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Project Abstract

Name of the IHE: San Jose State University (SJSU)

Title of the Program: *The Trio Project: Addressing Academic Language Development across the Teacher Continuum*

Consortium Partners: Santa Clara County Office of Education, East Side Union High School District, and San José State University

Project Description:

The *Trio Project* is a professional development consortium involving the joint efforts of San Jose State University, Santa Clara County Office of Education (SCCOE), East Side Union High School District (ESUHSD), and partnership schools in ESUHSD. The goal of this project is to integrate the efforts of these institutions to provide high quality, student-outcomes-based professional development around academic language and serving the needs of English Learners. More specifically, the project aims to provide sustained, job-embedded professional development for pre-service and in-service teachers by using San José State University's clinical residency program as a context for building professional learning communities. In our clinical residency model, the university's teacher education program works in collaboration with partnership schools to coordinate coursework and fieldwork, provide training for mentor teachers in instructional coaching, and sponsor professional development activities for in-service teachers, in which pre-service teachers participate and learn.

At each school participating in the *Trio Project*, *clinical residency teams* (comprising one student teacher and two mentor teachers), will work together on a series of activities that focus on academic language development. They will co-plan and implement curriculum, observe lessons, and map student progress on state content and language objectives over the course of the year. This work supports and extends an existing professional development initiative in the district called *A Look at Learning* (A.L.L.). Central to the professional development offered in the *Trio Project* is the focus on subject-specific academic language development for English learners. To support this effort, the project also offers professional development to professors in the Single Subject Credential Program at San Jose State University, to ensure that coursework, particularly in subject area methods classes, is aligned with the discipline-specific academic language emphasis of the clinical field experience.

Thus, the project aims to impact three sets of constituents (professors, pre-service teachers and in-service teachers) working in a clinical residency program, as they use data on EL student progress to guide instructional decision-making. Within this professional development model, teachers 1) learn research-based content-specific EL strategies for teaching ELs; 2) analyze and act on student outcome data in professional learning communities; and 3) practice and refine these strategies with the support of formative feedback from mentors and peers on-site and instructional coaches from the county, district and university. The goals, objectives and outcomes are as follows:

Goal 1 Create a model clinical residency program centered on discipline-specific academic language development for English learners.

Objectives

- 1.1 Provide 128 hours of professional development for Single Subject Credential Program faculty in discipline-specific academic language development.
- 1.2 Develop credential program coursework and fieldwork experiences that address discipline-specific academic language development.

Outcome

Teacher education faculty will develop, implement, refine and disseminate curriculum that infuses a discipline-specific, research-based focus on addressing the needs of English learners.

Goal 2: Prepare 320 teachers (including 120 STEM teachers) to integrate discipline-specific research-based instruction for English learners into standards-based curriculum.

Objectives

- 2.1 Provide participating teachers with 3 credit hours of professional development in discipline-specific, research-based best practices for English learners.
- 2.2 Provide participating teachers with support and guidance in data-driven decision making for supporting English learners, culminating with a San Jose State University EL endorsement and continued work with English learners (GPRA 1.5, GPRA 1.6)
- 2.3 Guide teachers in creating a database of standards-based curriculum materials and video demonstrations that model best practices.

Outcome

320 participating teachers (130 in math and science) will develop and implement research-based curriculum, aligned with state standards, which improves the learning outcomes of English learners in their classes.

Goal 3: Increase the number of mentor teachers qualified to coach colleagues and pre-service teachers in EL-specific pedagogy.

Objective

- 3.1 Recruit, train and retain mentor teachers who can model and coach student teachers in EL specific pedagogy
- 3.2 Provide professional development in instructional coaching to mentor teachers in the clinical residency teams.

Outcome

Create a pool of 240 mentor teachers prepared to coach student teachers in EL specific pedagogy.

Goal 4: Enhance pre-service teachers' knowledge, skills and dispositions to offer high quality instruction for English learners.

Objectives

- 4.1 Provide enhanced clinical residency experiences that focus on English learner to candidates in the Teacher Residency Cohort Program at San José State University.
- 4.2 Provide enhanced EL-specific credential curriculum and fieldwork experiences for all pre-service candidates in the Single Subject Credential Program at San José State University.
- 4.3 Prepare pre-service teachers who go on to work with English learners upon program completion.

Outcomes

100% of pre-service program completers will receive a preliminary credential with EL-certification from the state upon completion of the Single Subject Credential Program at San Jose State University (GPRA 1.1). In addition, they will have additional expertise in the use of the progress data of ELs to guide instructional decision making.

75% of pre-service program completers will be placed in instructional settings serving EL students within one year of program completion (GPRA 1.2)

75% of pre-service program completers who remain in the profession will be placed in instructional settings serving EL students three years after program completion (GPRA 1.3)

Priorities:

Competitive priority 1: Novice applicants. San José State University is a novice institution and has not received a National Professional Development grant, has not been part of a group application, and has not had an active discretionary grant from the Federal Government in the past 5 years.

Competitive priority 2: Enabling more Data-based Decision Making. The Trio Project, and the district sponsored professional development initiative (A.L.L), focus on guiding and supporting in-service and pre-service teachers in data-driven decision making in clinical residency teams.

Competitive priority 3: STEM focus. The Trio project aims to increase the number highly-qualified STEM educators by recruiting and training 120 math and science teachers and focusing on a discipline-specific approaches to EL instruction in these content areas.

Invitational priority 2: Teacher education. The Trio project provides professional development to teacher education faculty at SJSU, to revise program coursework and fieldwork to address discipline-specific academic language development that is aligned with standards-based curriculum in use in ESUHSD. This work will be overseen by an advisory group comprising administrators and professional development coordinators from SCCOE and ESUHSD. Coursework revisions will impact all pre-service teachers in the single subject credential program

GPRA Measure Targets:

| GPRA measures | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| Pre-service teachers to be served* | 0 | 115 | 115 | 115 | 115 |
| Pre-service teachers to complete program | 0 | 105 | 105 | 105 | 105 |
| Pre-service teachers placed in EL settings in 1 st year | 0 | 79 | 79 | 79 | 79 |
| Pre-service teachers completing and certified in EL instruction | 0 | 105 | 105 | 105 | 105 |
| Paraprofessionals served | 0 | 0 | 0 | 0 | 0 |
| Paraprofessionals with EL qualifications | 0 | 0 | 0 | 0 | 0 |
| In-service teachers served | 0 | 60 | 60 | 60 | 60 |
| In-service teachers to complete program of study | 0 | 60 | 60 | 60 | 60 |
| In-service teachers expected to be EL certified** | 0 | 60 | 60 | 60 | 60 |
| In-service teachers completers expected to serve EL students | 0 | 60 | 60 | 60 | 60 |

* Note: All pre-service teachers in the SJSU single subject credential program will receive the enhanced coursework and graduate with EL-certification, and the numbers presented reflect this fact. However, only 30 students per year in years 2-5 will have the additional professional development experience of being in a clinical residency team.

**Note: In California, all teachers must be EL-certified. Therefore, all participants in the program are expected to be EL-certified prior to the program.

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Project Narrative

(a) PROJECT DESIGN

The *Trio Project: Addressing Academic Language Development across the Teacher Continuum* is a professional development consortium involving the joint efforts of San Jose State University, Santa Clara County Office of Education, East Side Union High School District (ESUHSD), and partnership schools in ESUHSD. The goal of this project is to integrate the efforts of these institutions to provide high quality, student-outcomes-based professional development around academic language and serving the needs of English Learners. More specifically, the project aims to provide sustained, job-embedded professional development for pre-service and in-service teachers by using San José State University's clinical residency program as a context for building professional learning communities. In our clinical residency model, the university's teacher education program works in collaboration with partnership schools to coordinate coursework and fieldwork, provide training for mentor teachers in instructional coaching, and sponsor professional development activities for in-service teachers, in which pre-service teachers participate and learn. At each participating school in the *Trio Project*, *clinical residency teams* (comprising one student teacher and two mentor teachers), will work together on a series of activities that focus on academic language development. They will co-plan and implement curriculum, observe lessons, and map student progress on state content and language objectives over the course of the year. Central to the professional development is the focus on subject-specific academic language development for English learners. Clinical residency teams will receive university-based professional development and instructional coaching specific to their content area and aligned with district curriculum.

The Trio consortium has designed the project to address four professional development needs across institutions.

Need 1: To develop a coordinated and well-articulated model of professional development that combines county, district, school and university efforts to improve student outcomes for English learners. East Side Union High School District (ESUHSD) is the largest high school district in Santa Clara County, and has eleven comprehensive high schools and five alternative schools. It enrolls 26,915 students in grades 9 through 12, 22% of whom are identified as English learners (ELs), though some schools, like Latino College Preparatory Academy, serve as many as 80-95% English learners. Although ESUHSD satisfied Adequate Yearly Progress (AYP) in English-Language Arts (ELA) and Mathematics (Math) in 2010 as a district, the English learner subgroup did not meet AYP in ELA or Math. The ELA target for students scoring proficient or above in ELA was 55.6%; only 28.8% of English learners met this criterion. In Math, the target was 54.8%; only 37.5% of English learners scored at or above the proficient level in Math (California Department of Education, 2010). One barrier to sustainable professional development is the often competing goals and activities across and within institutions. Teachers are unable to engage in sustained, meaningful professional development when their time is divided to address multiple local initiatives. The Trio consortium formed specifically to address this need to align professional development goals and resources for preservice and in-service teachers around the needs of English learners in the district.

Need 2: To focus on data-driven instructional decision making for English learners. Research studies (Gandara, Maxwell-Jolly, & Driscoll, 2005) and professional standards (National Staff Development Council [NSDC], 2001) underscore the importance of using formative and summative data on students to inform practice. As a result of increasing demands

for accountability, school administrators and teachers are under pressure to use classroom, district and state assessments to drive instructional decision-making without adequate resources and training (Ingram, Louis, & Schroeder, 2004). The *Trio Project* establishes *professional learning communities* (PLCs), where in-service teachers, in discipline-specific teams, are guided and supported in using data-based decision making to better understand and serve their English learners.

Need 3: To provide practical, standards-based, and discipline-specific professional development for in-service teachers. Research has shown that teachers need professional development that is specifically tailored to their content area, because generic strategies for ELs do not always apply across disciplines (Ballantyne, Sanderman & Levy, 2008). A strong body of research, particularly in math and reading, also suggests that discipline specific pedagogical instruction leads to higher teacher performance (Ball, 2000). The *Trio Project* is designed to build a disciplinary focus into professional development in academic language development. To this end, the *Trio Project* helps teachers extend and refine their existing curriculum to focus on academic language development and content instruction for English learners. Offering this discipline-specific, just-in-time, and job-embedded support for teachers has been shown to have a positive impact on the sustainability of professional development efforts (Guskey & Yoon, 2009), and, in several studies, student achievement (Yoon, Duncan, Lee, Scarloss, & Shapely, 2007.) The project also addresses a local need for EL-trained STEM mentor teachers by embedding teacher professional development in ESUHD's Math-Science Summer Academy. Finally, it provides university faculty with the professional development they need to address discipline-specific academic language development in their coursework and field experiences.

Need 4: To improve teacher preparation, by putting field experiences at the center of learning. A growing body of research has pointed to the importance of modeling and ongoing coaching in pre-service education (Grant & Wong, 2003; National Council for Accreditation of Teacher Education [NCATE], 2010). In the clinical residency model, fieldwork and coursework are coordinated to provide meaningful, field-based learning experiences for pre-service teachers under the guidance of trained mentors. This approach to professional development for pre-service teachers has also been associated with higher teacher retention (Teitel, 2004). The *Trio Project* provides discipline-specific professional development for mentor teachers, who work in planning teams to model data-driven decision making and research-based practices for pre-service teachers. The project also offers professional development to professors in the Single Subject Credential Program at San Jose State University, to ensure that coursework, particularly in subject area methods classes, is aligned with the discipline-specific academic language emphasis of the clinical field experience.

The project goes beyond “one-shot” or isolated professional development seminars by engaging pre-service and in-service teachers in long-term, ongoing professional development. The project nests pre-service clinical residency experiences in district supported PLCs, where mentor teachers work with peers in their department to enhance instruction for English learners. As a result, mentor teachers model the process of using data on EL student progress and outcomes to drive curricular change. Pre-service teachers, in turn, provide the additional time and assistance, which their mentor teachers might otherwise lack, to enable this process to unfold (NCATE, 2010). Finally, curriculum materials and assessments, produced as part of the professional development activities of the project, can be disseminated and used to enhance other university and district professional development efforts in the future. Within this professional

development model, teachers 1) learn research-based content-specific EL strategies for teaching ELs; 2) analyze research and data in professional learning communities with peers, county and district PD personnel, and university faculty; and 3) practice and refine these strategies with the support of formative feedback from mentors and/or peers (NSDC, 2001; Guskey & Yoon, 2009). Successful professional development further includes district leadership and commitment to providing resources towards the intended goals and uses multiple data sources to measure its impact and guide improvement (NSDC, 2001). The following narrative of the project design will demonstrate how, throughout the proposed project period, the *Trio Project* addresses these critical features of effective professional development and capacity building.

Year 1

Year one of the *Trio Project* will be a planning period in which project personnel work collaboratively with single subject credential program faculty to plan curriculum and experiences that enhance teacher capacity to serve ELs. During this planning year, project personnel will work with single subject credential program faculty to conduct an analysis of their curriculum and signature assignments for focus on English learners and related state teacher performance standards. Project personnel will then support methods faculty in developing discipline-specific curriculum, assessments and signature assignments that focus on academic language development. Project personnel will also meet with professors to support them in integrating candidates' field-based experiences with English learners in foundations coursework.

The curriculum revision process will be overseen by an advisory group composed of representatives from each of the constituents in the Trio consortium, including the Santa Clara County Office of Education (SCCOE), the ESUHSD district office, and participating schools.

One primary responsibility of the advisory group will be to coordinate professional development and collaboration time for participating teachers to ensure that they have adequate time to engage in project activities. To this end, conversations during the planning year will involve aligning the professional development goals and objectives of all stakeholders, securing collaboration time, identifying and addressing institutional barriers to the work of the Trio Consortium. Finally, the advisory board will provide feedback and suggestions to the *Trio Project* personnel regarding professional development activities for teachers and revisions to the university curriculum.

An important design characteristic of effective professional development includes alignment with the initiatives, goals, and assessments teachers are already working with (Garet, Porter, Desimone, et al., 2001). As a result, project personnel will design professional development to build on the curriculum that constituents are already using. For example, ESUHSD is currently training teachers in *A Look at Learning (A.L.L)*, a professional development model developed by the Santa Clara County Office of Education (SCCOE) (2010) that trains in-service teachers to use multiple forms of data (i.e. standardized tests, student work) to inform their instruction. San José State University will sign a Memorandum of Understanding with the SCCOE outlining how the Trio Project will utilize and build upon the A.L.L. professional development model. East Side Union High School District will provide the resources and personnel to guide and support project participants as they engage in A.L.L. as part of the work of their clinical residency teams. Furthermore, *Trio Project* personnel will collaborate with the advisory group to develop university coursework and fieldwork that integrates the A.L.L. model into the work of clinical residency teams. Throughout the project, the professional development for all constituents will be grounded in research specific to creating

effective environments for and engaging ELs (Cummins, 2001; Gibbons, 2002; Trumbell & Pacheco, 2005), second language and literacy development (Meltzer & Hamman, 2005; Kinsella, 2008; Scarcella, 2003, 2005) and content-specific EL methodology and assessment that includes state content/language standards and content/language objectives (Echevarria, Vogt, & Short, 2010; Short, Vogt, & Echevarria, 2010; Zwiers, 2008).

Years 2-5

In years 2-5, *Trio Project* activities will shift in focus to providing professional development for pre-service and in-service teachers as they work in clinical residency teams. Project personnel will collaborate with district partners to provide professional development for in-service teachers in three areas: (1) using data to assess and address the needs of English learners; (2) developing discipline-specific curriculum that addresses academic language development; and (3) coaching pre-service teachers in both of these activities in the context of a clinical residency program. Upon completion of professional development activities, participating in-service teachers will earn course credit and a College of Education endorsement in discipline-specific EL Methodology.

During years 2-5, pre-service teachers will complete EL-specific signature assignments, develop curriculum and participate in their clinical residency teams, under the guidance of professors and mentor teachers. All curriculum materials and assessments, including videos modeling research-based EL strategies, produced by clinical residency teams will be housed electronically and made available to all teachers in the district. Access to select electronic materials will also be given to university faculty for future use in program coursework. Each year, evaluation results will be used to examine the implementation and impact of project

activities on student learning. Evaluation data will be used to realign the goals and efforts of the county, district, school and university, and refine the project activities to improve professional development efforts.

Listed below are a summary of goals, objectives and outcomes to be implemented by the *Trio Project* over the 5-year project cycle:

I. Professional Development for Single-Subject University Faculty

Goal 1 Create a model clinical residency program centered on discipline-specific academic language development for English learners.

Objectives

- 1.1 Provide 128 hours of professional development for Single Subject Credential Program faculty in discipline-specific academic language development.
- 1.2 Develop credential program coursework and fieldwork experiences that address discipline-specific academic language development.

Outcome

Teacher education faculty will develop, implement, refine and disseminate curriculum that infuses a discipline-specific, research-based focus on addressing the needs of English learners.

II. Professional Development for In-service Teachers

Goal 2: Prepare 320 teachers (including 120 STEM teachers) to integrate discipline-specific research-based instruction for English learners into standards-based curriculum.

Objectives

- 2.1 Provide participating teachers with 3 credit hours of professional development in discipline-specific, research-based best practices for English learners.
- 2.2 Provide participating teachers with support and guidance in data-driven decision making for supporting English learners, culminating with a San Jose State University EL endorsement and continued work with English learners (GPRA 1.5, GPRA 1.6)
- 2.3 Guide teachers in creating a database of standards-based curriculum materials and video demonstrations that model best practices.

Outcome

320 participating teachers (130 in math and science) will develop and implement research-based curriculum, aligned with state standards, which improves the learning outcomes of English learners in their classes.

Goal 3: Increase the number of mentor teachers qualified to coach colleagues and pre-service teachers in EL-specific pedagogy.

Objective

- 3.1 Recruit, train and retain mentor teachers who can model and coach student teachers in EL specific pedagogy
- 3.2 Provide professional development in instructional coaching to mentor teachers in the clinical residency teams.

Outcome

Create a pool of 240 mentor teachers prepared to coach student teachers in EL specific pedagogy.

III. Professional Development for Pre-service Teachers

Goal 4: Enhance pre-service teachers' knowledge, skills and dispositions to offer high quality instruction for English learners.

Objectives

- 4.1 Provide enhanced clinical residency experiences that focus on English learner to candidates in the Teacher Residency Cohort Program at San Jose State University.
- 4.2 Provide enhanced EL-specific credential curriculum and fieldwork experiences for all pre-service candidates in the Single Subject Credential Program at San Jose State University.
- 4.3 Prepare pre-service teachers who go on to work with English learners upon program completion.

Outcome

- 100% of pre-service program completers will receive a preliminary credential with EL-certification from the state upon completion of the Single Subject Credential Program at San Jose State University (GPRA 1.1). In addition, they will have additional expertise in the use of the progress data of ELs to guide instructional decision making.
- 75% of pre-service program completers will be placed in instructional settings serving EL students within one year of program completion (GPRA 1.2)
- 75% of pre-service program completers who remain in the profession will be placed in instructional settings serving EL students three years after program completion (GPRA 1.3)

Note: All pre-service teachers in the SJSU single subject credential program will receive the enhanced coursework (which is the outcome of year 1 of the grant) and all will graduate with EL-certification, and the GPRA numbers presented reflect this fact. However, only 30

students per year in years 2-5 will have the additional professional development experience of being in a clinical residency team.

(b) PROJECT PERSONNEL

The mission of the Lurie College of Education (COE) is to promote access and excellence in education. According to the COE, *“Equity initially addresses access and outcomes, and the college works to incorporate equity in action through policy and process. Excellence in a democratic society actualizes each student's unique potential as an individual and as a member of a diverse community”* (COE website). As such, faculty in the COE are dedicated to providing equitable educational opportunities to all students in the school-university community. With nearly a quarter of California’s preK-12 school population comprised of English learners (California Department of Education, 2010), working to promote equity and excellence for this student population has been an especially important goal for research and professional development in the college.

Dr. Katya Karathanos will serve as a principal investigator (PI.1). She is currently an Assistant Professor of Secondary Education at San Jose State University. She earned a Ph.D in Curriculum and Instruction with a Multicultural/ESL emphasis from Kansas State University. Her previous job experience includes teaching ESL at a predominantly Latino charter high school in Kansas City, Missouri. At Kansas State University, Dr. Karathanos managed two Title III National Professional Development Program grants focused on increasing the number of qualified ESL/bilingual endorsed educators in the state of Kansas. In this capacity, she taught five different ESL endorsement courses, provided on-site professional development and instructional coaching for Kansas educators, and collected/analyzed data for program evaluation. At San Jose State University, Dr. Karathanos teaches the Language and Literacy Development

for L2 Learners course for her department. She has served as PI for the California Reading and Literature Project, a statewide collaborative with schools, districts, and the County Office of Education to provide standards-based teacher professional development in reading and academic language instruction. She also currently serves as a trainer of trainers for the National Education Association's English Language Learner (ELL) Culture and Equity Training Institute.

Dr. Mark Felton will also serve as a principal investigator (PI.2) for years 2-5 of this project. He is currently a Professor of Secondary Education at San Jose State University. Dr. Felton received his Ph.D. in Developmental Psychology at Teacher's College, Columbia University and his principal areas of research are classroom discourse and disciplinary literacy development. He is currently co-PI on a Institute for Education Sciences (IES) goal 2 grant for struggling readers and writers, which combines instruction in disciplinary reading, dialogue, and writing in social science classrooms. In this capacity he has developed and delivered professional development to participating teachers in data-driven decision making, provided coaching in the area of classroom discourse, and collected and analyzed student outcomes as they relate to the teachers' fidelity in implementing the intervention. As chair of the Department of Secondary Education, Dr. Felton will take the lead in coordinating the professional development efforts of the Santa Clara County Office of Education, East Side Union High School District and San Jose State University in Years 2-5 of the project.

Dr. John W. Carr will serve as the Project Evaluator (PE). As Senior Research Associate for WestEd's Evaluation Research Program, Dr. Carr's responsibilities include directing program evaluations, developing resources and conducting workshops for teachers about best practices for English learners and diverse learners, and consulting with states on English language proficiency standards. While employed by WestEd, Dr. Carr has authored

articles, book chapters, and books on standards-based grading and evidence-based effective strategies for teaching and assessing English learners (Carr et al, 2009) and diverse learners (Carr & Bertrand, in press). Dr. Carr is well-grounded in quantitative and qualitative evaluation methodology and various types of formative and summative evaluation methods. He recently completed a multi-year evaluation of a Minnesota Refugee Sub-grant Project and is currently directing the evaluation of Project EXCELL, a multi-year program for teachers of English learners in Connecticut funded under the National Professional Development Program.

Dr. David Whitenack will serve as a Professional Development Consultant. Dr. Whitenack is a graduate of the Language, Literacy, and Culture program of the Stanford University School of Education. As an Associate Professor at San José State University, he teaches the Meeting the Needs of L2 Learners course and supervises pre-service teachers. Dr. Whitenack has published and presented in the areas of English learner education and professional development, particularly in PDSs and other school-university partnerships. Whitenack's current research focuses on student and teacher learning related to professional development that integrates foundational mathematics concepts and academic language development in teaching English learners. Previously, Whitenack was a Research Fellow with the Carnegie Foundation for the Advancement of Teaching where he worked with teachers and teacher educators engaging in inquiry related to multimedia representations of signature pedagogies in K-12 and teacher education classrooms.

Dr. Kelly Bikle will serve as the Project Manager (PM). Dr. Bikle earned a Ph.D. in Educational Linguistics from the Stanford University School of Education, with an emphasis on language and literacy instruction for English Learners. Currently, she works for the Palo Alto Unified School District as an English Learner Specialist providing coaching, support and

professional development for teachers. As a part-time faculty member of Secondary Education at San Jose State University, she teaches Reading, Language and Instruction in Diverse Content Area Classrooms. Her previous experience includes serving as a Clinical Associate at Stanford's Teacher Education Program. In this capacity she designed and delivered professional development to university supervisors and cooperating teachers, taught courses focused on meeting the needs of English Learners for K-12 teacher candidates, and facilitated outreach and communication with partner schools. She also has experience teaching English Learners in both English only and bilingual settings.

(c) MANAGEMENT PLAN

The *Trio Project's* personnel team will include two principal investigators, a project manager, a project evaluator, and professional development consultant. The first PI (PI.1) will dedicate 40% of her time in year one of the project during the academic year and 50% of her time in the summer. During this planning year, she will collaborate with district partners to conduct needs assessments and plan professional development for years 2-5. She will also lead the Secondary Education faculty in restructuring of the curriculum to infuse research-based best practices for English learners across the curriculum. This latter responsibility will have two foci: (1) Working with subject area methods professors in developing model standards-based curriculum that attends to academic language development, and (2) creating credential coursework that helps pre-service teachers learn to integrate these same discipline-specific methods in their own planning and instruction. During years 2-5, the PI.1 will dedicate 20% of her time during the academic year and 50% of her time in the summer overseeing implementation and evaluation of project goals and collaborating with project personnel in

curriculum development and the implementation of professional development for in-service and pre-service teachers. She will focus on building capacity, at all levels, for developing standards based curriculum, discipline-specific curriculum that promotes academic language development.

The second PI (PI.2) will dedicate 20% of his time during the academic year and 50% of his time in the summer to lead the enhanced professional development for mentor teachers in years 2-5 of the project. He will collaborate with district partners in the selection of mentor teachers and placement of pre-service teachers with the mentor teachers. Working with a professional development consultant, he will lead the development and implementation of enhanced professional development for clinical residency teams, focusing on (1) data-driven decision making and (2) building mentor teachers' capacity to provide instructional coaching in research-based, EL-specific practices to colleagues and pre-service teachers. He will collaborate with district partners in creating and collecting artifacts for an electronic database that houses curriculum and videos developed by mentor and pre-service teachers.

Both PI's will assist with evaluation reports, working with the project evaluator to monitor progress towards project goals and adjust project activities based on ongoing assessment. The project evaluator will not be involved in the daily implementation of the grant, but rather, his role will be to evaluate the effectiveness of the grant using quantitative and qualitative analyses of data collected throughout the project period (see Quality of Evaluation Plan). The project manager will be hired at 80% time to serve as a school liaison, conduct professional development, and provide instructional coaching to participating teachers. The project manager will also assume responsibility for the daily administration of project activities specific to achieving project goals and evaluating project effectiveness.

The first year of the project will be a planning year dedicated to collaborating with district partners and single-subject faculty in program development. Years 2-5 of the project will focus on the implementation of project activities, ongoing assessment of progress toward meeting progress goals, and refinement of activities based on assessment data collected. The following includes a summary of the project timeline highlighting project activities to be implemented each year, persons responsible for the activities, and key milestones aligned with project goals.

Goal 1: Create a model clinical residency program centered on discipline-specific academic language development for English learners.

Objective 1.1: Provide 128 hours of professional development for Single Subject Credential Program faculty in discipline-specific academic language development.

| Enabling Activities | Timeline/person responsible | Milestones |
|---|--|--|
| <p>Eleven Single subject faculty members will participate in regular professional development meetings and activities focused on research-based instruction in discipline-specific academic language development.</p> | <p>Principal Investigator#1 (PI.1) PD Consultant Teacher Education faculty Year 1.</p> <ul style="list-style-type: none"> • Needs assessment: September • Model curriculum development: September-January | <ul style="list-style-type: none"> • Faculty needs assessment of curriculum • Professional development priorities set • Integration of academic language instruction for EL's in curriculum |

Objective 1.2: Develop credential program coursework and fieldwork experiences that address discipline-specific academic language development.

| Enabling Activities | Timeline/person responsible | Milestones |
|---|--|---|
| <p>Eleven faculty will develop course assignments, assessments, and field experiences integrating content instruction and academic language development for ELs</p> | <p>PI.1 PD Consultant Teacher Education faculty Years 1 <ul style="list-style-type: none"> • Course revision: February-May (Year 1) Years 2-5 <ul style="list-style-type: none"> • Course revision: Months of January and August of each year. </p> | <ul style="list-style-type: none"> • By the end of year 1, signature assignments and assessments will be developed in 90% of methods and foundations courses that focus on the academic language development of ELs • Results from annual project evaluations will be used in the refinement of these materials during in years 2-5 |

Goal 2: Prepare 320 teachers (including 120 STEM teachers) to integrate discipline-specific research-based instruction for English learners into standards-based curriculum.

Objective 2.1: Provide participating teachers with 3 credit hours of professional development in discipline-specific, research-based best practices for English learners.

| Enabling Activities | Timeline/person responsible | Milestones |
|-------------------------------|-----------------------------|---------------------------------|
| <p>Conduct district needs</p> | <p>PI.1, PI.2, PM</p> | <p>Academic year and summer</p> |

| | | |
|--|---|---|
| <p>assessment and meet with advisory board to plan curriculum and professional development activities that align with district initiatives</p> | <p>Year 1</p> <ul style="list-style-type: none"> Needs assessment: Quarterly at advisory board meetings <p>Years 2-5</p> <ul style="list-style-type: none"> Planning and feedback to Project team: August of each year and ongoing at quarterly advisory board meetings | <p>Math/Science Institute professional development (PD) sessions planned and PD modules building on district curriculum developed</p> |
| <p>Project personnel will assess participating teachers existing knowledge and skills for baseline measures and design professional development workshops. Personnel will provide professional development (PI.1) and instructional coaching for in-service teachers (PM) in integrating academic language development and addressing the needs of ELs in content-</p> | <p>PI.1, PI.2, PM</p> <p>Years 1-4</p> <ul style="list-style-type: none"> Needs assessment, June of each year, prior to summer ALL training. | <p>Each year, 80 in-service teachers (32 in math and science) will complete 3 credit hours of professional development (developing and implementing curriculum for ELs)</p> |

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| area courses | | |
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Objective 2.2: Provide participating teachers with support and guidance in data-driven decision making for supporting English learners, culminating with a College of Education EL endorsement and continued work with English learners (GPRA 1.5, GPRA 1.6)

| Enabling Activities | Timeline/person responsible | Milestones |
|---|--|---|
| Project personnel will provide PD for in-service teachers in data driven decision-making (i.e. analysis of EL student work, test scores to inform teaching) | PI.2, PM Years 2-5 <ul style="list-style-type: none"> Feedback and coaching: Monthly during the school year, September-May. | In-service teacher participating in the 3 credit hours of professional development each year will modify curriculum and practices based on analysis of student data |

Objective 2.3: Guide teachers in creating a database of standards-based curriculum materials and video demonstrations that model best practices.

| Enabling Activities | Timeline/person responsible | Milestones |
|--|---|---|
| Project personnel will provide feedback and support for in-service teachers in the refinement of curriculum and videotaping of model lessons | PI.1, PM Years 2-5. <ul style="list-style-type: none"> Training preservice teachers in uploading materials: September Support and feedback on | In-service teacher participating in the 3 credit hours of professional each year will contribute lesson plans and videotapes of teaching to a district database |

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| | materials: Monthly during the school year, September-May | |
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Goal 3: Increase the number of mentor teachers qualified to coach colleagues and pre-service teachers in EL-specific pedagogy.

Objective 3.1: Recruit, train and retain mentor teachers who can model and coach student teachers in EL specific pedagogy

| Enabling Activities | Timeline/person responsible | Milestones |
|---|---|---|
| <p>Project personnel will work with ESUHSD Human Resources Director, and district subject area coordinators to identify promising mentor teachers to participate in the project.</p> <p>Project personnel will implement 5 professional workshops dedicated to support in coaching. Project manager will also give clinical residency teams' ongoing feedback on A.L.L. activities)</p> | <p>PI.2, PM</p> <p>Years 1-4</p> <ul style="list-style-type: none"> Recruitment activities: April-May (each spring prior to the project implementation years, years 2-5) | <p>Each year 60 mentor teachers will be recruited and will complete 40-60 hours of enhanced professional development activities, in clinical residency teams and project workshops.</p> |

Objective 3.2: Provide professional development in instructional coaching to mentor teachers in the clinical residency teams.

| Enabling Activities | Timeline/person responsible | Milestones |
|--|---|---|
| Project personnel will provide enhanced professional development for mentor teacher pairs in research-based instructional coaching; assist them in guiding pre-service teachers in the completion of field-based experiences working with ELs. | PI.1, PI.2, PM Years 2-5 <ul style="list-style-type: none"> Five professional development meetings: August, October, December, February, April, each year. Instructional coaching: Ongoing throughout the school year, as needed. | Each year, the 60 mentor teachers who complete 40-60 hours of enhanced professional development activities will demonstrate increased knowledge and skills in providing instructional coaching to colleagues and pre-service teachers |

Goal 4: Enhance pre-service teachers’ knowledge, skills and dispositions to offer high quality instruction for English learners.

Objective 4.1: Provide enhanced clinical residency experiences that focus on English learners to candidates in the Teacher Residency Cohort Program at San Jose State University.

| Enabling Activities | Timeline/person responsible | Milestones |
|--|---|---|
| Pre-service teachers will participate in a year-long residency field experience in | PI.1, PI.2, PM Years 2-5 Ongoing throughout the | In clinical residency teams, pre-service teachers will complete signature |

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| <p>which they are guided by mentor teacher pairs and university faculty in developing lesson plans, assessments and other curriculum materials that integrate academic language for ELs, and refining practices based on student performance data</p> | <p>academic year.</p> | <p>assignments and field experiences centered on effective teaching practices for ELs.</p> <p>Annual review of curriculum by advisory board, and revision of curriculum by faculty.</p> |
|---|-----------------------|---|

Objective 4.2: Provide enhanced EL-specific credential curriculum and fieldwork experiences for all pre-service candidates in the Single Subject Credential Program at San Jose State University.

| Enabling Activities | Timeline/person responsible | Milestones |
|---|--|--|
| <p>Pre-service teachers will participate in credential coursework and field experiences with an emphasis on discipline-specific academic language development for ELs across the curriculum</p> | <p>PI.1, PI.2, PM</p> <p>Years 2-5</p> <p>Ongoing throughout the academic year</p> | <ul style="list-style-type: none"> • 95% of program completers will successfully complete signature assignments and assessments demonstrating competencies for effective instruction for ELs • 100% of pre-service |

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| | | program completers will receive a state certified EL endorsement |
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Objective 4.3: Prepare pre-service teachers who go on to work with English learners upon program completion and three years out.

| Enabling Activities | Timeline/person responsible | Milestones |
|---|--|--|
| Project personnel will develop and distribute follow-up surveys of program graduates to track progress and perceptions of their preparation to work with ELs. | PI.1, PI.2, PM Year 3-5: <ul style="list-style-type: none"> • Develop and refine questionnaires: April each year • Administer questionnaire: May of each year. | 75% of first-year teachers placed in classrooms serving ELs each year. 75% of third-year teachers remaining in the profession placed in classrooms serving ELs each year. |

(d) EVALUATION PLAN

The evaluation plan for the *Trio Project* is based on the guidelines for actionable measurement adopted by the Bill and Melinda Gates Foundation (Gates Foundation, 2010). Measures of execution will be combined with measures of change to examine the relationship between professional development activities, teacher implementation and student outcomes. At the first level, *activity measures* will be used to evaluate the reach and execution of professional development activities. GPRA performance measures (numbers of participating in-service and

pre-service teachers), workshop attendance, workshop content, perceived utility of workshops, and student work from English learners (as a measure of student engagement) will be used to provide information about the implementation of grant activities. At the next level, *output measures* will be used to identify the early and direct results of grant activities. Output measures will address curricular change in university coursework, content and ELD standards addressed in curriculum materials produced by project participants, the quality of the curriculum materials, themselves. Finally, and most importantly, *impact measures* will be used to measure the effects of professional development activities on outcomes for pre-service teachers and English learners in participating classrooms. Outcome measures for English learners will include measures of student progress used in classroom assessments, district benchmark tests, and the California Standards Test (CST) results that form the basis of the California Standardized Testing and Reporting (STAR) system. Outcome measures for pre-service teachers will include scores on the Performance Assessment for California Teachers (PACT) teaching event, a state-mandated performance assessment required of all credential completers since 2008, and the CSU Chancellors' survey of Graduates and their Employers. These data sources will be triangulated to gauge the impact of professional development activities on EL student- and pre-service teacher learning. Finally, *fidelity of implementation* for professional development activities will be measured by tracking the output of teachers engaged in clinical residency teams. These data, consisting primarily of the completion and quality of artifacts created as part of teachers' A.L.L. professional development, will be used to link professional development activities in the clinical residency teams to student outcome data on district benchmark tests and the CST, and to refine professional development activities in the third, fourth and fifth years of the project.

The project evaluation plan, aligned with project goals and objectives is outlined below. Information on the schedule for collecting, analyzing and reporting findings, along with GPRA performance measures are included in the plan.

Goal 1 Create a model clinical residency program centered on discipline-specific academic language development for English learners.

Objective 1.1: Provide 128 hours of professional development for Single Subject Credential Program faculty in discipline-specific academic language development.

Measures (activity): Faculty recruitment numbers and hours of attendance in workshops will be collected over the course of Year 1. Results will be analyzed and reported at the end of Year 1. Faculty response to workshop content and activities will be collected through questionnaires administered at the end of each workshop and used to develop subsequent workshop activities. These data will be summarized and reported by the project manager throughout the year.

Measures (output): Faculty learning will be measured using a needs-assessment questionnaire/interview conducted at the beginning and end of Year 1. Results will be reported at the beginning and the end of Year 1. An analysis of learning, based on faculty responses on the two measures, will be reported at the end of Year 1 by the principal investigators and project evaluator.

Objective 1.2: Develop credential program coursework and fieldwork experiences that address discipline-specific academic language development.

Measures (output): Faculty syllabi, curriculum activities and signature assignments will be surveyed at the beginning and end of Year 1 to look for the integration of discipline-specific academic language instruction for English learners. Coursework and fieldwork will be surveyed in Years 3-5 to assess the use of curriculum materials and model videos produced by clinical

residency teams in Years 2-5. Results of these analyses will be analyzed and reported annually in years 3-5 by the principal investigators.

Goal 2: Prepare 320 teachers (including 120 STEM teachers) to integrate discipline-specific research-based instruction for English learners into standards-based curriculum.

Objective 2.1: Provide participating teachers with 3 credit hours of professional development in discipline-specific, research-based best practices for English learners.

Measures (activity): Mentor teacher recruitment numbers and participation in professional development workshops collected at the end of Years 2-5, analyzed and reported annually by the project manager.

Objective 2.2: Provide participating teachers with support and guidance in data-driven decision making for supporting English learners, culminating with a San Jose State University EL endorsement and continued work with English learners.

Measure (output, GPRA 1.5, GPRA 1.6): Numbers of project participants earning SJSU endorsement and working with English learners in the subsequent year will be collected, analyzed and reported annually by project manager.

Measure (output): Artifacts and observation protocols from clinical residency teams' A.L.L. activities will be analyzed to measure in-service teacher learning. Data will be collected throughout the year and assessed at the end of each semester. Results will be reported annually in Years 2-5 of the project by the project evaluator.

Measure (impact): Fidelity of implementation measures will be collected using the artifacts produced during A.L.L. activities. Results will be used to assess the impact of A.L.L. activities on student learning outcomes, as measured by district benchmark tests and CST scores. Test scores of English learners in participating classrooms will be compared with those of English

learners in non-participating classrooms to assess the overall impact of the project. Results will be reported annually in Years 2-5 of the project by the project evaluator.

Objective 2.3: Guide teachers in creating a database of standards-based curriculum materials and video demonstrations that model best practices.

Measure (output): The number and quality of instructional materials uploaded into the electronic clearinghouse will be assessed and reported annually by the principal investigators and the project manager. Quality measures of instructional materials (which will assess the integration of ELD and content standards and methodologies), and workshop questionnaires at the beginning and end of each year will also be used to measure in-service teacher learning. Results will reported annually in Years 2-5 of the project by the project evaluator.

Measure (impact): The dissemination of instructional materials will be monitored by using web analytics to track the number of unique users accessing and downloading electronic materials. Results will be analyzed on an ongoing basis and reported annually in Years 3-5 by the project manager.

Goal 3: Increase the number of mentor teachers qualified to coach colleagues and pre-service teachers in EL-specific pedagogy.

Objective 3.1: Recruit, train and retain mentor teachers who can coach student teachers in EL specific pedagogy

Measure (output): Measure recruitment of new mentor teachers in Years 2-5 (goal of 60 per year), and retention numbers in Years 4-5, when these same teachers are recruited back to mentor pre-service teachers not participating in the project. Analyzed and reported annually by project manager.

Measure (output): Analyze mentor teachers' lesson plans, video recordings of lessons, and related EL student work samples for links to state content and ELD standards, district benchmarks, and research-based strategies for teaching ELs. Results will be reported annually by principal investigators and project evaluator.

Objective 3.2: Provide professional development in instructional coaching to mentor teachers in the clinical residency teams.

Measure (activity): Measure teacher participation in professional development workshops on mentoring pre-service teachers. Analyze participating teachers' evaluations of the professional development meetings. Results will be summarized and reported on an ongoing basis by project manager.

Measure (output): Analyze mentor teacher contributions to signature assignments (coaching feedback) and records of coaching meetings for evidence of coaching strategies. Data will be collected, analyzed and reported at the end of each semester by principal investigators.

Goal 4: Enhance pre-service teachers' knowledge, skills and dispositions to offer high quality instruction for English learners.

Objective 4.1: Provide enhanced clinical residency experiences that focus on English learner to candidates in the Teacher Residency Cohort Program at San Jose State University.

Measure (output, GRPA 1.1) Measure the recruitment and retention numbers of pre-service teachers participating in the clinical residency program. Results will be reported annually in Years 2-5 of the project by project manager.

Measure (output) Analyze clinical residency pre-service teachers' lesson plans, video recordings of lessons, and related EL student work samples for links to state content and ELD

standards, district benchmarks, and research-based strategies for teaching ELs by principal investigators and project evaluator.

Measures (impact): Pre-service teacher performance data will be collected in years 2-5 to assess the impact of clinical residency activities. Supervisor evaluations, PACT teaching event scores will be collected, analyzed and compared to the performance of benchmark pre-service teachers enrolled in the program prior to project implementation. Results will be reported annually in Years 2-5 by project evaluator.

Objective 4.2: Provide enhanced EL-specific credential curriculum and fieldwork experiences for all pre-service candidates in the Single Subject Credential Program at San Jose State University.

Measure (output, GPRA 1.1): Measure the recruitment and retention numbers of all pre-service teachers (including those not participating in the clinical residency program) enrolled in program coursework with coursework and fieldwork that addresses the discipline-specific EL academic language development. Results will be reported annually in Years 2-5 by the project manager.

Measures (impact): Pre-service teacher performance data will be collected in years 2-5 to assess the impact of program coursework and fieldwork. PACT teaching event scores will be collected, analyzed and compared to the performance of benchmark pre-service teachers enrolled in the program prior to project implementation. Results will be reported annually in Years 2-5 by the project evaluator.

Objective 4.3: Prepare pre-service teachers who go on to work with English learners upon program completion.

Measure (output, GPRA 1.2, GPRA 1.3). Program completers (who participated in the *Trio Project*) will receive follow up surveys each year after program completion for feedback on the perceived utility of project activities in preparing them to work with English learners, and to track whether they continue to provide instructional services to English learners. Results will be analyzed and reported annually by the project evaluator.

Finally, the evaluation plan for the *Trio Project* is aligned with Guskey's (2000) five-level model for evaluating professional development (see below). By adopting this model we hope to collect comprehensive information on the project to guide assessment, evaluation and refinement efforts. We believe that successful and sustainable change within and across participating institutions will require sound data that identifies both the institutional support and institutional barriers to change, as well the effects of all professional development efforts on student success.

Five Levels of Professional Development Evaluation

1. *Participants' Reactions:* Professional development workshop questionnaires for professors (Year 1) and for in-service teachers (Years 2-5) will be used to measure the face validity of discipline-specific academic language development strategies, methods and content. These questionnaires will further assess the perceived utility of workshop content for teachers. This information will be used to develop and refine professional development design, materials and activities.
2. *Participants' Learning:* Comparison of pretest and posttest questionnaire and interview data on the knowledge of professors (Year 1) and in-service teachers (Years 2-5) will be made to assess change in skills and practices in discipline-specific academic language development. Comparison of Performance assessment for California Teachers (PACT) scores of pre-

service teachers with those of non-participants (Years 2-5) will also be made to evaluate change in participants' learning. This data will be used to refine professional development activities each year.

3. *Organizational Support and Change:* Input from advisory board meetings, focus group interviews, and teacher and administrator questionnaires will be utilized to assess constituent satisfaction with time and resource allocation and institutional support and facilitation for project goals. Web analytics will be used to assess the dissemination of curriculum materials developed by teachers, tracking the number of unique users accessing and downloading electronic materials. The data collected will be used to promote institutional supports and problem-solve institutional barriers to professional development efforts.
4. *Participants' use of new knowledge and skills:* Questionnaire and interview data and an analysis of course syllabi, activities and assessments will be used to evaluate the impact of faculty professional development on pre-service program coursework. In-service (fall semester) and pre-service (spring semester) teachers' assessments of student work and formative feedback to students (as well as submissions of curricular materials to the electronic clearinghouse) will be used to evaluate the impact of professional development on the breadth and depth of practice for participating pre-service and in-service teachers.
5. *Student Learning Outcomes:* Student work samples from target lessons, a student questionnaire measuring student self-efficacy, motivation and interest, and an observation protocol will be used to assess the impact of professional development activities on EL student engagement. Academic outcomes on state standards and student progress towards learning outcomes for the year, as measured on state standardized tests (CST and district benchmark results), will be used to evaluate the impact of professional development

activities on student learning. Formative feedback on curricular impact will be used to inform curricular design and revision.

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