domains (reading, writing, speaking, and listening) and yields both scale scores and proficiency levels (Pre- functional, Beginning, Intermediate, Advanced, & Fully English Proficient; students scoring at the top two levels exit the EL program). ELLTN has defined successful teacher outcomes by the percentage of students making significant improvement and established annual targets. For 2011-12, 66% of (qualifying) students must show an increase of one or more proficiency levels on one or more subtests. After baseline scale scores have been established, targets move to percentages of students showing increases of 20% in scale scores from one year to the next on one or more subtests (68% in 2012-13 and 69% in 2013-2014). LEAs will provide de-identified student data (% at each proficiency level and mean

scale scores) by classroom or school and by district, and broken down by gender, ethnicity, first language, time in program, and time in U.S. We will compare scores of participating teachers' students to those of nonparticipating teachers' students within and between districts and statewide. While acknowledging potential interpretational difficulties (Holdheide et al., 2010), other student data (e.g., subject achievement tests; graduation rates) will be examined as well.

3. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)

Measures will address the efficacy of strategies and activities and progress towards accomplishing program objectives. Feedback on all aspects of the program will be collected to ensure implementation fidelity and continuous improvement. Feedback will be obtained from evaluations conducted during all workshops, courses, practices, Blackboard forums, and annual surveys. Participants' suggestions regarding areas in which they desire additional training and/or instruction will be integrated into future courses and workshops. The annual EL Summit will allow all stakeholders to review activities and progress and to participate in creating a quality improvement plan. Data will be collected and analyzed continuously to measure program efficacy, enabling quick adjustments and refinements as necessary to meet stakeholder needs. The Project Director and Evaluation Director will compile analyses of data for tri-annual reports (spring, summer, and fall semesters) for program, department, and college review. An external evaluator will review data collection tools and procedures, assist with analyses of objective data, including GPRA and K-12 student data collected from the college and LEAs, and assist with writing the annual and final reports. The Project Director, Evaluation Director, and External Evaluator will prepare data to be shared at the annual EL Summit.

REFERENCES

- August, D., & Shanahan, Eds. (2006). *Developing literacy in second language learners: Report of the National Literacy Panel on language minority children and youth*. Mahway, NJ: Lawrence Erlbaum
- Ballantyne, K. G., Sanderman, A. R., Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition. Retrieved May 6, 2011, from http://www.ncela.gwu.edu/practice/mainstream_teachers.htm.
- Cummins, J. (2003). Reading and the bilingual student: Fact and fiction. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 2-33). Newark, DE: International Reading Association.
- Echevarria, J. & Graves, A. (2011). *Sheltered content instruction: Teaching English learners with diverse abilities* (4th ed.). Boston: Pearson.
- Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP Model* (3rd ed.).
- ELLTN Growth Measures Planning Document, February 2011, Tennessee State Department of Education
- Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. Retrieved May 6, 2011, from <http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf>
- Haager, D., Gersten, R., Baker, S., & Graves, A. (2003). *The English-Language Learner Classroom Observation Instrument: Observations of beginning reading instruction in*

urban schools. In S. R. Vaughn & K. L. Briggs (Eds.), *Reading in the classroom: Systems for the observation of teaching and learning*. Baltimore: Paul Brookes.

Holdheide, L.R., Goe, L., Croft, A., & Reschly, D.J. (2010). *Challenges in evaluation special education teachers and English language learner specialists*. Retrieved May 8, 2010, from <http://www.tqsource.org/publications/July2010Brief.pdf>.

Hord, S.M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Retrieved May 6, 2011, from <http://www.sedl.org/pubs/change34/>

McGraner, K. L., & Saenz, L. (2009). *Preparing teachers of English language learners*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 6, 2011, from http://www.tqsource.org/publications/issuepaper_preparingELLteachers.pdf

Measurement Incorporated (2010). *Tennessee English Language Development Assessment (ELDA) Technical Report: 2009 Operational Test Administration*. Retrieved from http://www.state.tn.us/education/fedprog/doc/ELDA_Tech_Report_2009.pdf.

Sandefur, S.J., Warren, A.R., Gamble, A.B., Holcombe, J.M., & Hicks, H.K. (2010). Coaching: It's not just for Little League. In S.B. Neuman & M.L. Kamil (Eds.). *Preparing teachers for the early childhood classroom: Proven models and key principles*. Baltimore: Paul Brookes.

Sandefur, S. J., Watson, S. W., & Johnston, L. B. (2007). Literacy Development, Science Curriculum, and the Adolescent English Language Learner: Modifying Instruction for the English-Only Classroom. *Multicultural Education* 14(3), 41-50.

- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners- A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Sox, A. (2009). Latino immigrant students in Southern schools: What we know and still need to learn. *Theory into Practice* 48(4), 312-318.
- TESOL Position Statement on the Preparation of PreK-12 Educators for Cultural and Linguistic Diversity in the United States. (2003). Retrieved May 6, 2011, from http://www.tesol.org/s_tesol/bin.asp?CID=32&DID=1301&DOC=FILE.PDF.
- TESOL Position Statement on Teacher Preparation for Content-Based Instruction (CBI). (2008). Retrieved May 6, 2011, from http://www.tesol.org/s_tesol/bin.asp?CID=32&DID=10882&DOC=FILE.PDF.
- Walqui, A. (1998). Scaffolding instruction for English Language Learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism* 9(2), 159-180.
- Zaslow, M., Tout, K., Halle, T., Vick, J.E.V. Whittaker, & Lavelle, B. (2010). Emerging research on early childhood professional development. In S.B. Neuman & M.L. Kamil (Eds.), *Preparing teachers for the early childhood classroom: Proven models and key principles*. Baltimore: Brookes.