

National Professional Development Program 2011 and 2012 Grantee Profiles

March 2014



Overview

These project profiles provide snapshots of the 2011 and 2012 National Professional Development Program (NPD) grantees. The NPD discretionary grants program provides funding for Institutions of Higher Education (IHE) that partnered with local educational agencies (LEAs) and/or State education agencies (SEA). The program goal is to strengthen and increase the knowledge base and pedagogical skills of educational professionals who work with ELs to achieve the high academic standards.

Grantees create and implement activities that may address, but are not limited to: high-quality professional development for content teachers and administrators; induction programs for new teachers; faculty development for higher education faculty; career ladder programs for paraprofessionals; certification-oriented coursework for English language development specialists; professional development for other educational personnel such as administrators, school counselors, and school psychologists.

The profiles provide information such as: grantees' institutions of higher education; state; project title; award year; grantee representative; education personnel served; school levels served; partnerships; priority areas and project description, goals and objectives. NCELA staff extracted the information from the grant applications and requested that each grantee review the profile for accuracy and content.

The next page provides a glossary of acronyms and abbreviations used throughout the document, followed by an exhibit summarizing all the project characteristics. The profiles, organized by state, appear after the exhibit.

Glossary of Acronyms and Abbreviations

AMAO – Annual Measurable Achievement Objectives
AYP – Adequate Yearly Progress
CALLA – Cognitive Academic Language Learning Approach
CCSS – Common Core State Standards
EL – English Learner
ELA – English Language Arts
ELD – English Language Development
ELP – English Language Proficiency
ELPS – English Language Proficiency Standards
ENL – English as a New Language
ESOL—English for Speakers of Other Languages
ESL – English as a Second Language
FLC – Faculty Learning Community
IHE—Institution of Higher Education
ISD – Independent School District
LEA — Local Educational Agency
LEP – Limited English Proficiency
PLC— Professional Learning Community
Rtl— Response to Intervention
SIOP—Sheltered Instruction Observation Protocol
SEI—Sheltered English Immersion
SCCP — Single Subject Credential Program
SMED—Science and Mathematics Education
SS-ELs—Spanish-Speaking English-Learners
STEM—Science, Technology, Engineering and Math
TEFL – Teaching English as a Foreign Language
TESOL – Teachers to Speakers of Other Languages
TESL— Teaching English as a Second Language
WIDA— World-class Instructional Design and Assessment

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
Alabama									
University of Alabama at Birmingham (T365Z120046)	2012	•	•	•		•	•	•	<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachersImproving high school graduation rates
University of Alabama at Birmingham (T365Z120050)	2012	•	•	•		•	•	•	<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachersImproving high school graduation rates
University of Alabama at Birmingham (T365Z120051)	2012	•	•	•		•	•	•	<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachersImproving high school graduation rates
The University of Alabama in Huntsville (T365Z120254)	2012					•	•	•	<ul style="list-style-type: none">Enabling data-based decision makingSTEM
Alaska									
University of Alaska Anchorage (T365Z120230)	2012	•					•		<ul style="list-style-type: none">Enabling data-based decision makingSTEM
Arizona									
ABOR for and on behalf of Northern Arizona University (T365Z110167)	2011	•	•	•		•			<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachers

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
ABOR for and on behalf of Northern Arizona University (T365Z110181)	2011	•	•	•			•		<ul style="list-style-type: none"> • STEM • Training for all teachers
ABOR for and on behalf of Northern Arizona University (T365Z120173)	2012	•	•	•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers
Arizona Board of Regents for Arizona State University (T365Z120077)	2012		•	•			•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates
Mesa Community College (T365Z120152)	2012					•	•	•	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
Arkansas									
John Brown University (T365Z110151)	2012						•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
University of Arkansas, Fayetteville (T365Z120182)	2012	•	•	•			•		<ul style="list-style-type: none"> • STEM • Training for all teachers
California									
California State University Northridge (T365Z110101)	2011	•	•	•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for both preservice and inservice teachers
Regents of the University of California (Santa Cruz)	2011	•				•	•	•	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
(T365Z110154)									
San Diego State University (T365Z110156)	2011	•	•	•	•	•	•	•	<ul style="list-style-type: none"> Professional development for College of Education faculty Preservice and inservice teachers
Board of Trustees of the Leland Stanford Junior University (T365Z120130)	2012			•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
California State University Chico (T365Z120186)	2012	•	•	•		•	•	•	<ul style="list-style-type: none"> Enabling data-based decision making STEM Improving high school graduation rates
California State University East Bay (T365Z120201)	2012					•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
California State University San Marcos (T365Z120095)	2012			•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making Training for all teachers Improving high school graduation rates
Loyola Marymount University (T365Z120108)	2012	•	•			•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
National University (T365Z120256)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
									<ul style="list-style-type: none"> • STEM • Training for all teachers
The Regents of the University of California (T365Z120153)	2012			•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
San Diego State University (T365Z120141)	2012					•			<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers
San Diego State University (T365Z120192)	2012	•	•	•		•			<ul style="list-style-type: none"> • Enabling data-based decision making
San Jose State University (T365Z120188)	2012		•	•		•	•	•	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers
Sonoma State University (T365Z120238)	2012		•	•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers
Colorado									
Aims Community College (T365Z110014)	2011								<ul style="list-style-type: none"> • STEM
The Regents of the University of Colorado (Boulder) (T365Z110001)	2011			•	•		•	•	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers
The Regents of the University of Colorado (Boulder) (T365Z110003)	2011	•	•	•			•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
University of Colorado Boulder (T365Z110008)	2011	•	•	•			•		<ul style="list-style-type: none"> • Enabling data-based decision-making

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
University of Colorado Denver (T365Z110177)	2011					•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
University of Northern Colorado (T365Z110204)	2011	•				•	•		<ul style="list-style-type: none"> Enabling data-based decision-making STEM Training for all teachers
Adams State College (T365Z120061)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM
Colorado State University - Pueblo (T365Z120260)	2012		•	•			•		<ul style="list-style-type: none"> STEM Training for all teachers Improving high school graduation rates
The Regents of the University of Colorado (T365Z120015)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making Training for all teachers
Connecticut									
Southern Connecticut State University (T365Z110067)	2011	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
University of Connecticut (T365Z110263)	2011		•	•			•	•	<ul style="list-style-type: none"> Enabling data-based decision making STEM
Fairfield University (T365Z120059)	2012	•		•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
District of Columbia									
The George Washington University (T365Z110202)	2011						•		<ul style="list-style-type: none">Enabling data-based decision making Training for all teachers
The George Washington University (T365Z120258)	2012	•	•	•			•		<ul style="list-style-type: none">Enabling data-based decision makingTraining for all teachersImproving high school graduation rates
Georgia									
Georgia State University (T365Z110090)	2011	•				•	•		<ul style="list-style-type: none">Enabling data-based decision makingSTEM
University of Georgia (T365Z120139)	2012	•	•	•			•		<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachersImproving high school graduation rates
Hawaii									
University of Hawaii (T365Z110027)	2011						•		<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachers
Illinois									
Aurora University (T365Z110104)	2011	•	•	•	•		•	•	<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachers
The Board of Trustees University of Illinois	2011	•	•				•		<ul style="list-style-type: none">Enabling data-based decision makingSTEM

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
(T365Z110179)									<ul style="list-style-type: none"> • Training for all teachers
National Louis University (T365Z110270)	2011	•	•	•		•	•	•	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers
Northeastern Illinois University (T365Z110157)	2011	•	•	•			•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
Northern Illinois University (T365Z110199)	2011	•	•	•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
The Board of Trustees of the University of Illinois (T365Z120024)	2012	•	•	•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
Illinois State University (T365Z120025)	2012	•					•		<ul style="list-style-type: none"> • Training for all teachers
Illinois State University (T365Z120176)	2012	•				•			<ul style="list-style-type: none"> • Training for all teachers
Loyola University of Chicago (T365Z120068)	2012	•	•	•			•	•	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers
Indiana									
Indiana University-School of Education (T365Z110203)	2011	•	•	•			•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers
Iowa									
Morningside College (T365Z120054)	2012	•	•	•			•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
									school graduation rates
University of Iowa (T365Z120097)	2012	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
Kansas									
Kansas State University (T365Z110124)	2011								<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers Improving high school graduation rates
University of Kansas (Lawrence) (T365Z110079)	2011	•		•		•	•		<ul style="list-style-type: none"> STEM
Kentucky									
Georgetown College (T365Z120064)	2012	•					•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers Improving achievement for ELs and students from underrepresented populations
Maine									
University of Maine (T365Z110040)	2011	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Improving high school graduation rates

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
Maryland									
Salisbury University (T365Z110023)	2011	•	•	•			•		<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachersImproving high school graduation rates
Massachusetts									
University of Massachusetts Boston (T365Z110089)	2011								<ul style="list-style-type: none">Enabling data-based decision makingSTEMPreparation of all teachers to better serve English Learners
Fitchburg State University (T365Z120282)	2012	•	•	•		•	•	•	<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachers
Framingham State University (T365Z120171)	2012					•	•	•	<ul style="list-style-type: none">Enabling data-based decision makingSTEMTraining for all teachersImproving high school graduation rates
Salem State University (T365Z120109)	2012	•	•	•		•	•		<ul style="list-style-type: none">Enabling data-based decision makingSTEM
University of Massachusetts Boston (T365Z120078)	2012								<ul style="list-style-type: none">Enabling data-based decision makingTraining for all teachersImproving high

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
									school graduation rates
University of Massachusetts Lowell (T365Z120232)	2012	•	•	•		•	•	•	<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
Michigan									
Madonna University (T365Z120273)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM
Missouri									
Curators of the University of Missouri (T365Z110178)	2011	•				•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM
Webster University (T365Z120052)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making Training for all teachers
Nevada									
Board of Regents, NSHE obo University of Nevada, Reno (T365Z120185)	2012	•		•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making Promoting STEM Improving preparation of all teachers to better serve ELs
New Hampshire									
University of New Hampshire (T365Z120227)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM
New Jersey									
The College of New Jersey (T365Z110080)	2011	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making Training for all teachers

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
William Patterson University (T365Z120060)	2012	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
New Mexico									
Eastern New Mexico University (T365Z120149)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making Training for all teachers
New Mexico Highlands University (T365Z120020)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
New Mexico State University, Las Cruces (T365Z120166)	2012	•	•	•		•	•		<ul style="list-style-type: none"> Training for all teachers
New York									
State University of New York (SUNY) at Fredonia (T365Z110118)	2011			•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers Improving high school graduation rates
St. John's University (T365Z120159)	2012	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM
St. John's University (T365Z120251)	2012	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
State University of New York (SUNY) at	2012			•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
Albany (T365Z120266)									<ul style="list-style-type: none"> • Training for all teachers • Improving high school graduation rates
State University of New York (SUNY) at Fredonia (T365Z120106)	2012	•	•			•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates
Teacher College, Columbia University (T365Z120187)	2012			•			•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers
University of Rochester (T365Z120146)	2012	•		•		•	•		<ul style="list-style-type: none"> • STEM • Training for all teachers
North Carolina									
University of North Carolina (Wilmington) (T365Z110197)	2011	•	•	•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM
Ohio									
Otterbein University (T365Z120224)	2012	•	•	•		•	•	•	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates
The University of Akron (T365Z120262)	2012	•				•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
									school graduation rates
Oregon									
Western Oregon University (T365Z110096)	2011	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
Pacific University (T365Z120107)	2012		•	•		•	•	•	<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers Improving high school graduation rates
Portland State University (T365Z120110)	2012	•		•		•			<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
Pennsylvania									
Pennsylvania State University (T365Z110200)	2011	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM
Penn State University, Lehigh Valley (T365Z110180)	2011	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
California University of Pennsylvania (T365Z120055)	2012	•	•	•		•	•		<ul style="list-style-type: none"> Training for all teachers Improving high school graduation rates
Rhode Island									
Brown University (T365Z110009)	2011	•		•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
Brown University (T365Z110010)	2011		•	•			•		• STEM
Brown University (T365Z120011)	2012			•			•		• Enabling data-based decision making • STEM
South Carolina									
Claflin University (T365Z110264)	2011	•		•		•	•		• Enabling data-based decision making • STEM
Tennessee									
University of Tennessee at Chattanooga (T365Z120172)	2012	•	•	•		•	•		• Enabling data-based decision making • Training for all teachers • Improving high school graduation rates
Vanderbilt University (T365Z120136)	2012	•					•		• Enabling data-based decision making • Training for all teachers
Texas									
Stephen F. Austin State University (T365Z110235)	2011	•	•	•	•	•	•	•	• STEM
Texas Tech University (T365Z110259)	2011	•					•		• Enabling data-based decision making • STEM
University of North Texas at Dallas (T365Z110267)	2011	•	•	•		•	•		• Enabling data-based decision making • STEM • Training for all teachers
The University of Texas at Arlington (T365Z110076)	2011	•		•		•			• Enabling data-based decision making • STEM • Improving high school

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
									graduation rate
Southern Methodist University (T365Z120239)	2012	•	•	•					<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers Improving high school graduation rates and college readiness
Texas A&M University Commerce (T365Z120058)	2012	•	•	•		•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM
Texas Woman's University (T365Z120026)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers Improving high school graduation rates
University of Houston Clear Lake (T365Z120233)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers Improving high school graduation rates
University of Houston Clear Lake (T365Z120240)	2012	•	•	•			•		<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers
University of North Texas, Denton (T365Z120143)	2012	•	•			•	•		<ul style="list-style-type: none"> Enabling data-based decision making STEM

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
									<ul style="list-style-type: none"> • Training for all teachers
University of Texas at El Paso (T365Z120164)	2012			•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates
The University of Texas at the Permian Basin (T365Z120183)	2012					•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates
Utah									
Brigham Young University (T365Z120236)	2012	•	•	•		•	•	•	<ul style="list-style-type: none"> • Increasing high school graduation rates • Improving high school graduation rates • STEM
Washington									
University of Washington (T365Z120048)	2012	•	•			•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers
Wisconsin									
Edgewood College (T365Z110042)	2011	•		•			•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all

Grantee and State	Award Year	Grade Levels Served				Personnel Served			Priority Areas
		Elementary	Middle	Secondary	Higher Education	Preservice	Inservice	Higher Education	
									teachers
Board of Regents University of Wisconsin Milwaukee (T365Z120147)	2012	•				•	•		<ul style="list-style-type: none"> • STEM • Training for all teachers
University of Wisconsin Oshkosh (T365Z120057)	2012	•	•	•		•	•		<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Institution of Higher Education	State
University of Alabama at Birmingham (T365Z120046)	AL
Project Title	
Project SPEAK: Sheltered Instruction for Promoting ELs' Academic Knowledge	

Award Year	2012
Grantee Representative	Karen Smith
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators • Arts and science faculty • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Jefferson County Board of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Project SPEAK: Sheltered instruction for Promoting ELs' Academic Knowledge is a collaboration with the rural Jefferson County School District that includes 52 schools and 35,659 students. Grounded in STEM, Project SPEAK trains content teachers in research-supported strategies of the SIOP within RtI. The project is structured around professional learning communities in feeder pattern schools. This model will be transportable to other systems with high numbers of ELs attending rural schools in Alabama's central region. Program effectiveness focuses on ELs attaining English proficiency, developing high levels of academic attainment, meeting content standards and making progress towards graduation. To determine how teachers changed their teaching practices for EL success, project evaluators will use the ECC Trilogy of Engagement/Capacity/Continuity, with a third "C" added for Culture. Data generated by Project SPEAK will guide LEA decisions to enhance effective EL instruction and decisions at UAB to inform the teacher preparation program.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Assist higher education faculty in preparing all teachers (preservice and inservice) to work effectively with ELs. 2. Assist preservice teachers in earning teacher certification to teach ELs. 3. Prepare inservice to work effectively with ELs by using Sheltered Instruction and other ESL best practices, especially for teaching STEM. 4. Prepare Jefferson County School District educators (teachers, administrators, counselors) from all 52 schools to better serve ELs' educational needs.
Objectives	<ol style="list-style-type: none"> 1.1 UAB CAS faculty (especially STEM professions): two seminars with plan for teaching ELs plus follow up (one year). 1.2 Non-UAB faculty: two seminars, infusing ELs best practices in teacher preparation courses, and follow up (one year). 2.1 Alternative MAEd/ESL w/ ESL certification: tuition and fees for 14 courses (three years). 3.1 Content teachers: tuition and fees for nine ESL courses (including Strategies for teaching math/ science to ELs), MAEd/ESL, and ESL certification (two and a half years). 3.2 STEM teachers: tuition and fees for two ESL courses, Strategies for teaching math/ science to ELs and Issues in secondary education: STEM for ELs (one semester). 3.3 Heritage language teachers: tuition and fees for one course to learn to prepare ELs for AP exam in heritage language (one semester). 3.4 Teachers with an MA: Tuition and fees for four ESL courses towards an EdS degree in a content area (one year). 4.1 PD in RtI through SIOP (52 schools).

Institution of Higher Education		State
University of Alabama at Birmingham (T365Z120050)		AL
Project Title		
Southeast ECHO: ELs Charting new Horizons and Opportunities		

Award Year	2012
Grantee Representative	Susan Spezzini and Josie Prado
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators • Arts and science faculty • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Enterprise City Schools (ECS)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Southeast ECHO: ELs Charting new Horizons and Opportunities collaborates with Enterprise City Schools (ECS) to provide teachers with professional development on implementing instructional strategies for ELs. Grounded in STEM, Southeast ECHO trains content teachers in research-supported strategies of the SIOP. Southeast ECHO will create a SIOP-STEM model that is transportable to other systems with high numbers of ELs, especially in the state's rural southeastern region. Program effectiveness will focus on ELs attaining English proficiency, developing high levels of academic attainment, meeting challenging content standards, and making progress towards graduation. To determine how teachers change their teaching practices for EL success, evaluators will use Engagement/Capacity/Continuity ECC Trilogy, with a third "C" added for Culture. Data generated by Southeast ECHO will guide LEA decisions to enhance effective EL instruction and decisions at UAB to inform the teacher preparation program.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Assist higher education faculty in preparing all teachers (preservice and inservice) to work effectively with ELs. 2. Assist preservice teachers in earning teacher certification to teach ELs. 3. Prepare inservice teachers to work effectively with ELs by using Sheltered Instruction and other ESL best practices, especially for teaching STEM. 4. Prepare Enterprise City School (ECS) district (teachers, administrators, counselors, etc.) in all 11 schools to better serve ELs' educational needs.
Objectives	<ol style="list-style-type: none"> 1.1 UAB CAS faculty (especially STEM professions) will attend two seminars and develop plans for teaching ELs plus follow up (one year). 1.2 SOE faculty from UAB and non-UAB will attend two seminars and infuse EL best practices in their teacher preparation syllabi, and follow up (one year). 2.1 The project will provide preservice teachers with tuition/fees for 14 courses and assistance for obtaining alternative MAEd/ESL and ESL certification (three years). 3.1 Content Teachers will receive assistance with tuition and fees for nine ESL courses (including Strategies for teaching math/ science to ELs), MAEd/ESL, and ESL certification (two and a half years). 3.2 STEM Teachers will receive assistance with tuition and fees for two ESL courses, Strategies for teaching math/ science to ELs and Issues in secondary education: STEM for ELs (one semester). 3.3 Heritage language teachers will receive assistance with tuition and fees for one course to learn to prepare ELs for AP exam in heritage language (one semester). 3.4 Teachers with an MA will receive assistance with tuition and fees for four ESL courses towards an EdS degree (one year). 4.1 Prepare PD in RtI through SIOP.

Institution of Higher Education		State
University of Alabama at Birmingham (T365Z120051)		AL
Project Title		
Project Etowah EDGE: ELs Developing, Growing, and Excelling		

Award Year	2012
Grantee Representative	Susan Spezzini and Sue Seay
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators • Arts and science faculty • School of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Etowah County Board of Education (ECBOE)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Etowah EDGE: ELs Developing, Growing, and Excelling works with 23 rural schools to provide professional development to content-area teachers. The research-supported strategies include the SIOP within RtI. Etowah EDGE will create a SIOP-STEM model that will be transportable to other systems with high numbers of ELs, especially in rural northeastern Alabama. Program effectiveness will focus on ELs' attaining English proficiency, developing high levels of academic attainment, meeting challenging content standards, and making progress towards graduation. To determine how teachers changed their teaching practices for ELs, evaluators will use the Engagement/Capacity/Continuity ECC Trilogy, with a third "C" added for Culture. Data generated by Etowah EDGE will guide LEA decisions to enhance effective EL instruction and decisions at UAB to inform the teacher preparation program.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Assist higher education faculty in preparing all teachers (preservice and inservice) to work effectively with ELs. 2. Assist preservice teachers in earning teacher certification to teach ELs. 3. Prepare inservice teachers to work effectively with ELs by using Sheltered Instruction and other ESL Best Practices, especially for teaching STEM. 4. Prepare ECBOE educators (teachers, administrators, counselors) in all 23 schools to better serve ELs' educational needs.
Objectives	<ol style="list-style-type: none"> 1.1 UAB CAS faculty (especially STEM professions) will attend two seminars and develop plans for teaching ELs plus follow up (one year). 1.2 SOE faculty from UAB and non-UAB will attend two seminars and infuse EL best practices in their teacher preparation syllabi, and follow up (one year). 2.1 The project will provide preservice teachers with tuition/fees for 14 courses and assistance for obtaining alternative MAEd/ESL and ESL certification (three years). 3.1 Content teachers will receive assistance with tuition and fees for nine ESL courses (including Strategies for teaching math/ science to ELs), MAEd/ESL, and ESL certification (two and a half years). 3.2 STEM Teachers will receive assistance with tuition and fees for two ESL courses, Strategies for teaching math/ science to ELs and Issues in secondary education: STEM for ELs (one semester). 3.3 Heritage language teachers will receive assistance with tuition and fees for one course to learn to prepare ELs for AP exam in heritage language (one semester). 3.4 Teachers with an MA will receive assistance with tuition and fees for four ESL courses towards an EdS degree (one year). 4.1 Prepare PD in RtI through SIOP.

Institution of Higher Education		State
The University of Alabama Huntsville (T365Z120254)		AL
Project Title		
Helping Academic Professionals Prepare ELs for Newfound Success (HAPPENS)		

Award Year	2012
Grantee Representative	Taylor Wright
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • Administrators • College of Education faculty
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Huntsville City Schools (HCS)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Project HAPPENS partners with Huntsville City Schools (HCS) to deliver sustained professional development for 420 administrative and instructional personnel, as well as certification-oriented coursework for 80 paraprofessionals, preservice and inservice teachers, thereby increasing significantly both the quantity and quality of Sheltered Instruction for ELs across HCS. Project HAPPENS engages in rigorous evaluation using the Engagement-Capacity-Continuity evaluation model to measure the extent to which administrators, counselors, and teachers alter their teaching and leadership practices to ensure support and success for ELs. Additionally, an external program evaluator with experience in ESL education as well as science education designs and administers a comprehensive, ongoing evaluation of all project activities.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Provide high-quality, research-based, application-oriented professional development for inservice instructional and admin personnel. 2. Provide college ESL certification-oriented coursework at BA and MA levels. 3. Improve UAH teacher education program in its ability to prepare preservice teachers to deliver sheltered content instruction.
Objectives	<ol style="list-style-type: none"> 1.1 Professional development for teachers. 1.2 Professional development for administrators. 1.3 Communication and dissemination of information. 2.1 Class B ESL certification-oriented coursework preparing teachers for Alabama State Certification by Testing (CBT) will be provided to 40 HCS inservice teachers and paraprofessionals in cohorts of 10, from year one through year four, through the state-approved series of five Class B ESL certification courses at UAH. 2.2 Class A ESL certification-oriented coursework will be provided to 40 HCS inservice teachers in cohorts often, from year one through year four, through the state-approved series of six Class A ESL certification courses at UAH. 3.1 All faculty members in the UAH DoE will participate in a series of site-based ELL seminars designed to inform teacher-educators of critical issues facing ELs and to provide specific research-based training to prepare preservice teachers in EL best practices.

Institution of Higher Education	State
University of Alaska Anchorage (T365Z120230)	AK
Project Title	
Project LEAP (Language, Equity, and Academic Performance)	

Award Year	2012
Grantee Representative	Irasema Ortega
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	<ul style="list-style-type: none"> Elementary
Partnerships	<ul style="list-style-type: none"> Matanuska-Susitna Borough School District Anchorage School District Juneau School District Alaska Department of Education and Early Development
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM

Project Description
<p>Project LEAP (Language, Equity, and Academic Performance) will provide a professional development program for K-6 teachers to help increase their understanding and support of ELs linguistic and academic needs of ELs. The University of Alaska will collaborate with selected school districts and the Alaska's Department of Education and Early Development to develop an Elementary English as a Second Language Endorsement for K-6 in-service teachers. Participants will include teachers who currently serve ELs. Teachers will attend professional development graduate level courses that align with state regulations for earning an ESL endorsement. The program will emphasize the understanding and application of best practices in EL instruction and focus on the TESOL Standards, Alaska Content, Cultural, and Performance Standards, National Council for Accreditation of Teacher Education (NCATE) Standards for PK-12 Teacher Education Programs and the state's newly adopted English Language Proficiency standards from the WIDA Consortium.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Provide inservice teachers with the knowledge and expertise they need to accelerate ELs acquisition of language, literacy, and content knowledge, especially in the areas of literacy, mathematics, science, technology and engineering.
Objectives	<ol style="list-style-type: none"> 1.1 One hundred percent of all inservice teacher participants will score a Level 3, as evaluated by a rubric, for all areas within their portfolio submission. 1.2 One hundred percent of inservice teachers will complete the 18 credit graduate certificate endorsement program with an 8 average or better. 1.3 One hundred percent of inservice teachers will become certified in EL instruction. 1.4 One hundred percent of teachers involved will serve at least one EL student concurrently in their classroom. 1.5 One hundred percent of inservice teachers will pass the Praxis II entitled Fundamental Subjects: Content Knowledge.

Institution of Higher Education	State
ABOR for and on behalf of Northern Arizona University (T365Z110167)	AZ
Project Title	
Preparing Rural Inclusive Multicultural Exceptional-educators (PRIME)	

Award Year	2011
Grantee Representative	Patricia Peterson
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Yuma Union High School District • Yuma Elementary 1 • Somerton • Gadsden • Crane • Wellton • Parker • Hyder • Antelope Valley • La Paz County Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Northern Arizona University (NAU) College of Education and Yuma Branch Campus prepares general education and special education undergraduate teacher education students employed as paraprofessionals in rural school districts in La Paz county and the Yuma area on the border of Mexico to improve instruction for English Learners (ELs) and English Learners with disabilities. NAU works in consortium with Yuma LEA partners to prepare highly qualified teachers who are well prepared to serve EL students and EL students with disabilities through delivery of a preservice teacher preparation program leading to Arizona Endorsement in ESL and Arizona certification in Elementary Education and special education. The curriculum emphasizes STEM content education, which is infused into ESL and special education courses as well as ESL being infused into science, math, and technology courses. PRIME graduates will be highly qualified teachers who have expertise</p>

Project Description

in using ESL strategies and effective assessment procedures, methods and materials for CLDE students.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve instruction for EL students/EL students with disabilities by preparing 48 rural paraprofessionals (three cohorts of 16) to become highly qualified teachers via coursework for B.S. degree in elementary (K-8) and special education (K-12), ESL endorsement (K-12), with a focus on STEM and CLDE strategies. 2. Improve NAU Teacher Education to better prepare all teachers to provide effective instruction for EL/CLDE students via faculty training and redesign on STEM/ESL/SPED syllabi. 3. Collect pre/post data on effectiveness of PRIME student teachers to implement instructional practices that promote achievement of EL students and EL students with disabilities; disseminate information and data from the program.
Objectives	<ol style="list-style-type: none"> 1.1 Recruit paraprofessionals from the Yuma area using PRIME Consortium contacts. 1.2 Give preference to candidates who pursue middle school math or science certification. 1.3 Implement PRIME undergraduate program. 1.4 Identify future PRIME candidates in local high schools and community colleges. 2.1 NAU faculty training on STEM/ESL/CLDE strategies for EL/CLDE students. 2.2 Faculty will redesign syllabi with new strategies for ELs in STEM/ESL/CLDE content. 2.3 Pilot new redesigned syllabi with STEM/ESL/CLDE content in PRIME program. 2.4 Implement redesigned syllabi with STEM/ESL/CLDE content with non-PRIME grant program NAU teacher education students. 3.1 PRIME student teachers display knowledge and use of strategies that support the academic needs of EL learners in academic settings measured pre/post using the Sheltered Instruction Observation Protocol (SIOP) Self-Assessment Instrument. 3.2 PRIME student teachers will demonstrate their ability to produce lessons that improve instruction for EL students and will be observed and evaluated during fieldwork experiences using SIOP instruments and Teaching for Success (T4S) Evaluation Instrument. 3.3 PRIME students will develop and present TOT professional development on STEM/ESL/CLDE instructional strategies at national conferences and to local educators. 3.4 Collect and analyze data. Make program revisions as needed. Disseminate findings and data to allow for replication of positive program outcomes.

Institution of Higher Education		State
ABOR for and on behalf of Northern Arizona University (T365Z110181)		AZ
Project Title		
The Dine Dual Language Teachers Professional Development Project		

Award Year	2011
Grantee Representative	Louise Lockard
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • The Navajo Nation • Chinle Unified School District • Ganado Unified School District • Tuba City Unified School District • Kayenta Unified School District • Window Rock Unified School District • Rock Point Community School • Flagstaff Unified School District • Little Singer Community School
Priority Areas	<ul style="list-style-type: none"> • STEM • Training for all teachers

Project Description
<p>The Dine Dual Language Teachers Professional Development Project will assist 40 teachers with proficiency in the Dine language and high academic achievement to meet licensing requirements for teachers who work in language instruction education programs. The project will provide coursework leading to a master's degree in Bilingual Multicultural Education with a content emphasis in Bilingual Education, and an endorsement in Bilingual Education and English as a Second Language. Inservice teachers will participate in courses online during the academic year. Over a period of five years, 40 master's students will be linked with 10 dual language mentor teachers to provide challenging instruction in the content areas of mathematics and science.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Recruitment and retention of highly qualified and fully certified Dine dual language teachers. 2. Improve the ability of teachers to support academic language acquisition skills in LEP students. 3. Substantially improve education at LEA and IHE levels.
Objectives	<ol style="list-style-type: none"> 1.1 Number of fully certified Dine dual language teachers will increase at each site by 10 percent. 1.2 One hundred percent of program graduates will meet NCLB Highly Qualified requirements. 1.3 Retention rate of teachers who meet NCLB Highly Qualified requirements will increase by 5 percent at each site. 2.1 One hundred percent of program graduates will be placed in instructional settings serving LEP students within one year of graduation. 2.2 LEP students of teachers in the project will demonstrate improvement in reading, mathematics, and writing as measured by the district achievement test. 2.3 Program graduates will demonstrate improvement in effectiveness of supporting language acquisition skills in LEP students as measured by the graduate's TESOL NCATE Portfolio. 3.1 IHE faculty will revise coursework to reflect Dine Philosophy of Education framework. 3.2 IHE faculty will work with mentor teachers to design dual language workshops in mathematics and science which are aligned with NCATE/TESOL standards, Arizona ELD standards, and Dine Division of Education Language and Culture Standards. 3.3 IHE faculty will assess program participants' effect on student learning using the TESOL NCATE online portfolio and continue to revise this assessment to support the needs of the students.

Institution of Higher Education		State
ABOR for and on behalf of Northern Arizona University (T365Z120173)		AZ
Project Title		
Culturally Responsive ESL Special-education Training (CREST)		

Award Year	2012
Grantee Representative	Steve Showalter
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Yuma Union High School District • Yuma Elementary 1 • Somerton • Gadsden • Crane • Wellton • Parker • Hyder • Antelope Valley • La Paz County Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Northern Arizona University College of Education and Yuma Branch Campus works with general education and special education teachers in rural school districts in La Paz County and the Yuma area on the border of Mexico to improve instruction for ELs and ELs with disabilities. CREST provides all fellows with credit-bearing graduate coursework leading to a full state of Arizona endorsement in English as Second Language. This five-year grant assists teachers working with EL students to meet high professional standards through funding for three cohorts of Masters Fellows for the M.Ed. in Bilingual and Multicultural Education (BME) or the M.Ed. in Special Education (SpEd) and two cohorts of Masters Fellows for the M.Ed. in SpEd with Arizona Cross Categorical Certification. Each fellow will complete all coursework for the Arizona ESL Endorsement and a focus area in Culturally and Linguistically Diverse Exceptional (CLDE) student education.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Prepare teachers to improve instruction for EL students and EL students with disabilities via M.Ed. degree, ESL endorsement, CLDE focus, STEM content/strategies, and trainer of trainers leadership development (TOT conference).
Objectives	<ol style="list-style-type: none"> 1.1 Recruit and select 20 master's candidates. 1.2 Implement M.Ed. Degree ESL Endorsement Program. 1.3 Redesign courses to infuse STEM and CLDE into ESL and SpEd courses. 1.4 Teach Fellows to use TOT professional development model in schools. 1.5 Students deliver TOT professional development at CREST STEM conference. 1.6 Prepare for and implement various means of CREST Program dissemination. 1.7 Disseminate the CREST materials. 1.8 Graduate 48 M.Ed. BME and M.Ed. SpEd teachers with ESL Certification.

Institution of Higher Education		State
Arizona Board of Regents for Arizona State University (T365Z120077)		AZ
Project Title		
Teaching English Learners Academic Content (TELAC)		

Award Year	2012
Grantee Representative	Dr. Anthony Trifiro and Dr. M. Beatriz Arias
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Phoenix Union High School District • Scottsdale Unified School District • Osborn School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>The Teaching English Learners Academic Content (TELAC) project focuses on providing inservice secondary content teachers (specifically those in science, math, technology and English) the knowledge and practice to promote EL success in attaining grade-level content area standards and graduation requirements in Arizona. Through the project, a cadre of more than 100 secondary teachers will have expertise in content area strategies for secondary ELs in the science, math, technology, and English related areas, and it is expected that 100 teachers will have qualified for the provisional ESL endorsement.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Develop inservice secondary content area teacher's knowledge and practices for EL students. 2. Collaborate with partner LEAs to develop a teacher cadre prepared to support ELs in secondary schools.
Objectives	<ol style="list-style-type: none"> 1. Collaborate with partner districts to optimize the delivery of professional development for content teachers of ELs and integrate the components of this professional development model with district goals for professional development. 2. Participating teachers will complete innovative site-based courses delivered by Arizona State University faculty, focused on the foundational knowledge and strategies needed to support secondary EL students in the content areas. These courses also meet the requirements of the state of Arizona for a provisional ESL endorsement. 3. Over the course of the year, participating secondary math, science, technology and English teachers will participate in a research-based coaching model emphasizing on-going, content embedded learning through practice. 4. Throughout the year, teachers will participate in three professional development institutes, reviewing the impact of the new core standards on their content areas and collaborating on their experiences and understandings related to the instructional needs of secondary EL students. 5. Evaluate program goals using formative and summative, quantitative and qualitative measures.

Institution of Higher Education	State
Mesa Community College (T365Z120152)	AZ
Project Title	
Teachers of Language Learners Learning Community (TL³C)	

Award Year	2012
Grantee Representative	Karen Guerrero
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • Arts and science faculty
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Mesa Community College (MCC) • Arizona State University (ASU) • Arizona Geographic Alliance (AzGA) • Roosevelt School District (RSD) • Mesa Public School District (MPS) • Gilbert Unified School District (OUSD)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The Teachers of Language Learners Learning Community (TL³C) Project supports Mesa Community College's mission to excel "in teaching, learning, and empowering individuals to succeed in our local and global community" by focusing on teaching and learning that empowers current and preservice teachers to support a community need. Local K-12 schools work with students from 66 countries speaking 50 different languages at varying proficiency levels. While this linguistic diversity provides rich opportunities for language learning, it also presents a need for highly qualified teachers and programs that ensure that all students are provided with an equitable education. The TL³C Project has partnered with local school districts that represent this diversity and are focused on both language development and the acquisition of content-specific knowledge. TL³C is increasing the pool of effective Teachers of Language Learners and improving instruction and support for these teachers.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Increase the pool of effective teachers of language learners (TLLs). 2. Improve instruction and support TLLs in various programs at local Title I schools.
Objectives	<ol style="list-style-type: none"> 1.1 Develop highly qualified preservice teachers. 1.2 Train and support higher education faculty in various disciplines who instruct preservice teachers in effective teaching strategies and best practices for culturally and linguistically diverse learners. 2.1 Develop STEM curricula designed for language learners that align to Arizona's English Language Proficiency (ELP) Standards and the newly adopted Common Core State Standards (CCSS). 2.2 Provide training for TLLs, paraprofessionals, and preservice teachers on best practices for effectively meeting linguistic and academic needs of language learners. 2.3 Provide in-class support through trained paraprofessionals and preservice teacher assistants as well as resources, including STEM activities to support curriculum taught.

Institution of Higher Education		State
John Brown University (T365Z120151)		AR
Project Title		
Project EQUIP (Enhancing Quality Undergirding Improved Performance)		

Award Year	2012
Grantee Representative	Judy Hobson
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> Rogers Public School Siloam Springs Public Schools
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM

Project Description
<p>Project EQUIP (Enhancing Quality Undergirding Improved Performance) provides 90 teachers from the Rogers and Siloam Springs school districts with sustained, integrated professional development to help improve teachers' ability to meet the learning needs of English Learners (ELs). Three cohorts of 30 teachers each will progress through a two-year TESOL (Teaching English to Speakers of Other Languages) professional development program, earning sufficient credits to qualify for the Arkansas Department of Education ESL teaching endorsement. The project also addresses teachers' need for reflection and supported practice of new knowledge and instructional strategies. The new teaching skills that are developed and fostered will support language and content learning for ELs.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve classroom instruction for English Learners (ELs) in the Rogers and Siloam Springs school districts through an increase in the training and ESL certification of K-12 educators.
Objectives	<ol style="list-style-type: none"> 1. By September 30, 2016, at least 90 percent of teachers enrolled in Project EQUIP will complete the course curriculum. 2. By September 30, 2016, at least 90 percent of program completers will increase their score on the Sheltered Instruction Observation Protocol (SIOP) teaching method by .5 points on a four-point scale. 3. By September 30, 2016, at least 90 percent of program completers will demonstrate mastery of ESL pedagogical content through portfolio evaluations of at least "proficient." 4. By September 30, 2016, the number of ESL endorsed K-12 teachers in the Siloam Springs and Rogers Public School Districts will increase to 23.7 percent (up from a 2010 baseline of 16.7 percent) of all staff. 5. By September 30, 2016, 100 percent of program completers will provide instruction to EL students.

Institution of Higher Education		State
University of Arkansas, Fayetteville (T365Z120182)		AR
Project Title		
Project RISE: Realizing and Increasing Student Excellence		

Award Year	2012
Grantee Representative	Janet Penner-Williams
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<p>Three large school districts:</p> <ul style="list-style-type: none"> • Springdale • Bentonville • Fayetteville <p>Four rural districts:</p> <ul style="list-style-type: none"> • Decatur • Prairie Grove • Gravette • Farmington
Priority Areas	<ul style="list-style-type: none"> • STEM • Training for all teachers

Project Description
<p>Project RISE: Realizing and Increasing Student Excellence provides professional development for teachers in Northwest Arkansas who provide services to EL students. Teachers will learn about strategies effective for ELs learners and be trained about how to serve as advocates for Culturally and Linguistically Diverse (CLD) students. Teachers who complete the program will be mentors and leaders at their schools. Project RISE replicates the Kansas State University CLASSIC program, a research-based professional development program for inservice teachers resulting in improved classroom instruction for ELs. This program utilizes adult learning strategies and incorporates professional learning communities and distance learning. Classroom observations document differences and similarities between classes with teachers from Project RISE and those who did not participate in the project. Teachers assist in collecting EL student achievement data to document improved teaching practices effect on student learning.</p>

Project Goals and Objectives	
Goals	1. Prepare 90-100 teachers and support staff to become highly qualified, especially as they teach ELs effectively in integrated, inclusive settings that focus on achieving and mastering the new Common Core State Standards.
Objectives	1.1 Over the course of this project, a minimum of 90 teachers will participate in PD activities that improve their understanding of the needs of ELs. 1.2 A minimum of 90 teachers in the targeted districts will be prepared to add the ESL endorsement to their teaching licenses. 1.3 Project participants will collaborate with others for support and sharing of best practices.

Institution of Higher Education		State
California State University Northridge (T365Z110101)		CA
Project Title		
Preparing Asian ESL and Bilingual Teachers for the 21 st Century Classroom		

Award Year	2011
Grantee Representative	Dr. Clara C. Park
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • CSU Northridge • CSU Los Angeles • CSU Fullerton • CSU Long Beach • CSU Pomona • CSU Stanislaus • School districts such as Los Angeles, Glendale, Burbank, Alhambra, Fullerton, Long Beach, Pomona, and Stockton
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for both preservice and inservice teachers

Project Description
<p>California State University, Northridge, one of 23 universities in the California State University system, is the lead campus of the Asian Bilingual Teacher Education Program Consortium, a partnership among four California State University campuses in Southern California. Currently, California has 30.3 percent of the nation's total Asian and Pacific Islander student population, and 11.7 percent of the total California student population is Asian and Pacific Islanders. Only 6.9 percent of public school teachers, however, are Asian Americans. In response to these circumstances, CSUN and its partners are building the instructor pool of Asian K-12 educators, improving the knowledge and skills of inservice teachers, and positively impacting the learning outcomes of students in their classes.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Prepare 80 Asian ESL and bilingual teachers for state certification in multiple and single subjects (math, science and English) and 20 Asian teachers for an ESL or Bilingual Authorization with an M.A. in multicultural education in order to increase the number of qualified Asian teachers who can provide high-quality education to all students by 2016. 2. Enhance the use of instructional technology (computer skills) of project participants to diversify instructional strategies and help their students' school achievement. 3. Train all project students (credential and/or master's degree students) in conducting multicultural education and instructional technology. 4. Provide regular and timely academic advisement and support to all project students in teaching credential programs and also in Master's degree programs, at least once a semester or more, to be verified by the advisement form.
Objectives	<ol style="list-style-type: none"> 1.1 By December 2013, 20 Asian ESL/bilingual credential students (25 percent) will complete their credential program to be measured by their transcripts and student teaching evaluations (culminating experience of a credential program). 1.2 By December 2014, an additional 20 Asian ESL/bilingual credential students (25 percent), for a total of 40 students (50 percent) will complete their credential program to be measured by their transcripts and student teaching evaluations. 1.3 By December 2015, an additional 20 Asian ESL/bilingual credential students (25 percent), for a total of 60 students (75 percent) will complete their credential program to be measured by their transcripts and student teaching evaluations. 1.4 By December 2016, an additional 20 Asian ESL/bilingual credential students (25 percent), for a total of 80 students (100 percent) will complete their credential program to be measured by their transcripts and student teaching evaluations. 1.5 By June 2016, 20 Asian inservice teachers (100 percent) will obtain an ESL or bilingual authorization along with an MA Degree in Multicultural and Multilingual Education, to be verified by their transcripts, an ESL or a Bilingual Authorization and MA Degrees. 2.1 At the completion of the program, 100 percent of project students will demonstrate adequate computer skills in integrating Internet sources and instructional technology into the curriculum, as measured by their lesson plans. 2.2 At the completion of the program, 100 percent of project students will demonstrate competency in creating an electronic portfolio (PACT, Cal TPAs, FAST), measured by their completed electronic portfolio (Performance Assessment for California Teachers, Cal TPA, FAST), which is required of California credential students to exit the program. 3.1 Conduct summer institutes of the training workshops on multicultural education. Educational practitioners who work with schools in our service areas such as Los Angeles, Glendale, Burbank, Long Beach, Pomona, Fullerton, Cupertino, Fresno, San Diego, San Francisco, San Jose, Sacramento and Stockton districts will be invited as workshop leaders, in addition to other outside consultants. 3.2 Provide enrichment workshops in instructional technology in conjunction with the summer institutes.

Project Goals and Objectives

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| | <ul style="list-style-type: none">4.1 Ensure all project students attend advisement sessions with the project director or a consortium adviser once a semester or more.4.2 Confirm that all project students attend test preparation workshops for the CBEST, RICA, and/or CSET test, as needed, to be verified by their attendance forms and their passage rates of these state-required tests.4.3 Ensure all project students attend PACT, Cal TPA or FAST preparation workshops (Performance Assessment for California Teachers), as needed, to be verified by their attendance form. |
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Institution of Higher Education	State
Regents of the University of California (Santa Cruz) (T365Z110154)	CA
Project Title	
English Language and Literacy Integration in Subject Areas (ELLISA)	

Award Year	2011
Grantee Representative	Patricia Stoddart
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • San Francisco State University • San Jose State University • CERIOUS (Center for Educational Research in the Interest of Underserved Students) UCSC • Alum Rock Union Elementary School District • Franklin-McKinley School District • San Francisco Unified School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>English Language and Literacy Integration in Subject Areas (ELLISA) prepares preservice teachers to provide effective instruction to English Learners (ELs) with the goal of accelerating this vulnerable student populations' acquisition of academic language, literacy and content knowledge. Over the course of the project, 10 subject methods instructors (SMI), eight teacher supervisors (TS), and 50 cooperating teachers (CTs) in the partner school districts will have completed professional development to enable them to deliver the EL-focused model, and 184 preservice teachers will have completed an EL-focused model of teacher education and be California certified in EL instruction. A program of research and evaluation provides formative and summative evaluation data to inform an iterative process of program development and analyze program impact on methods instructor, teacher supervisor, cooperating teacher and student teacher knowledge, beliefs and practice.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Develop a model of EL-focused elementary teacher preparation that integrates the teaching of academic language and literacy into science, mathematics and social studies instruction to prepare teachers to better serve English learners. Articulate this model across program components, including subject matter methods courses, preservice teacher supervision, and mentoring by cooperating teachers in preservice teacher preparation programs at SFSU and SJSU by providing professional development to methods instructors, preservice teacher supervisors, and cooperating teachers in the partner school districts. 2. Develop teacher education curricula that (a) are aligned with California content and ELD standards and integrate academic language and literacy into mathematics, science, and social studies content; (b) will be used to prepare preservice and inservice cooperating teachers to accelerate ELs' acquisition of academic language, literacy and content knowledge in mathematics, science and social studies, and (c) will be in the public domain for use in teacher education and professional development to enable teacher education programs and school districts to implement the ELLISA model at their own sites.
Objectives	<ol style="list-style-type: none"> 1.1 In year one, develop professional development models for methods instructors, teacher supervisors and cooperating teachers. 1.2 In years two through four, provide professional development for science, math, and social studies methods instructors to develop integrated methods courses. 1.3 In years two through five, provide professional development for preservice teacher supervisors and cooperating teachers to enable them to effectively mentor preservice teachers to effectively develop ELs' academic language and literacy and content learning in math, science and social studies. 1.4 Prepare preservice teachers who will be able to provide effective instruction to ELs by integrating academic language and literacy in science, mathematics, and social studies. 2.1 Produce a Web-based multimedia representation of a case of K-6 science (year one), mathematics (year two), and social studies (year three) teaching that uses ELLISA teaching practices and is aligned with California content and ELD standards. 2.2 Use Web-based multimedia representations of ELLISA teaching practices in methods classes in science (years three through five), mathematics (years four and five), and social studies (year five). 2.3 In years three through five, produce multimedia representations of cases of ELLISA science, mathematics, and social studies methods instructors' practice of preparing preservice teachers to accelerate ELs' acquisition of language, literacy and content knowledge. 2.4 In years three through five, create a Web-based repository of multimedia representations of cases of K-6 teachers' and teacher educators' practice and study how the cases are being used in teacher education and professional development outside of the ELLISA project.

Institution of Higher Education		State
San Diego State University (T365Z110156)		CA
Project Title		
PROJECT CORE: Transforming Education for English Learners through Common Core Standards		

Award Year	2011
Grantee Representative	Dr. Cristina Alfaro
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • University-College of Education • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • County office of education • Three major school districts
Priority Areas	<ul style="list-style-type: none"> • Professional development for College of Education faculty • Preservice and inservice teachers

Project Description
<p>Project CORE provides teacher education faculty, along with inservice teachers, an opportunity to develop curricula processes and materials that align with the California Common Core Language Arts Standard (CCLAS) to English Language Proficiency Levels with the goal of accelerating ELs' acquisition of language and literacy with a focus on 21st century skills. Preservice and inservice participants earn credit toward necessary credentials and/or state certification or recertification to teach ELs. University faculty receive training and materials focused on the Common Core and processes for aligning content to meet the needs of English language learners.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Build San Diego State University's capacity to prepare preservice and inservice teachers to improve instruction for ELs. 2. Create and integrate a comprehensive and cohesive process for differentiation of instruction and assessments using the Common Core standards by levels of language proficiency. 3. Promote collaboration and build capacity with local districts in designing high quality professional development activities for preservice and inservice teachers to improve instructional practices and achievement of ELs in San Diego County.
Objectives	<ol style="list-style-type: none"> 1. Increase the percentage of SDSU-COE faculty members who are able to effectively prepare preservice and inservice teachers to design standards-based instruction using the California CCLAS to meet the needs of ELs by language proficiency levels. 2. Increase the number of preservice and inservice teachers prepared to design linguistically and culturally appropriate curriculum and assessments aligned with the California CCLAS. 3. Increase the number of highly qualified teachers with the knowledge and skills needed to provide quality staff development to include differentiation of standards-based instruction by levels of language acquisition and cross-linguistic transference.

Institution of Higher Education		State
Board of Trustees of the Leland Stanford Junior University (T365Z120130)		CA
Project Title		
Academic Literacy Support for Novice Teachers: A Systemic Approach		

Award Year	2012
Grantee Representative	Kenji Hakuta
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Secondary
Partnerships	<ul style="list-style-type: none"> • Yuba City Unified School District • Twin Rivers Unified School District • Campbell Union School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The goal of Academic Literacy Support for Novice Teachers: A Systemic Approach is to develop, implement and evaluate an academic literacy program for novice (years one through five) middle and high school teachers. The focus is on supporting these teachers to implement essential practices to develop the academic literacy of ELs across content area secondary classrooms. The two specific goals are to: (1) develop, implement and refine a high-quality Academic Literacy Teacher Support (ALTS) Program (2) establish the feasibility of the model through working with the Northern California Teacher Support Consortium that includes 20 public school districts.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Develop, implement and refine a capacity-building professional development (PD) model of high-quality academic literacy teacher support. 2. Implement the model in different contexts to test its scalability.
Objectives	<ol style="list-style-type: none"> 1.1 Develop a high-quality PD model for 150 novice teachers (years one through five of teaching) within three school districts, where 30-50 percent of each school population are ELs. 1.2 Build a model to develop mentor/coach capacity around academic literacy practices, beginning with 16 mentors/coaches who work within these districts to support novice teachers in the enactment of these practices. 1.3 Build a model to develop capacity in school-based instructional teams around academic literacy practices, beginning with nine instructional leadership teams within these districts to support and sustain this work. 2.1 Work with the Sacramento Teacher Support Consortium to implement the model and to determine the value the ALTS Program adds to their existing mentoring/coaching program. 2.2 Develop the knowledge of 20 regional professional development directors and associated personnel to implement the AL TS Program in their context.

Institution of Higher Education	State
California State University Chico (T365Z120186)	CA
Project Title	
The CPD Project: Collaborative Professional Development in Rural California Schools	

Award Year	2012
Grantee Representative	Esther Larocco
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Butte County Office of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Improving high school graduation rates

Project Description
<p>The CPD Project: Collaborative Professional Development in Rural California Schools will help improve learning opportunities and educational outcomes for ELs in rural Butte County. Data show only 26 percent of the content teachers received professional development about ELs and the specific needs of culturally and linguistically diverse students and families. The project will target the teachers who teach STEM disciplines. CPD's targeted outcomes include: (1) increase teacher knowledge base in science content through inquiry based pedagogy; (2) embed effective practices for EL instruction; (3) increase the incidence of teaching science in elementary classrooms and (4) make data-based instructional decisions.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Provide a collaborative professional development project that fosters site-based leadership in rural Butte County service area. 2. Provide professional development for elementary and secondary preservice teachers who are bilingual and/or from underserved groups, paraprofessionals and 4th - 9th grade inservice teachers designed to: (a) better serve ELs; (b) implement inquiry-based instruction in the STEM discipline of Science and integrate English Language Arts Common Core Standards and English Language Development Standards; and (c) make data-based instructional decisions to improve student learning outcomes.
Objectives	<ol style="list-style-type: none"> 1. Recruit and select 140 elementary and secondary preservice teachers who are bilingual and/or from underserved groups, eight paraprofessionals and 112 inservice teachers (grades 4th-9th) to participate in professional development to: (a) better serve ELs; (b) implement inquiry-based instruction in the STEM field of Science, integrate ELA Common Core and ELD standards; and (c) make data-based instructional decisions. 2. Prepare 140 elementary and secondary preservice teachers who are bilingual and/or from underserved groups, eight paraprofessionals and 112 inservice teachers (grades 4th - 9th) by developing and implementing professional development to: (a) better serve ELs; (b) implement inquiry-based instruction in the STEM discipline of Science and integrate ELA Common Core Standards and ELD Standards; and (c) make data-based instructional decisions to improve student learning outcomes. 3. Collect, analyze and use high quality and timely data to improve student outcomes. 4. Increase and track the number of teachers and paraprofessionals who are well prepared to meet ELs need in educational settings upon completion.

Institution of Higher Education	State
California State University East Bay (T365Z120201)	CA
Project Title	
Project STEM	

Award Year	2012
Grantee Representative	Lettie Ramirez
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Fremont Unified School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description

Project STEM is a five-year project that targets 41 schools and 32,000 students. The project will develop a secondary model that meets ELs' needs and STEM high school standards. The model will use Guided Language Acquisition Design (GLAD) research-based strategies originally developed for elementary school ELs. This project will identify GLAD strategies that will meet high school students' STEM standards. It will focus on enabling more data-based decision making and promoting STEM education.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Recruit, select and mentor/advise a new high school cadre of 150 STEM student teachers who will become highly-qualified teachers to teach STEM classes through new EL strategies implementing project learning and differentiating instruction as they assess each student. 2. Support 150 CSUEB STEM student teachers for a total of \$225,000. 3. Recruit, select and support 10 high school teachers who will receive GLAD Trainer of Trainers certificates for a total of \$150,000. 4. Recruit and select 150 teachers to serve as mentor teachers to CSUEB student teachers and receive GLAD training for a total of \$199,000. 5. Invite mentor teachers and student teachers to a STEM summer institute held each year at CSUEB. 6. Invite each high school to develop a STEM Club.
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Project Goals and Objectives

Objectives	<ol style="list-style-type: none"> 1.1 Thirty STEM student teachers will be selected every year to receive STEM/GLAD training. 2.1 Thirty STEM student teachers will be invited to participate as student teachers each year of the grant, in a year-long placement in FUSD. 2.2 Thirty STEM student teachers will receive \$1,500 each year to complete their teaching certification. 3.1 A total of \$150,000 will be allocated for 10 teachers to become Trainers of Trainers during the five years of the grant. 3.2 Two teachers will be selected every year to obtain Trainers of Trainers certification, training costing up to \$30,000. 3.3 Teachers, as Trainers of Trainers, will sign contracts agreeing to stay in the district for a minimum of three years and provide training/coaching for at least 10 teachers per year. 3.4 Participating teachers will disseminate information in conferences, videos, publications and modeling lessons throughout the duration of the grant. 4.1 Thirty teachers will participate in STEM/GLAD training each year of the grant for a total of at least 150 participants over the five years of the grant. 5.1 Thirty teachers will participate in STEM/GLAD training each year of the grant for a total of at least 150 participants over the five years of the grant. 6.1 STEM Club high school students will be invited to present modules at the annual summer institute.
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Institution of Higher Education	State
California State University San Marcos (T365Z120095)	CA
Project Title	
Leading and Learning: Supporting English Learners with Effective Teacher Preparation and Professional Development	

Award Year	2012
Grantee Representative	Dr. Annette M. Daoud
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Secondary
Partnerships	<ul style="list-style-type: none"> • Escondido Union High School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers • Improving high school graduation rates

Project Description
<p>The Leading and Learning: Supporting English Learners with Effective Teacher Preparation and Professional Development project provides professional development to teachers to help high school English learners increase their academic achievement. To enhance the qualifications of the instructors of the Single Subject Credential Program (SCCP), the project team will create a 12-member Professional Learning Community comprised of the eight SCCP instructors and four key personnel from Escondido Union High School District. Annually, the SCCP will credential approximately 60 teacher candidates across the content areas of English Language Arts, Mathematics, Science, and Social Science. By the end of this five-year project, 240 inservice teachers will be credentialed to best meet the needs of English learners. The goal is to increase the percentage of 12th grade English learners who are eligible to graduate annually and to begin closing the achievement gap.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none">1. Enhance the qualifications of instructors in the Single Subject Credential Program so all teacher candidates can effectively teach English learners in their content classes (English, mathematics, science, social sciences).2. Provide high-quality professional development to high school teachers to effectively teach content and language to ELs in content area classes.3. Increase the number of high school English learners who are on the “college track.”

Project Goals and Objectives

Objectives	<ol style="list-style-type: none"> 1.1 Single Subject Credential Program course instructors and key personnel from the partnership district will engage in Professional Learning Community to create curriculum for ELs in all program courses and reflect on their pedagogy. 1.2 The PLC will design and teach curriculum based on identified skills and instructional needs of English learners in the Single Subject Credential Program's core classes and the methods classes for English language arts, mathematics, science, and social sciences. 1.3 Assess teacher candidate outcomes from the individual courses as well as from the Single Subject Credential Program as a whole. 2.1 The PLC will design and teach curriculum development workshops for cooperating teachers, on-site liaisons and recently hired teacher candidates in the partnership district. 2.2 Teachers attending the workshops will modify their curriculum so that lessons and units include language and content standards and objectives, and effective strategies and activities for English learners. 2.3 Collect and analyze assessment data from workshop participants' content classes to determine effectiveness of the modified curriculum on English learners. 3.1 Identify curriculum and technology needed within each content-area class to enhance ELs' language proficiency development and content area classroom-English language arts, mathematics, science and social science. 3.2 Extend professional development workshops to teachers of "college track" content area classes who have not yet been trained. 3.3 Monitor ELs' placement in the four high schools in the district to ensure greater access to "college track" classes.
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Institution of Higher Education	State
Loyola Marymount University (T365Z120108)	CA
Project Title	
Project STELLAR: Teaching for Critical Transitions (Science Teaching for English Learners-Leveraging Academic Rigor)	

Award Year	2012
Grantee Representative	Magaly Lavadenz
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle
Partnerships	<ul style="list-style-type: none"> • Lennox School District • Culver City Unified School District • Wiseburn School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Project STELLAR: Teaching for Critical Transitions (Science Teaching for English Learners-Leveraging Academic Rigor) provides intensive training in academic writing in environmental science for 100 inservice teachers, 29 teacher leaders, and 20 preservice teachers of English Learners. This project will reach an estimated 2,240 English Learners in consortium districts. The focus is on two areas: 1) professional development for preservice and inservice teachers to develop and implement environmental literacy curriculum for English learners, and 2) a training series for leadership teams from each district focusing on providing research-based effective program services to long-term ELs.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. To create and implement a coherent and comprehensive professional development program for preservice and inservice teachers at LMU and in the Project STELLAR consortium partner districts that targets the academic writing and the socio-emotional needs of long-term English Learners. 2. Improve educational outcomes for 4th – 8th grade English Learners during "critical transition" periods by increasing the capacity of schools and educational personnel to provide high-quality, content-based language and literacy development while addressing the socio-emotional needs of English Learners.
Objectives	<ol style="list-style-type: none"> 1.1 By June 2016, the project will provide state certification for two cohorts (10 each) of bilingual teacher candidates, fully qualified to provide instruction to English Learners. 1.2 Beginning in year two and each year thereafter, the English learner instructional competence of 100 inservice teachers in the partner districts will improve, as measured by statistically significant improvement on the Observation Protocol for Academic Literacies (OPAL). 1.3 By 2016, a cadre of 21 teacher leaders will be trained as coaching teachers to use data to modify teacher training and to support research-based classroom observation practices, as measured by leadership training records. 2.1 Ninety percent of English Learners in participating teachers' classrooms will improve their proficiency in English, as measured by the CELDT (one level of improvement per year) and acquire grade-level and standards-based writing skills in Environmental Literacy as measured by passing the district writing examination by 2016. 2.2 By the end of the project, the reclassification/redesignation rates in partner districts will increase by at least 50 percent from the pre-project baseline, as measured by district redesignation rates as reported to the California Department of Education. 2.3 Ninety percent of preservice and inservice teachers participating in the program will demonstrate statistically significant improvement in addressing the socio-emotional needs of long-term English Learners, as measured by teacher surveys, administrator observations, and focus group interviews.

Institution of Higher Education		State
National University (T365Z120256)		CA
Project Title		
Project Moving Forward		

Award Year	2012
Grantee Representative	Linda Ventriglia-Navarrette
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<p>Northern California:</p> <ul style="list-style-type: none"> • Yolo County Office of Education • Woodland Unified School District • Esparto Unified School District • Roseville Unified High School District <p>Southern California:</p> <ul style="list-style-type: none"> • San Bernardino Unified School District • Moreno Valley Unified School District • Hemet Unified School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Project Moving Forward is purposely designed to provide professional development/inservice opportunities for administrators and teachers whose rural or urban program improvement schools have more than 40 percent English learners (ELs). The project systematically addresses the challenge of moving forward ELs to academic and linguistic proficiency by enhancing inservice opportunities for teachers and administrators, including improving the effectiveness of staff through the attainment of a Certificate in Best Practices in Accelerated Academic English learning. This certificate will establish the knowledge base for the new English as a World language single subject credential. The project also focuses on improving the effectiveness of content-area instruction for all teachers serving ELs including those teaching STEM.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve the effectiveness of teachers/administrators providing leadership to program improvement schools with 40 percent or more of English learners through the attainment of a Certificate in Best Practices in Accelerated Academic English learning. 2. Improve the effectiveness of content-area instruction for all teachers serving English learners including those teaching STEM.
Objectives	<ol style="list-style-type: none"> 1.1 Develop and implement a quality graduate level Leaderships Certificate in Best Practices in Accelerated Academic English learning targeting proven best practices for language acquisition. 2.1 Prepare interdisciplinary teams of teachers including STEM teachers in linguistic and content acceleration strategies that will accelerate the learning of English learners across subject areas. 2.2 Provide coaching to teachers on content-based ELD strategies and benchmarking to assist teachers in data-based decision making. 2.3 Deliver high-quality coursework with the addition of best practice content-based ELD acceleration strategies and benchmarking that will result in increased levels of academic achievement for English learners across elementary, middle school and secondary schools.

Institution of Higher Education		State
The Regents of the University of California (T365Z120153)		CA
Project Title		
The Pathway Project: A Cognitive Strategies Approach to Reading and Writing Instruction for Teachers of Secondary English Language Learners		

Award Year	2012
Grantee Representative	Carol Olson
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators
School Levels Served	<ul style="list-style-type: none"> • Secondary
Partnerships	<ul style="list-style-type: none"> • The University of California, Irvine (UCI) Writing Project • Anaheim Union High School District (AUHSD)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The purpose of the Pathway Project academic reading/writing intervention is to improve the practices of classroom teachers in ways that positively impact student learning and school achievement. The project replicates and demonstrates the efficacy of an existing, successful professional development program for teachers of secondary ELs in the Santa Ana Unified School District, in Santa Ana, California. One hundred ELD 3 or standard English Language Arts teachers are recruited to participate in the program. Participating teachers receive stipends during the school year as incentives to participate. Additionally, teachers receive PD materials, including PD lessons, wall posters, bookmarks, professional books, and a Book Club notebook. To increase the likelihood that teachers will remain in the program over the course of the evaluation, we also conduct a half-day Pathway training session for district administrators, school principals, assistant principals, and counselors each year to enlist their support in the implementation of the intervention.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve the practices of English language development and English language arts teachers in ways that positively impact student learning and school achievement. 2. Demonstrate the efficacy of the Pathway Project academic reading/writing intervention through a large scale, multi-state, professional development program and research study.
Objectives	<ol style="list-style-type: none"> 1. Develop a long-term educational partnership between UCI and AUHSD to close the school achievement gap by providing high-quality PD for teachers and positively enhance student outcomes for ELs over a five-year period and beyond. 2. Replicate the efficacy of the Pathway Project, a cognitive strategies-based reading/writing intervention. 3. Improve the quality of teaching through intensive professional development in the UCI WP cognitive strategies reading/writing intervention and to provide teachers with the content knowledge, pedagogical strategies, and curricular approaches and materials to enhance the academic literacy of ELLs as measured by student outcomes such as performance on a variety of assessments including the ELA portion of the California Standards Test. 4. Enhance the sustainability of the intervention by providing administrators with ongoing information on research-based best practices for developing the academic literacy of ELLs and by training literacy coaches. 5. Cultivate a pool of outstanding future teachers in the UCI Secondary English Credential Program who will complete their student teaching in AUHSD.

Institution of Higher Education	State
San Diego State University (T365Z120141)	CA
Project Title	
Academic Development for the Achievement of Noteworthy Teacher Educators (ADANTE): Bilingual and Special Education Dual Credential Programs to Enhance Language Acquisition and Literacy	

Award Year	2012
Grantee Representative	Anne Graves
Education Personnel Served	<ul style="list-style-type: none"> Preservice Teachers
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> San Diego Unified School District
Priority areas	<ul style="list-style-type: none"> Enabling data-based decision making Training for all teachers

Project Description
<p>The Academic Development for the Achievement of Noteworthy Teacher Educators (ADANTE): Bilingual and Special Education Dual Credential Programs to Enhance Language Acquisition and Literacy project increases the number of bilingual teachers who excel at teaching English learners (ELs) including those with disabilities. The project assists ELs in achieving the highest professional standards in school. The credential coursework and practicum experiences in bilingual education and special education are blended and merged to create a two-year program.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve preparation for all teachers including activities to improve teacher education curricula, content and faculty skills to ensure all new teachers are prepared to teach ELs. 2. Enable data-based decision making to improve instruction and student outcomes for ELs including those with disabilities. Address the academic and linguistic needs of ELs and use their responses to instruction and schools to guide change.

Project Goals and Objectives

Objectives	<ol style="list-style-type: none"> 1.1 Facilitate collaboration between SDUSD and SDSU College of Education Policy Studies (bilingual teacher education program) and special education (mild/moderate disabilities) credential programs. 1.2 Engage technical assistance from leading researchers on ELs to participate in focus group meetings and share expertise three times a year. 1.3 Improve credential course work and practicum experiences. 1.4 Recruit three cohorts of 15 bilingual teacher candidates during a two-year period in bilingual and special education. 1.5 Candidates demonstrate knowledge of research-based literacy instruction. 1.6 Infuse cutting-edge research and practice into the repertoires of focus group members. 2.1 Gather information about effective local schools making progress with ELs. 2.2 Encourage field placements where large concentrations of ELs are being taught. 2.3 Implement bilingual and special education methods that are research-based through course work and field experiences, including informal assessment approaches. 2.4 Incorporate Teaching Performance Expectations (TPEs) and California Common Core Standards for English Learners (CSELs). 2.5 Provide culturally and linguistically diverse curricula and critical pedagogy in the preparation of bilingual special education specialists. 2.6 Candidates use data collection to make ongoing adaptations of instruction and school experiences. 2.7 Implement performance-based measures of the quality of the credential candidate's teaching.
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Institution of Higher Education	State
San Diego State University (T365Z120192)	CA
Project Title	
Cultural-Linguistic Advocates for Spanish-Speaking English-Learners (CLASS-EL)	

Award Year	2012
Grantee Representative	Carol Robinson-Zanartu
Education Personnel Served	<ul style="list-style-type: none"> School psychologists
School Levels Served	<ul style="list-style-type: none"> Elementary Middle Secondary
Partnerships	<ul style="list-style-type: none"> City Heights (San Diego) Educational Collaborative, specifically Rosa Parks Elementary School
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making

Project Description

The Cultural-Linguistic Advocates for Spanish-Speaking English-Learners (CLASS-EL) Project is in response to the growth in the numbers of Spanish-speaking students in Southern California. CLASS-EL recruits and prepares Spanish-speaking school psychologists who have bilingual education knowledge to serve as advocates for ELs. Additionally, it aims to improve the Spanish skills and cultural competencies of preservice school psychologists, bilingual teachers and special educators. The project will help to improve instruction and services for Spanish-Speaking English-Learners (SS-ELs) while assisting educational personnel to meet high professional standards. The students (school psychologists) who enter the program as Spanish learners are either native speakers who have lost proficiency due to immersion in English-language education or have academic backgrounds in Spanish but lack conversational skills. There is also a summer component of a month-long immersion program in Mexico.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> To increase the number of new SS S-PSYs to better serves SS-EL students and families. To ensure the S-PSY trainees have the BEKSA that meet high professional standards to better serve SS-ELs. To increase CLASS-EL trainees' and preservice teachers' Spanish proficiencies and cultural competencies to better instruct SS-ELs. To prepare CLASS-EL trainees to function as advocates, system change agents and consultants for teachers and parents of SS-ELs.
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Project Goals and Objectives

Objectives	<ul style="list-style-type: none">1.1 Recruit and select bilingual applicants.1.2 Recruit and select Spanish-learner applicants.1.3 Monitor, evaluate and advise trainees.1.4 Employment of interns and completers in instructional settings serving SS- EL students.2.1 Promote professional multicultural readiness to increase cultural and linguistic understanding and competencies.2.2 Ensure trainees’ ability to apply knowledge and skills to better serve SS-ELs (see BEKSA framework).2.3 Ensure trainee knowledge and skills in data-driven strategies to promote academic language, English language development, literacy and content knowledge of SS-ELs.3.1 Develop professional Spanish skills of bilingual CLASS-EL and preservice teachers.3.2 Develop Spanish conversational skills of Spanish-learner S-PSYs.3.3 Improve Spanish skills of preservice bilingual teachers.3.4 Enhance cultural competence of educators.3.5 Develop skills in interdisciplinary collaboration.4.1 Provide teachers with skills in using data (e.g., curriculum-based and formative assessment) when making instructional decisions.4.2 Provide collaborative consultation and engage in proactive communication with parents.4.3 Provide a broader range of services and interventions for SS-ELs.
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Institution of Higher Education	State
San Jose State University (T365Z120188)	CA
Project Title	
The Trio Project: Addressing Academic Language Development across the Teacher Continuum	

Award Year	2012
Grantee Representative	Lara Ervin
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Arts and science faculty
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Santa Clara County Office of Education • East Side Union High School District • San Jose State University
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Trio Project integrates the 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 to provide high-quality, student-outcomes-based professional development around academic language and serving the needs of English Learners. The project will provide sustained, job-embedded professional development for preservice and inservice teachers by using San Jose State University's clinical residency program as a context for building professional learning communities. 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.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Create a model clinical residency program centered on discipline-specific academic language development for English learners. 2. Prepare 320 teachers (including 120 STEM teachers) to integrate discipline-specific research-based instruction for English learners into standards-based curriculum. 3. Increase the number of mentor teachers qualified to coach colleagues and preservice teachers in EL-specific pedagogy. 4. Enhance preservice teachers' knowledge, skills and dispositions to offer high quality instruction for English learners.
Objectives	<ol style="list-style-type: none"> 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. 2.1 Provide participating teachers with three 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. 2.3 Guide teachers in creating a database of standards-based curriculum materials and video demonstrations that model best practices. 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. 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 preservice candidates in the Single Subject Credential Program at San Jose State University. 4.3 Prepare preservice teachers who go on to work with English learners upon program completion.

Institution of Higher Education		State
Sonoma State University (T365Z120238)		CA
Project Title		
Accelerating Academic Achievement for English Learners (AAAEL)		

Award Year	2012
Grantee Representative	Kelly Estrada
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Cotati-Rohnert Park Unified School District • Petaluma City Schools • Santa Rosa School District • Sonoma Valley Unified School District • Windsor Unified School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The Accelerating Academic Achievement for English Learners (AAAEL) project will engage inservice and preservice teachers of middle and high school mathematics, science and English language arts in professional development to improve ELs' outcomes on the California state language proficiency and content area standards. AAAEL provides professional development experience using the Performance Assessment of California Teachers (PACT), a portfolio-based assessment of preservice teaching performance. Using PACT, inservice and preservice teacher participants will develop, implement and evaluate the effectiveness of learning segments (units of instruction) targeted to improving the academic English proficiency and content knowledge of EL students.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Provide professional development activities designed to improve classroom instruction for ELs for 130-140 inservice and 130-140 preservice teachers. 2. Increase acquisition of English; accelerate academic achievement in mathematics, science, and English language arts. 3. Increase student participation in mathematics and science academic coursework. 4. Develop a high-quality professional development curriculum of research-based instructional practices to support EL achievement. 5. Effectively deliver EL-focused professional development using a hybrid (face-to-face) approach.
Objectives	None provided.

Institution of Higher Education	State
Aims Community College (T365Z110014)	CO
Project Title	
Career Ladder	

Award Year	2011
Grantee Representative	Lorenzo Aragon
Education Personnel Served	<ul style="list-style-type: none"> Paraprofessionals
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> University of Northern Colorado, Greeley Metropolitan State College, Denver University of Colorado at Boulder Weld County School District Re8 Adams County School District 27J Adams County School District 50
Priority Areas	<ul style="list-style-type: none"> STEM

Project Description
<p>The Career Ladder Program derived from the fact that the Limited English Proficient (LEP) population has increased two-fold over the past 10 years and the number of endorsed ESL teachers is declining. The goal of the project is to provide two cohorts of 30 paraprofessionals an opportunity to earn an Associate of Arts degree with an emphasis in English as a Second Language. In order to accomplish its goal and seven project objectives, the project has hired a 10 percent-time principal investigator, a 50 percent-time project director and a full-time staff assistant. Paraprofessionals are required to complete two courses in math methods and science methods for elementary teachers. While the courses prepare paraprofessionals to teach math and science content to students, these courses are not focused on strategies for teaching math and science content to all ELs. Project director is working with math and science instructors to embed ESL standards and practicum experiences into these required courses.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. To develop and implement an A.A. degree program for bilingual paraprofessionals who work with students of Limited English Proficiency.
Objectives	<ol style="list-style-type: none"> 1. Upon notification of funding, finalize plans for the A.A. degree program at Aims Community College, with emphasis in ESL education. 2. In the fall semester of year one, embed ESL standards into math/science and elective ESL courses and design practicum experiences for these courses. 3. Upon notification of funding, recruit and select 30 paraprofessionals (Cohort 1) to participate in the A.A. degree program. In the spring of year three, select an additional 30 paraprofessionals (Cohort 2) to participate in the program. 4. In September 2011, recruit and select 30 mentor teachers to serve as mentors for Cohort 1 paraprofessionals and in January 2014, recruit and select 30 additional mentor teachers. 5. Retain a minimum of 90 percent of students from each cohort throughout the five-year project period. 6. Each year, offer courses that accommodate paraprofessionals' work schedule and provide participants needed support to successfully complete their Associate of Arts degree program with emphasis in ESL education. 7. In the spring semester of year three and in the summer semester of year five, assist students with transfer from Aims Community College to the University of Northern Colorado or Metropolitan State College of Denver.

Institution of Higher Education		State
The Regents of the University of Colorado (Boulder) (T365Z110001)		CO
Project Title		
Secondary STEM		

Award Year	2011
Grantee Representative	Dr. Leonard Baca and Dr. Lorenzo Aragon
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers College of Education faculty
School Levels Served	<ul style="list-style-type: none"> Secondary
Partnerships	<ul style="list-style-type: none"> Weld County School District Re8 Adams County School District 27J Adams County School District 50 Boulder Valley Schools St. Vrain Valley School District
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision-making STEM

Project Description
<p>Secondary STEM provides an opportunity for 50 secondary STEM teachers to earn a Master of Arts degree and ESL endorsement. This project is unique because the current M.A. degree program at the University of Colorado targets elementary teachers. Project staff members are revising existing courses within the existing master's program in Education, Equity and Cultural Diversity to include ESL teaching methods for secondary STEM teachers. More importantly, teachers are gaining skills in providing effective instruction to each district's growing EL population.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. To provide two cohorts of secondary STEM teachers from the five partner school districts an opportunity to earn a Master of Arts and ESL endorsement.
Objectives	<ol style="list-style-type: none"> 1. From August 1, 2011, through December 31, 2011, embed a secondary focus into the existing Master of Arts and ESL endorsement program, assuring that K-12 English language standards are embedded into courses. 2. From October 2011 through December 2011, recruit the first cohort of 25 secondary STEM teachers from the five partner districts. January 2014 through May 2014, recruit a second cohort of 25 STEM teachers. 3. Each semester offer courses that accommodate program participants' work schedules. 4. Yearly embed supervised practicum experiences into each of the courses within the M.A. degree program. 5. In year two, design a study to collect post-training data on the effectiveness of program graduates and completers. 6. Yearly, build program capacity and disseminate program successes to other IHEs.

Institution of Higher Education		State
The Regents of the University of Colorado (Boulder) (T365Z110003)		CO
Project Title		
Rural Educator Development and Endorsement (REDE)		

Award Year	2011
Grantee Representative	John Hoover
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Counselors • School psychologists
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • BUENO Center and School of Education at the University of Colorado, Boulder • Colorado Department of Education • Eagle County School District • Garfield County School District • Summit County School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The Rural Educator Development and Endorsement (REDE) Project is preparing 40 educators in rural school districts to deliver high-quality instruction and assessment to ELs in grades K-12, by providing an MA degree leading to Colorado state endorsements in linguistically diverse education and special education. This program prepares educators for work with ELs, with and without disabilities, specifically focusing on skills necessary to: 1) provide sufficient opportunities to learn in general education instruction, and 2) reduce misplacements and unnecessary referrals of ELs for special education. The REDE project addresses the contemporary need of knowing linguistically diverse and special education knowledge and skills necessary to provide high-quality instruction to all English learners.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Increase statewide pool of highly qualified culturally responsive teachers. 2. Increase critical skill sets of scholars to meet cultural and linguistic diversity needs. 3. Scholars demonstrate use of evidence-based interventions with fidelity and improve ELs progress in content areas. 4. Increase scholars' knowledge and expertise with co-teaching and Professional Learning Communities (PLC).
Objectives	<ol style="list-style-type: none"> 1.1 Prepare 40 current educators to become highly qualified in linguistically diverse education as defined by the state of Colorado; select and train four mentor teachers. 1.2 One hundred percent of project participants will assume a teaching or supervisory position working with diverse students with or without disabilities upon completion of the program. 2.1 Participants will obtain an average score of 3.5 or higher (1-5 scale) on the Quality Teacher Inventory (QTI) demonstrating knowledge and skills in teaching diverse students. 2.2 One hundred percent of the project participants will score 8 or higher on a 12-point scale on each of the five sections of the Comprehensive Portfolio (Foundations, Methods, Curriculum, Assessment, Collaboration) completed at the end of the project demonstrating mastery of knowledge and skills in teaching English learners with and without disabilities. 2.3 One hundred percent of project participants will demonstrate expertise in abilities to discern learning differences from disabilities. 2.4 One hundred percent of project participants will develop and deliver 10 ESL instructional lessons in the content areas of mathematics and science, demonstrating expertise at incorporating ESL methods into math and science instruction. 3.1 One hundred percent of participants demonstrate expertise in use of several ESL evidence-based practices including ESL methods, sheltered Instruction, scaffolding, direct Instruction, thematic Instruction, reciprocal reaching, scientific method, Mathematics Concrete-Semi Abstract-Abstract (CSA), and reflective thinking. 3.2 One hundred percent of program participants will demonstrate expertise in using Universal Design for Learning (UDL) by generating and delivering lessons utilizing evidence-based practices within a rigorous UDL structure. 3.3 Improve reading, math and science progress of ELs taught by participants. 4.1 Upon project completion, 100 percent of program participants will have delivered 25 hours of co-teaching with colleagues in linguistically diverse education to meet the needs of diverse learners with/without disabilities. 4.2 All participants will develop a professional learning community (PLC) in their schools to facilitate collaboration with colleagues, parents and community members within response to intervention models to meet needs of ELs.

Institution of Higher Education	State
University of Colorado (Boulder) (T365Z110008)	CO
Project Title	
Organizational Alignment to Serve EL Students (OASES)	

Award Year	2011
Grantee Representative	Susan Hopewell and Wendy Sparrow
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Counselors • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Denver Public Schools • Boulder Valley School District • St. Vrain Valley School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making

Project Description
<p>Organizational Alignment to Serve EL Students (OASES) focuses on improving preparation of all teachers to better serve ELs. Project staff and University of Colorado faculty are collecting post-training data on the effectiveness of program graduates in order to determine the impact of the project. The project is research based and involves three critical elements: (1) professional development opportunities for teachers who are responsible for teaching second language learners; (2) professional development for principals, counselors, literacy coaches and other administrators who are responsible for the supervision of teachers of EL students; and (3) revised curricula and enhanced pedagogy in the teacher education program to improve the preparation of professional educators to provide effective educational programs to ELs. The result of this project is 48 teachers will earn LDE endorsements, 24 instructional leaders will earn a Certificate of Administrative Excellence in EL Education, and leaders throughout the state will be invited to attend an annual Language, Culture, and Equity Academy.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Develop and implement a model Linguistically Diverse Educator Endorsement Program to prepare teacher candidates to provide instruction that accelerates ELs' acquisition of language, literacy and content knowledge and to align 10 WIDA-ELP Standards. 2. Develop and implement nine-credit hour Certificate of Administrative Excellence in EL Education program for principals, coaches and directors of the English Language Acquisition Program. 3. Provide on-going, up-to-date professional development to instructional leaders across the state (superintendents, district English Language Acquisition directors, literacy coaches, counselors, etc.) by organizing an annual Language, Culture, and Equity Academy.
Objectives	<ol style="list-style-type: none"> 1.1 By December 31, 2011, develop a model 25 semester hour LDE program that includes lab-based opportunities in methods courses that aligns with the WIDA-ELP Standards. 1.2 By December 31, 2011, recruit 24 Cohort 1 teachers, and by April 30, 2014, recruit 24 additional Cohort 2 teachers to participate in the program. 1.3 Beginning January 2012, offer a 25-hour LDE endorsement program to Cohort 1 teacher candidates and beginning June 2014, offer the program to Cohort 2. 1.4 Teachers earning the LDE endorsement will attend a Language, Culture, and Equity Academy twice throughout endorsement program. 1.5 Each project year collect data to determine the effectiveness of teachers providing quality instruction to EL students in the partner school districts. 2.1 By March 30, 2012, develop a model nine semester hours Certificate of Administrative Excellence in EL Education. 2.2 By April 30, 2012, recruit 12 instructional leaders (principals, ELA directors, literacy coaches) to earn a Certificate of Administrative Excellence in EL Education. By April 30, 2014, recruit a second cohort of 12 instructional leaders to earn the Certificate of Administrative Excellence in EL Education. 2.3 By March 1 of each year secure leadership participation in an annual Language, Culture, and Equity Academy. 2.4 By January 30 of each year following the Certificate coursework, interview/survey members of the leadership cohort to understand how the knowledge gained through the certificate program is put into practice at the building level. 3.1 By November 30 of each funded year, collaborate with Colorado Department of Education personnel to plan and organize an annual LCE Academy to take place each April. 3.2 By May 30 of each funded year, summarize LCE Academy evaluations and participation.

Institution of Higher Education	State
University of Colorado-Denver (T365Z110177)	CO
Project Title	
E-learning Communities for Academic Language Learning in Math and Science (ECALLMS)	

Award Year	2011
Grantee Representative	Kara Viesca
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Aurora Public Schools • Adams 12 Five Star Schools • Adams 14 School District • Denver Public Schools • Jefferson County Public Schools • Mapleton Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>E-learning Communities for Academic Language Learning in Math and Science (ECALLMS) prepares members of the Urban Community Teacher Education (UCTE) community (teacher candidates, university faculty, district personnel, site teams, cooperating teachers, program graduates) to provide linguistically responsive instruction that accelerates ELs' acquisition of language, literacy and content knowledge, with a particular focus on math and science. The project improves curricula and enhances existing networks and relationships by focusing on two levels of initiatives (preservice and inservice) that are intertwined and sustainable through the continued development of a substantial, high-quality, UCTE online learning community.</p>

Project Goals and Objectives	
Goals	<p>Preservice Goals</p> <ol style="list-style-type: none"> 1. Professional development of UCTE preservice education faculty. 2. Informing teacher education through collaborative, action research conducted by preservice faculty with district partners striving to solve local issues around instruction that accelerates ELs' acquisition of language, literacy and content knowledge, with a particular focus on math and science. 3. Cohesive curricular alignment across UCTE courses and internships in the interest of preparing preservice teachers to engage in high-quality instruction for ELs' with a particular focus on math and science. <p>Inservice Goals</p> <ol style="list-style-type: none"> 1. Creation of substantial, high-quality, online professional development opportunities for every member of the UCTE community (site teams, clinical teachers, graduates, faculty, district partners, etc.) that will support high-quality instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science. 2. Increased capacity by clinical teachers and program graduates to utilize instruction that accelerates ELs' acquisition of language, literacy, and content knowledge, with a particular focus on math and science.
Objectives	None provided.

Institution of Higher Education	State
University of Northern Colorado (T365Z110204)	CO
Project Title	
Mathematics and Science Teaching to English Learners (MAST-EL)	

Award Year	2011
Grantee Representative	Elizabeth Franklin
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Archuleta Elementary School, Denver Public Schools • Dunn Elementary School, Poudre School District • Centennial Elementary School, Greeley-Evans Weld County School District 6 • Dos Rios Elementary School, Greeley-Evans Weld County School District 6
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision-making • STEM • Training for all teachers

Project Description
The Mathematics and Science Teaching for English Learners (MAST-EL) project prepares preservice elementary teachers to deliver high-quality mathematics and science instruction to K-5 ELs in Colorado schools.

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Prepare and graduate a cohort of 30 MAST-EL Scholars (UNC Elementary Education and English-as-a-Second Language dual endorsed majors) to effectively teach mathematics and science to K-5 ELs and support them through their first year of teaching. 2. Engage and mentor 32 MAST-EL classroom teachers in how to effectively teach mathematics and science to ELs. 3. Develop long-term relationships with administrators and teachers at the four partner schools where exemplary mathematics and science teaching for ELs is modeled and researched. 4. Increase K-5 EL achievement in mathematics and science as a result of the implementation of culturally and linguistically responsive teaching and assessment practices.

Project Goals and Objectives

Objectives	<ol style="list-style-type: none"> 1.1 Invite and provide more than 40 elementary education freshmen majors (preservice teachers) at UNC with MAST-EL Professional Learning Community activities. 1.2 Select 30 elementary education majors participating in the MAST-EL PLC to become MAST-EL Scholars. 1.3 A group of five to eight MAST-EL Scholars will be assigned to a MAST-EL PLC at each partner school and participate in at least seven of the eight MAST-EL PLC meetings during the academic year. 1.4 Eighty percent of MAST-EL Scholars will show an increase in confidence when teaching mathematics and science to ELs. 1.5 Eighty percent of MAST-EL Scholars will effectively teach mathematics and science to ELs as defined by their student teaching performance indicators. 2.1 Five to eight classroom teachers at partner schools will apply and be selected to be MAST-EL Teachers. 2.2 MAST-EL Teachers will have a 25 percent gain in knowledge of the role culture, cultural identity and language play in learning mathematics and science. 2.3 MAST- EL Teachers will have a 25 percent gain in their mathematics and science content knowledge. 2.4 MAST-EL Teachers will have a 25 percent gain in their pedagogical content knowledge. 2.5 Eighty percent of MAST-EL Teachers will show an increase in confidence when teaching mathematics and science to ELs. 2.6 Eighty percent of MAST-EL Teachers will effectively teach math and science to ELs. 2.7 Of those MAST-EL teachers who are not already endorsed in ESL, 75 percent will complete the Education Program for Licensing Assessment for Colorado Educators (PLACE) test in Linguistically Diverse Education. 3.1 Eighty percent of the administrators and teachers will be satisfied with the MAST –EL Partnership. 3.2 Seventy-five percent of the administrators of the partner schools will approve an agreement with UNC allowing MAST-EL Scholars, Teachers, and UNC faculty to continue to observe, plan, practice and reflect on teaching mathematics and science to ELs. 3.3 Sixty additional mathematics and science activities will be provided to partner school students and families. 4.1 Students of MAST-EL teachers will increase their mathematics and science knowledge by 25 percent. 4.2 Students of MAST-EL Scholars' student teaching experience will increase their mathematics and science knowledge by 25 percent.
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Institution of Higher Education	State
Adams State College (T365Z120061)	CO
Project Title	
Project SEEDS (STEM and Educational Excellence for Diverse Students)	

Award Year	2012
Grantee Representative	Dr. Joel Judd
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	<ul style="list-style-type: none"> Preschool Elementary Middle Secondary
Partnerships	<ul style="list-style-type: none"> Cherry Creek School District Roaring Fork School District Montezuma-Cortez School District Colorado Department of Education The Space Foundation
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM

Project Description
<p>Project SEEDS (STEM and Educational Excellence for Diverse Students) provides 90 teachers with inservice preparation leading to the Linguistically Diverse Education endorsement. In addition, 80 teachers from the same districts and regions will receive professional development in STEM content and strategies for English learners. Forty of these teachers will receive a 13-credit certificate in "STEM for ELs," and 40 preschool teachers will complete a PreK2 Early Childhood course. The STEM content will be provided through a partnership with the Space Foundation, with school year follow-up focusing on classroom climate and sheltered instruction.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Provide training leading to the Colorado LDE (Linguistically Diverse Education) endorsement for 90 teachers. 2. Provide training leading to a certificate in “STEM-EL” for 40 K-12 teachers. 3. Provide training in pre-K-2 STEM strategies for 40 preschool teachers.
Objectives	<ol style="list-style-type: none"> 1.1 During the first four years of the project, five cohorts of 18 teachers will be recruited. 1.2 Each cohort member will be assigned a faculty advisor. 1.3 At the end of each project year each cohort member will have completed at least 15 credit hours. 1.4 Each completer will disseminate skills and insights at local, state or national forums. 1.5 Each participant will take and pass the Colorado LDE place test. 1.6 Each completer will demonstrate effective instructional practices with LEP students. 2.1 In year 1, a “STEM- EL” curriculum will be created, incorporating sheltering strategies for diverse learners. 2.2 During year one, teacher selection criteria will be created for recruitment. 2.3 At the end of years one and two, each participant will have completed two STEM courses (six credits each summer, plus one credit in spring 2012). 2.4 Completers will be placed in instructional settings with English learners. 2.5 Data will be collected that compares the instructional impact of completers on ELs compared with non-certified teachers. 2.6 Completers will provide inservice to peers on STEM strategies for ELs. 3.1 Prior to year three, criteria for teacher participation will be determined. 3.2 Forty teachers will take a preK-2 Early Childhood STEM course. 3.3 Completers will provide instructional services to EL students. 3.4 Completers will mentor peers in STEM strategies and content.

Institution of Higher Education		State
Colorado State University-Pueblo (T365Z120260)		CO
Project Title		
MERIT (Magnifying Educational Results In Teaching)		

Award Year	2012
Grantee Representative	Victoria Marquesen
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • South Central Board of Cooperative Educational Services (BOCES) • Collaborative Intercultural and Multilingual Advocacy Center • Kansas State University • Twenty-three school districts in southern Colorado
Priority Areas	<ul style="list-style-type: none"> • STEM • Training of all teachers • Improving high school graduation rates

Project Description
<p>Project MERIT (Magnifying Educational Results In Teaching) develops and implements a comprehensive and innovative professional development model focusing on research-based literacy strategies. The project provides supports and services to prepare and endorse teachers and administrators who serve K-12 English learners. MERIT provides exceptional professional development that will guide educators to critically reflect on their own practice, enhance their self-efficacy, and promote advocacy for students and their families, raising the achievement of English learners.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Implement a partnership to improve the language and academic achievement of ELs in K-12 schools by preparing educators in their schools to teach ELs effectively in integrated, inclusive settings that focus on achieving and mastering the new Common Core State Standards.
Objectives	<ol style="list-style-type: none"> 1. A minimum of 100 teachers in the SC BOCES-served districts will be prepared to add the LDE/ESL endorsement to their teaching licenses. 2. A minimum of 200 educators, including 20 administrators, and the majority of STEM educators in all districts, will participate in PD activities that improve their instruction for ELs. 3. Project MERIT will implement a series of strategies to meet the needs of rural educators, and sustain the partnership, including the use of technology applications in which participants collaborate to support each other and share best practices.

Institution of Higher Education		State
The Regents of the University of Colorado (T365Z120015)		CO
Project Title		
Godsman/Literacy Squared: Language and Biliteracy Model School		

Award Year	2012
Grantee Representative	Sandra Butvilofsky
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle school • High school
Partnerships	<ul style="list-style-type: none"> • Godsman Elementary School in the Denver Public Schools • Denver Public School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers

Project Description
<p>The Godsman/Literacy Squared: Language and Biliteracy Model School project, partnering with an elementary school in Denver, which has the largest number of ELs in the state, is modifying the existing Culturally and Linguistically Diverse Educator Endorsement program. The project has two overarching goals and seven specific and measurable objectives. The project establishes a language and biliteracy model that provides the setting for teachers to apply university course work in real classroom settings with peer support. Selected teachers are earning a CLD endorsement. The administrator certificate program provides school leaders an opportunity to learn to be more effective instructional leaders. The model school environment connects university course work to teacher practice to student academic outcomes. As a result of this project, the University of Colorado, Boulder is endorsing 34 teachers and 12 administrators over a five-year period.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. High quality, specially designed graduate coursework for teachers and administrators. 2. Connect outcomes of high-quality coursework in the Godsman /Literacy Squared program to classroom instruction practices and to ELs' reading/writing/language outcomes at Godsman/Literacy Squared School.
Objectives	<ol style="list-style-type: none"> 1.1 By December 31, 2012, modify the existing 24-semester hour LDE endorsement program to include field-based opportunities in graduate courses. 1.2 By August 31, 2012, plan and implement a two-day retreat for all teachers and staff at Godsman/Literacy Squared to establish the model language and biliteracy school. 1.3 By December 31, 2012, identify 18 teachers from grades K-5 in the Godsman/Literacy Squared School to participate in Cohort 1 of the specially designed LDE endorsement program to establish the model language and biliteracy school. 1.4 By April 2014, recruit 16 teachers from other DPS schools who will participate in fieldwork at Godsman/Literacy Squared and will participate in the endorsement program for Cohort 2. 1.5 Beginning January 2013, offer a 24-credit hour specialized endorsement program to Cohort 1 teachers and offer the program to Cohort 2 teachers beginning summer of 2014. 1.6 Develop and implement a 12-credit hour certificate program for principals, coaches and directors of the English Language Acquisition Programs for six administrators beginning in January 2014 and a second cohort beginning in January 2015. This certificate program is titled "Leadership in English Learner Education." 2.1 By the end of year one, develop a research design that includes data collection, analysis, and a calendar for data collection for grades K-5 to assess the impact of the endorsement program on classroom practice and student achievement at Godsman/Literacy Squared.

Institution of Higher Education	State
Southern Connecticut State University (T365Z110067)	CT
Project Title	
Training for All Teachers (TAT) Program NPD II	

Award Year	2011
Grantee Representative	Dr. Lorrie Verplaetse
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • New Haven School District • Hamden School Districts
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The grant allows the continuation and improvement of Southern Connecticut State University's (SCSU) Training for All Teachers (TAT) program, now referred to as NPD II. The program provides training to a substantial number of inservice, mainstream classroom teachers on how to best educate the English learning students in their mainstream classrooms. Through NPD II, SCSU targets certified math and science teachers, grades 3- 12. In working with elementary teachers (content teachers), TAT NPD II focuses on math and science curriculum development, aligning STEM content and state EL frameworks.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve the ability of New Haven, Hamden and south-central CT's science and math teachers to work with ELs through course work leading to ESL and bilingual education cross-endorsements and MS/TESOL degrees. 2. Assist CT's teachers in curriculum development to make math and science curricula accessible for ELs. 3. Address the entire school district's professional development needs by offering EL instructional opportunities to administrators, student service personnel, tutors and paraprofessionals, and by developing two long-term, multi-service school partnerships, one in New Haven and one in Hamden. 4. Ensure that the TAT Program's mission continues to support Connecticut's public schools after the life of the grant. 5. Enable more data-based decision making, thereby improving instructional practices.
Objectives	<ol style="list-style-type: none"> 1.1 Teachers from partner school districts will enroll in SCSU's MS/TESOL degree program with 90 percent earning MS/TESOL degrees and obtaining a Connecticut state cross-endorsement in ESL and/or bilingual education. 1.2 Participating teachers will engage in monthly two-hour "community of practice" sessions. 1.3 Teachers from partner school districts will create STEM-based units of instruction employing sheltered strategies while enrolled in the course. 2.1 Teachers from partner school districts will complete TAT PD training on curriculum development for ELLs. 2.2 Teachers from partner school districts will attend a weeklong Summer Science and Math Curriculum Development Institute 2.3 Sheltered curriculum units, created by content teachers, will become part of SCSU's TAT permanent EL curriculum library. 3.1 Administrators, student service personnel, and tutors/paraprofessionals will complete workshops on STEM curriculum development for ELs. 3.2 Principals and superintendents from partner school districts will receive quarterly news briefs. 3.3 Administrators will engage in a "Coffee Talk" session with TAT staff and SCSU TESOL faculty. 4.1 Sheltered instructional content units will be added to the EL Curriculum Library yearly 4.2 Doctoral fellows will enroll in and continue their coursework towards a Ph.D. or Ed.D. 4.3 SCSU's School of Education preservice certification programs will expand their teacher preparation curricula. 5.1 TAT scholars will be observed by an expert in EL instruction and will show performance improvement in the resultant observation checklists. 5.2 TAT scholars will use student performance data to differentiate content instruction and curriculum and identify linguistic and content areas of significant growth and need. 5.3 TAT staff will use ongoing Community of Practice conversations to inform and make revisions to course curricula.

Institution of Higher Education	State
University of Connecticut (T365Z110263)	CT
Project Title	
Math-Literacy in English Across Disciplines (Math-LEAD)	

Award Year:	2011
Grantee Representative	Eliana Rojas
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Counselors • Administrators • School psychologists • Arts and science faculty
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Windham Public Schools • New London Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Math Literacy in English Across Disciplines (Math-LEAD) will provide professional development to inservice teachers in order to improve the education of English Learners in the public schools. A focus of the proposal is to improve the STEM instruction of ELs by relating the use of math applications and science principles across all disciplines. The curricula will align with the state of Connecticut Core Standards for mathematics, science, language arts and other subjects and with the assessment goals of the state Department of Education Connecticut Academic Performance Test (CAPT). All Math-LEAD professional development in the public schools will be accomplished through the University of Connecticut (UConn) program, through in-house workshops, teacher mentors, team collaboration and administrative supervision. Inservice teachers and support staff (counselors, school psychologists and administrators) will be enrolled at UConn as graduate students and will work towards a master's degree or a Sixth Year Diploma in Curriculum and Instruction with a Concentration in Bilingual Education. The coursework that fellow students are exposed to may lead to a certification in Bilingual Education, and/or English for Speakers of Other Languages</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve the ability of inservice teachers to provide effective instruction across the disciplines to English language learners. 2. Increase the educational opportunities for ELs and their peers in STEM to meet requirements for pre-engineering or related fields at the university level. 3. Develop a structured support plan for students through engaged parents, community, administration and school support staff.
Objectives	<ol style="list-style-type: none"> 1.1 Recruit 15 teachers for Professional Enhancement in the first and third project year. The 10 strongest participants will continue on an MA or sixth-year track in Bilingual/TESOL Education (in both years one and three). In addition to the five students who benefitted from professional enhancement in years one and three, an additional 10 spaces will be available for professional enhancement in years three, four, and five, totaling 40 teachers trained and 20 teachers with graduate level degrees, leading to certification/endorsement in Bilingual Ed/TESOL. 1.1 Assess the educational needs of inservice teachers in the target schools to determine past training and the educational programs needed. 1.2 Schedule informational, collaborative meetings with participants to begin the use of formative assessment and strategies for second language learners with an informed teacher base. 1.3 Assess the academic strengths and weaknesses of the middle and high school classroom students in the two participating schools. 1.4 Assess participating teachers' understanding of culturally relevant pedagogy and its relation to students' success in STEM curriculum. 1.5 Improvement of teacher effectiveness in raising the achievement of ELs in mathematics, science and technology, reading comprehension and writing using mathematics vocabulary across the disciplines. 1.6 Integrate math and science concepts and vocabulary into all content areas as units of study. 1.7 Train inservice teachers to train their colleagues in sheltered pedagogy. 2.1 Develop an e-newsletter reporting student progress that is suitable for home, school and university. 2.2 Facilitate participation of parents, community and stakeholders in interactive dialogues regarding research policy and other data generated by fellow and faculty. 2.3 Require fellows to engage across program course work in research looking to identify needs and practices that will help increase ELs' STEM academic success. 3.1 Program fellows share their work, involve parents, and organize activities that will reflect what they have learned from the program. 3.2 Offer workshops for parents on effective use of interactive media in order to communicate and inform parents of student progress using interactive media. 3.3 Require fellows to encourage parents to attend and participate in scheduled workshops offered throughout the academic year. 3.4 Require fellows to share research finding at local or national conferences and seminars 3.5 Ensure participation of fellows' parents and communities of participating schools

Project Goals and Objectives

in conferences and seminars that are organized by the program, where policy and educational strategies for working with ELs are shared.

- 3.6 Recruit college undergraduates through UCONN to act as role models.
- 3.7 Develop and follow up on outreach initiatives with international scholars and programs in order to better understand ELs students' prior educational experiences.
- 3.8 Expand platform for interactive media usage to foster dialogues related to research finding that emerge from program participants and faculty work.

Institution of Higher Education		State
Fairfield University (T365Z120059)		CT
Project Title		
The BEST Education Project: Bilingual Education, Special and TESOL (Teachers of English to Speakers of Other Languages)		

Award Year	2012
Grantee Representative	Dr. Anne E. Campbell
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Secondary
Partnerships	<ul style="list-style-type: none"> • Bridgeport Public Schools • Danbury Public Schools • Norwalk Public Schools • Stamford Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The BEST Education Project Bilingual Education, Special, and TESOL (Teachers of English to Speakers of Other Languages) Education Project provides course work and professional development activities to inservice educators that will enable them to obtain cross-endorsements in special education, TESOL, and/or Bilingual Education and more effectively serve ELs.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Reduce the critical need for certified and highly qualified teachers of BE, SE and/or TESOL serving ELs in Connecticut, especially, in consortium cities. 2. Provide candidates with a research-based program of study designed to develop specific competencies through course work and field experiences that will enable them to fulfill state requirements for XE in BE, SE and/or TESOL. 3. Provide candidates with expertise in consultation, collaboration and teacher leadership so that they may assist administrators, other teachers and support staff personnel in the implementation of SRBI and the development of appropriate educational programs for ELs with or without special learning needs. 4. Increase participants' understanding of and ability to use technology effectively in the design of instructional programs serving ELs and/or students with special education needs in K-12 classrooms. 5. Support teachers' development of evidence-based strategies that are effective for ELs at different language levels that will enable teachers to deliver grade-level, linguistically appropriate curricula. 6. Provide opportunities for teachers to analyze their content instructional programs and align curricula with the Common Core State Standards, the Connecticut Framework for ELs, and accreditations standards.
Objectives	<ol style="list-style-type: none"> 1.1 Through collaboration with Consortia partner school system personnel, 50 inservice teachers (over the five years) will be identified as candidates for The BEST Education Project. 2.1 The BEST Education Project will provide four cross-endorsement tracks. Each track will provide a program of study leading to a cross-endorsement that infuses all state-mandated standards as well as the national accreditation standards from the National Bilingual Education Association, and the Council for Exceptional Children. 3.1 Develop the skills of inservice teachers in high needs partner districts to interface with pupil personnel staff, implement SRBI, and meet the unique learning needs of BE students, mainstreamed ELs receiving language support services, and bilingual students with SE learning needs. 4.1 Have candidates demonstrate an awareness and understanding of available technology to improve reading and writing skills, foster language development, and utilize software technology to improve student performance. 5.1 Assignments will be tailored to classroom-based activities and aligned with benchmark assessments. Teachers will complete detailed analyses of student work and participate in lesson plan evaluations exploring for the integration of best practices taught in the candidates' coursework. 6.1 Candidates in The BEST Education Project will successfully complete core coursework, participate in lesson planning and exploratory learning opportunities, and complete field-based and practicum experiences.

Institution of Higher Education		State
The George Washington University (T365Z110202)		DC
Project Title		
Promoting Equity in Early Childhood Education (PEECE)		

Award Year	2011
Grantee Representative	Allison Neaves Lushao
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Paraprofessionals
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Prince George's County Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision-making • Training for all teachers

Project Description
<p>In Promoting Equity in Early Childhood Education (PEECE), the George Washington University (GWU) is partnering with Prince George's County Public Schools (PGCPS) to deliver training to early childhood educators to improve classroom instruction for English Learners (ELs). This project will: a) provide formal training through a Graduate Certificate program in Bilingual Special Education, leading to certification in English for Speakers of Other Languages (ESOL), to five cohorts of 17 early childhood educators selected for funding as PEECE Fellows; and b) provide professional development training to a community of partners with whom these educators collaborate in order to develop school and community capacity to support the needs of EL students. Through this two-pronged approach, PEECE seeks to address the need for culturally responsive early childhood education that prepares culturally and linguistically diverse (CLD) students for future school success, the need for personnel qualified to serve CLD students in early childhood settings, and the need to promote collaboration and shared understanding among all those who work with young children in order to build school and community capacity for serving CLD learners.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Create a framework for culturally competent early childhood education. 2. Provide early childhood educators with training focused on the needs of ELs and CLD learners. 3. Facilitate the development of a community of partners in order to build school- and system-capacity for serving CLD students.
Objectives	<ol style="list-style-type: none"> 1.1 Foster collaboration among early childhood educators across age levels with the goal of improving instruction for CLD learners. 1.2 Prepare teachers who can instruct and assess CLD students, including those with special needs, in the early childhood setting. 1.3 Prepare teachers who can differentiate between those whose cultural, linguistic, and economic backgrounds may place them at risk for school failure, and those who have etiologically-based special needs. 1.4 Prepare teachers who demonstrate attainment of skills in the areas of family support and communication, particularly for CLD learners and families. 1.5 Foster data-based decision making among early childhood educators. 2.1 Prepare 85 early childhood educators through the Graduate Certificate in Bilingual Special Education. 2.2 Provide 85 early childhood educators with the knowledge, skills, and competencies needed to pass the required Praxis II in ESL in order to obtain endorsement in the state of Maryland. 3.1 Facilitate inter-system collaboration through course work, opportunities for collaboration, and shared staff development experiences. 3.2 Provide professional development opportunities and support to PGCPs paraprofessionals and related service providers not participating in the certificate program through training that prepares them to work collaboratively with PEECE Fellows to support the needs of CLD learners. 3.3 Facilitate the dissemination of scientifically-based models, strategies, and approaches for effectively serving ELs at the early childhood level throughout PGCPs. 3.4 Establish a community of partners who have a shared understanding of the unique needs and strengths of ELs and who support each other to facilitate effective service delivery for CLD students.

Institution of Higher Education		State
The George Washington University (T365Z120258)		DC
Project Title		
Preparing Rural Educators' Practice in Support of ELLs (PREP)		

Award Year	2012
Grantee Representative	Patricia DiCerbo
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Accomack County Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers • Improving high school graduation rates

Project Description
<p>Preparing Rural Educators' Practice in Support of English Language Learners is a five-year professional development project conducted by The George Washington University Center for Education and Excellence in Education (GWCEEE), Graduate School of Education and Human Development (GSEHD) in partnership with Accomack County Public Schools (ACPS), a rural school district in Virginia. The overarching goal of the study is to develop and sustain a distance learning certificate to improve the education of English language learners in grades K-12. The new certificate, Teachers of English Language Learners or TELL, emphasizes essential teacher knowledge, skills, and practices aligned with key elements from professional and program standards of Teachers of Speakers of Other Languages/National Council for Accreditation of Teacher Education (now Council for the Accreditation of Educator Preparation). The project also provides customized follow-through professional development to help teachers internalize, sustain and extend their learning.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Develop and sustain a teacher education program for in-service teachers to improve the education of ELLs in grades K-12.
Objectives	<ol style="list-style-type: none"> 1. Adapt the content and delivery of GSEHD's pre-service ESL program to meet the needs of rural, in-service teachers. 2. Implement a GSEHD certificate program aligned with Virginia's add-on ESL endorsement requirements with an underserved district in rural Virginia. 3. Prepare general education teachers to work with ELs in their classrooms. 4. Extend the capacity of the teachers to serve ELs by implementing on-going, job-embedded professional development in an underserved district in rural Virginia. 5. Promote the use of data-based decision making to improve the teaching and learning of ELs. 6. Improve the outcomes of rural ELs who are enrolled in participating teachers' classrooms.

Institution of Higher Education		State
Georgia State University (T365Z110090)		GA
Project Title		
Quality Instruction for English Learners (QuIEL)		

Award Year	2011
Grantee Representative	Diane Truscott
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Urban Accelerated Certification and Master's Program from Georgia State University's Early Childhood Education Department (ECE-UACM; IHE Partner) • DeKalb County School System (DCSS; Local Education Agency Partner) • Refugee Resettlement and Immigrations Services of Atlanta (RR1SA; Community Partner) • Refugee Family Services (RFS; Community Partner) • Educational Testing Service (ETS; Corporate Partner)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The QuIEL project provides school-based professional development targeting instruction for English Learners (EL) in the areas of science, technology, engineering and mathematics (STEM). The project builds on a current partnership with DeKalb County School System and the Urban Accelerated Certification and Master's Program (UACM) through the development of a Professional Learning Consortium capable of providing the highest quality teaching and learning environments for ELs beyond the life of the grant.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve the preparation of all teachers to better serve ELs. 2. Increase the opportunities for high-quality preparation of STEM educators and professional development for STEM educators to support ELs. 3. Improve instructional practices, policies, and student outcomes using data-based decision making.
Objectives	<ol style="list-style-type: none"> 1.1 Increase the percentage of preservice completers; state-certified and endorsed in EL instruction. 1.2 Increase the percentage of inservice teachers who complete state endorsement for EL instruction. 1.3 Increase the percentage of preservice completers serving ELs within one year of program completion. 1.4 Increase the percentage of preservice completers serving ELs three years after program completion. 1.5 Increase the percentage of inservice completers who are providing instructional services to ELs. 2.1 Completion of 36 hours of summer STEM professional learning for preservice teachers. 2.2 Completion of 36 hours of summer STEM professional learning for inservice teachers. 3.1 Increase the percentage of preservice and inservice teachers who successfully complete a data-based decision-making project. 3.2 Increase the percentage of preservice teachers who meet standards on data-based decision-making portfolio assessment.

Institution of Higher Education		State
University of Georgia (T365Z120139)		GA
Project Title		
The Georgia ESOL for Content Area Teachers (GECAT) Project: Professional Development for Teachers of English Learners		

Award Year	2012
Grantee Representative	Linda Harklau
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary • Elementary
Partnerships	<ul style="list-style-type: none"> • Barrow County Schools • Habersham County Schools • West Hall High School • Center for Intercultural and Multilingual Advocacy at Kansas State University
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>The Georgia ESOL for Content Area Teachers (GECAT) Project provides a three-course ESOL endorsement program to three cohorts of 35-40 inservice teachers over the five-year project period. Project staff and collaborating districts will use Kansas State University's (KSU) award-winning CLASSIC ESL curriculum program to deliver the professional development and will work with KSU to assess and improve the program. The GECAT Project will help to improve ELs academic outcomes by targeting middle and high school content-area teachers for ESOL professional development, with particular focus on STEM educators.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the percentage of inservice teachers who have completed state endorsement requirements in EL instruction as a result of the program, focusing on middle and high school content-area teachers in collaborating districts, particularly STEM educators. 2. Collect, analyze and use high-quality and timely data on GECAT Program participant outcomes in order to improve instructional practices, policies and outcomes for ELs in collaborating middle and secondary schools. 3. Through this project's teacher professional development process, accelerate learning and help to improve high school graduation rates and college enrollment rates for students in rural local educational agencies by providing effective instructional strategies and encouraging systemic reforms in content-based instruction and high-level academic subject area instruction for ELs.
Objectives	<ol style="list-style-type: none"> 1. Adapt and ready the CLASSIC curriculum for implementation. 2. Recruit, accept and orient teacher participants for the PD. 3. Implement and continuously refine the PD program model. 4. Through PD, work towards improving EL academic achievement and high school graduation rates. 5. Evaluate program activities and outcomes using high-quality and timely data on the program.

Institution of Higher Education		State
University of Hawaii (T365Z110027)		HI
Project Title		
New Beginnings for ELL: Innovation through Technology for English Literacy and Academic Success		

Award Year	2011
Grantee Representative	Dr. Weol Soon Kim-Rupnow
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> State of Hawaii Department of Education American Samoa Department of Education Republic of the Marshall Islands Ministry of Education
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers

Project Description
<p>New Beginnings for ELL: Innovation through Technology for English Literacy and Academic Success is a five-year project to develop, provide and evaluate high-quality professional development activities that will result in improved academic achievement with enhanced English skills and motivation of EL students. The project builds on the lessons from the previous professional development courses and includes state-of-the-art technology to provide individualized differentiated instruction to enhance writing skills with meta-cognitive strategies across content areas and to develop cross-cultural understanding to help inservice teachers become more effective in teaching ELs. In the first year professional development training modules were completed along with a full website capability for online teaching. Each year, the courses will be adjusted by the feedback of the participants. More than 500 school personnel will be trained, and more than 1,000 ELs will benefit during the five-year period.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Develop professional development (PD) program. 2. Deliver PD program to teachers. 3. Teachers implement strategies learned with ELLs. 4. Evaluate effectiveness of the project. 5. Disseminate. 6. Promote sustainability for continued implementation beyond grant funding.
Objectives	<ol style="list-style-type: none"> 1.1 Develop a project team for each partner (State of Hawaii Department of Education, American Samoa Department of Education, and Republic of the Marshall Islands Ministry of Education). 1.2 Develop PD training modules and components. 1.3 Refine PD training modules for teachers (mainstream and EL). 2.1 Recruit teachers with partner collaboration. 2.2 Offer a PD course focusing on teachers in K-5 through UH and partners. 2.3 Offer a PD course focusing on teaching content areas in secondary school settings through UH and partners. 2.4 Evaluate each of the two PD courses by participating teachers. 3.1 Identify, assess and collect baseline data for ELs. 3.2 Guide and support teachers implementing strategies with ELs. 3.3 Teachers develop after-school support programs. 3.4 Teachers recruit and train paraprofessionals. 3.5 Collect implementation data and evaluate student outcomes. 4.1 Support teams to implement system of program evaluation. 4.2 Conduct outcome evaluation of project. 4.3 Modify program operations to reach objectives. 5.1 Disseminate PD training program. 5.2 Develop networks of PD trainees. 6.1 Integrate PD components into UHM, local schools and beyond. 6.2 Explore funding options for further training and research. 6.3 Provide technical assistance by center on disability studies.

Institution of Higher Education	State
Aurora University (T365Z110104)	IL
Project Title	
PROJECT JUNTOS: Together Towards High Quality Professional Development for Inservice Teachers Who Serve English Language Learners	

Award Year	2011
Grantee Representative	Dr. Dionnes Rivera
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary • Higher Education
Partnerships	<ul style="list-style-type: none"> • East Aurora School District 131 • West Aurora School District 129 • School District U-46 • Carpentersville School District 300 • Woodstock School District U-200 • Harvard School District U-50
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>PROJECT JUNTOS will serve 15 inservice Type 29 teachers (who hold a transitional teaching certificate and who are serving EL students in a state-approved Transitional Bilingual Education Program). In addition, the project plans to serve 110 inservice teachers in the following order of preference: middle/high school science and math teachers, K-12 mainstream teachers, and K-12 EL teachers. A group of 55 teachers will be served during the first two years of the project, and another group of 55 teachers will be served during the third and fourth year. Ten higher education faculty members who work in the teacher certification program at Aurora University (AU) will also be served throughout the project.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. By the conclusion of PROJECT JUNTOS, 15 carefully selected inservice teachers with Provisional Type 29 Certificates, who are employed by the participant school districts, will complete a Master of Arts in Teaching with Certification (MATC) in elementary education and the Bilingual/ESL endorsements. 2. By the conclusion of PROJECT JUNTOS, 110 carefully selected inservice teachers employed by the participant school districts will complete the Bilingual/ESL endorsements. They will be chosen in the following order of preference: middle and high school science and math teachers, K-12 mainstream teachers, and K-12 EL teachers. 3. By the conclusion of PROJECT JUNTOS, 10 faculty members (including adjunct professors) employed by Aurora University to teach teacher preparation courses will participate in a series of seminars designed to increase their knowledge on bilingual education, the needs of English language learners, best practices, and the characteristics and needs of the teachers in the field.
Objectives	<ol style="list-style-type: none"> 1.1 Identify inservice Type 29 teachers from each participant district for the MATC Program. 1.2 Implement the MATC Program for candidates from the partner districts. 1.3 Monitor candidate progress and conduct annual reviews. 1.4 Conduct program evaluation. 2.1 Identify teachers needing ESL and/or Bilingual Endorsement from each participant district for the Bilingual/ESL endorsements program. 2.2 Implement the Bilingual/ESL endorsements course work at selected sites from the partner districts. 2.3 Monitor candidate progress and conduct annual reviews. 2.4 Conduct program evaluation. 3.1 Develop the series of seminars for associate and adjunct professors at AU with the support of the Illinois Resource Center, the Center for Applied Linguistic and ISBE's Office of English Language Learners. 3.2 Invite professors from AU to attend the series of seminars. 3.3 Implement the series of seminars for AU faculty. 3.4 Conduct an evaluation on the seminars. 3.5 Assemble a committee to align teacher preparation courses to state learning standards and English language proficiency standards.

Institution of Higher Education	State
The Board of Trustees University of Illinois (T365Z110179)	IL
Project Title	
Project English Learning through Mathematics, Science and Action Research (ELMSA)	

Award Year	2011
Grantee Representative	Ara Razfar
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle
Partnerships	<ul style="list-style-type: none"> • Office of Language and Cultural Education (OLCE) • Chicago Public Schools (CPS) • English Language Learner Division • Illinois State Board of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The purpose of this five-year project is to provide professional development to 40 K-8 teachers, from both bilingual and mainstream classrooms situated in low economic settings, in order to improve teaching and the learning of language minority students (LMS) in the more advanced areas of literacy, science, and math, through a transformative action research model of teacher development that integrates literacy, math and science activities. Our teachers apply cutting-edge principles of learning and development to collaboratively design and implement curricular activities based on the students' funds of knowledge and national mathematics, science and literacy standards. These activities simultaneously develop students' advanced thinking while having immediate relevance to their lives. The significance of this project is in its integration of the principles of effective instruction with LMS and standards of reformed mathematics, science and language arts.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Produce a pool of highly trained elementary teachers (K-8) to work with English language learners in the content areas, especially in math and science in the Chicago Public Schools (CPS). 2. Provide participants with financial support in the form of course tuition. 3. Develop and utilize a staff development model consistent with current research literature that is based on a coherent set of activities and processes that foster instructional problem-solving and inquiry and independent curriculum design and decision making. 4. Plan and implement an instructional model that encourages teachers to collaborate among themselves, and/or with someone outside the project, and to conduct inquiries integrating reformed science and mathematics and principles of effective instruction for LMS particularly in the area of advanced literacy. 5. Provide opportunities for project participants and personnel to conduct workshops for district staff development personnel in CPS, principals and other teachers.
Objectives	<ol style="list-style-type: none"> 1.1 Provide participants with the five courses that comprise the approval in bilingual/ESL education and four specially designed courses, one each semester. 1.2 Engage participants in an after-school seminar each semester to develop and refine action research skills, engage in on-going collaboration-building, present examples of redesigned lessons, or meet with consultants. 1.3 Provide participants with course sessions and classroom-based activities to develop skills in using existing observation protocols for sheltered instruction and reformed science and mathematics. 2.1 Provide each participant with support in terms of tuition plus student fees each semester including a \$250 book allowance. 3.1 Provide participants with a course sessions in which they develop and extend their skills in action research, present video case studies from their classroom, and work on sharing results with school colleagues and other audiences. 3.2 Develop teachers' understanding of using problem-solving strategies, action research, and collaborative curriculum reform. 3.3 Provide opportunities for teachers to videotape themselves for instructional self-analyses, and to videotape instructional activities as teaching episodes for others. 3.4 Provide financial and clerical support for participants writing case studies to be shared with others. 4.1 Conduct training activities to develop and enhance teachers' skills to utilize collaborative planning activities and instructional inquiries. 4.2 Recruit groups of five to eight teachers from the same school, with preference given to pairs consisting of bilingual education and mainstream teachers. 5.1 Participants will be encouraged to present their action research cases or other examples of work to principals, district staff developers, and other teachers. 5.2 Provide opportunities for some participants to present action research results at professional conferences.

Institution of Higher Education		State
National Louis University (T365Z110270)		IL
Project Title		
ESL STEM Success Grant		

Award Year	2011
Grantee Representative	Dr. Kristin Lems and Dr. Jason Stegemoller
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Preservice teachers • Paraprofessionals • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Niles Township School District 68 • Niles Township School District 73 ½ • Niles Township School District 219 • Niles Township ELL Parent Center • Illinois Resource Center
Priority Areas:	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The aim of the ESL STEM Success Grant is to provide professional development activities intended to improve instruction for students with limited English proficiency and assist education personnel with such children to meet high professional standards with an emphasis on science, technology, engineering and mathematics content areas. The ESL STEM Success Grant will increase the number of ESL teachers and paraprofessionals who speak less common languages, increase the involvement of parents of ELs in their students' learning, and involve administrators of multilingual districts in creating climates of success for all students.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve the preparation and training of preservice and inservice teachers, paraprofessionals and teacher preparation faculty in order to provide instruction in the STEM subjects for ELLs. 2. Increase the number of preservice teachers who have the ESL endorsement. 3. Facilitate data-based decision making regarding instruction for ELs. 4. Improve networking among districts, teacher preparation faculty, parents and paraprofessionals.
Objectives	<ol style="list-style-type: none"> 1.1 Offer three STEM-focused cohorts for inservice teachers seeking Illinois ESL or bilingual endorsements. 1.2 Increase the number of paraprofessionals working with ELs who are approved in the state of Illinois. 1.3 Provide training for districts working with already-approved paraprofessionals, especially those from less well-represented language groups. 1.4 Provide professional development for teacher preparation faculty in preparing teacher candidates to deliver STEM content to English learners. 2.1 Establish stronger coordination between the program and Masters of Arts in Teaching (MAT) in elementary education at National Louis University. 2.2 Offer a grant scholarship cohort for preservice MAT students in elementary education. 3.1 Develop and implement an evaluation plan for the Niles Township ELL Parent Center. 3.2 Provide professional development for administrators in collecting and analyzing data for use with ELs. 4.1 Create a cadre composed of teachers, parents and paraprofessionals to facilitate bidirectional learning opportunities. 4.2 Provide professional development for K-12 teachers, paraprofessionals, school administrators, and university faculty to understand the needs of families of ELs in helping their children to be successful in school. 4.3 To expand the Multilingual Schools Network by establishing an administrators interest group.

Institution of Higher Education	State
Northeastern Illinois University (T365Z110157)	IL
Project Title	
Project English as a New Language: Improving Teachers' Educational kNowledge (ENLITEN)	

Award Year	2011
Grantee Representative	Gina Gamboa
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Chicago Public Schools District 299 • J.S. Morton High School District 201
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers

Project Description
<p>Northeastern Illinois University (NEIU), in partnership with the Chicago Public Schools District 299 and the J.S. Morton High School District 201, targets inservice teachers who work with ELs in their classrooms and who benefit from professional preparation in Bilingual-Bicultural Education (BLBC) and/or Teaching English as a Second or Foreign Language (TESL). Participants from NEIU Chicago Teachers' Center, the NEIU Program in BLBC, and the TESL Program collaborate to design and offer an aligned, combined Bilingual/TESL endorsement program. With input from administrators and teachers from partner districts, and program enrollees, Curriculum Review and Development Teams will examine the new requirements and standards for working with ELs in the schools, assess the needs of the communities NEIU serves as they relate to ELs, and review the courses in the BLBC and TESL endorsement/approval sequences for alignment with these findings and making recommendations for the integration of EL-related content to be included in courses.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Increase the number of highly qualified teachers obtaining endorsements and/or approvals in BLBC and/or TESL and through a new endorsement/MA program in English as a New Language (ENL) in Illinois.
Objectives	<ol style="list-style-type: none"> 1. Ensure that NEIU teacher preparation programs meet the exigencies of Illinois' 2013 target for the implementation of new standards in Pre-K through 12. 2. Faculty in BLBC College of Education and TESL, College of Arts and Sciences will collaborate to develop a new, streamlined endorsement and approval in BLBC and TESL at Northeastern Illinois University. 3. Develop a new teacher endorsement at Northeastern Illinois University in ENL leading to an MA. 4. Increase access to EL programs for inservice classroom teachers through the integration of innovative delivery models that take advantage of modern technologies.

Institution of Higher Education	State
Northern Illinois University (T365Z110199)	IL
Project Title	
Project Development of Reading, ESL, eArly childhood, Mathematics, Science (DREAMS)	

Award Year	2011
Grantee Representative	Dr. James Cohen
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators • School psychologists
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Elgin School District U-46 • DeKalb School District 428 • Boone/Winnebago County #4 • LaSalle County #35 • Whiteside County #55 • Marshall/Putnam/Woodford County #43 • Lee/Ogle County #47 • Henry and Stark County #28 • Henderson, Mercer, and Warren Counties #27
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Although there are numerous institutions of higher education in Illinois who produce early childhood teachers, only three in the state at the present time include ESL and/or bilingual instruction. Unfortunately, Northern Illinois University is not one of them. Thus Project DREAMS was created to provide ESL and bilingual endorsement coursework through NIU, with an emphasis on STEM subjects. DREAMS will help to increase the number and quality of teachers who serve English language learners in northern Illinois. The coursework will reflect the most current knowledge of effective practice based on research in the field, infuse math and science pedagogies within the EL framework, and will include a focus on sheltering strategies for all K-12 learners (i.e. SIOP, CALLA). DREAMS will also establish a summer academy for school administrators, school psychologists, school nurses, and other</p>

Project Description

auxiliary staff (from partner districts and schools) on ways to better serve and meet the needs of ELs within their schools.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. At the end of the five-year project, 125 (25 per year) general education teachers will earn the Illinois ESL and/or bilingual endorsement with an emphasis on STEM subjects. 2. At the end of the five-year period, 120 early childhood majors will earn their ESL and/or bilingual endorsements. 3. One hundred school administrators, school psychologists, school nurses and other auxiliary staff will complete an intensive four-day summer academy on issues pertaining to ELs.
Objectives	<ol style="list-style-type: none"> 1.1 Each calendar year approximately 25 certified teachers will complete coursework required for the ESL and/or bilingual teacher endorsement with a focus on STEM subjects. 1.2 The courses for the ESL/bilingual endorsement will be reconfigured to have a focus on STEM subjects. 2.1 Each calendar year (starting in year two) approximately 30 undergraduate majors will have taken the courses towards their ESL and/or bilingual endorsements. 3.1 By the end of spring 2012, two intensive one-week summer academies will be created, one for the rural districts and one for the suburban district. 3.2 Each spring, 10 candidates will be recruited and registered for each summer academy (for a total of 20 candidates each summer).

Institution of Higher Education	State
The Board of Trustees of the University of Illinois (T365Z120024)	IL
Project Title	
Project Math and Science Teachers of English Learners (MASTEL)	

Award Year	2012
Grantee Representative	Karen Sakash
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Office of Language and Cultural Education • Chicago Public Schools • English Language Learner Division • Illinois State Board of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Project MASTEL addresses the Illinois teacher shortage for bilingual science and math educators. This project provides University of Illinois at Chicago (UIC) preservice and Chicago Public Schools (CPS) inservice math and science endorsed teachers and teacher candidates the coursework needed to obtain Illinois endorsements/approvals to teach English learners (ELs). Course work covers language proficiency assessment, learning standards for ELs, WIDA (World-class Instructional Design and Assessment) standards, linguistics for teachers, methods of teaching ELs, second language acquisition theory, bilingualism and literacy, foundations of bilingual education, and cross-cultural issues in teaching culturally diverse ELs. Each course includes a 30-hour field experience requirement of working with ELs in schools. CPS bilingual coaches, trained in using the SIOP, assist Project MASTEL staff in collecting pre-program and post-program data on CPS science and math teachers in the program.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Produce a pool of highly trained and qualified math and science-endorsed secondary and elementary teachers who work with, or are planning to work with, ELs in the Chicago Public Schools.
Objectives	<ol style="list-style-type: none"> 1.1 By the end of year five, at least 10 undergraduate students will graduate from UIC with a 1) a bachelor's degree in education, 2) secondary or elementary Illinois certification, 3) state endorsement in science or math and 4) state approval (endorsement) to teach English learners in bilingual and/or ESL classrooms. 1.2 By the end of year five, at least 15 new teacher education students will graduate from UIC with 1) a master's degree in education, 2) secondary or elementary Illinois certification, 3) state endorsement in science or math, and 4) approval (endorsement) to teach English learners in bilingual and/or ESL classrooms. 1.3 By the end of year five, at least 30 practicing secondary or elementary science or math-endorsed teachers in the Chicago Public Schools will have obtained an additional ESL/ Bilingual Approval/endorsement through UIC. 1.4 By the end of year five, at least 10 elementary or secondary science or math teachers from Objective 3 will obtain a master's degree in Educational Studies. 1.5 By the end of year five, at least 25 math and science teacher candidates will generate certification assessment data, which is collected, analyzed and used to improve UIC's certification programs. 1.6 By the end of year five, at least 20 CPS math and science teachers from Objective 3 will measure changes and improvements in their instructional practices for ELs, using the SIOP protocol to collect pre-program and post-program data. 1.7 By the end of year five, UIC, in conjunction with CPS, will have produced at least two workshops per year, providing inservice training, which targets research-based science and math instruction for English learners.

Institution of Higher Education	State
Illinois State University (T365Z120025)	IL
Project Title	
Training of Preservice and Inservice Teachers of English Learners in School District U-46 (TPI U-46)	

Award Year	2012
Grantee Representative	Dr. Pauline Williams and Dr. Elizabeth Skinner
Education Personnel Served	<ul style="list-style-type: none"> • Paraprofessionals • Inservice monolingual, English-speaking teachers • Provisionally certified bilingual teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • School District U-46
Priority Areas	<ul style="list-style-type: none"> • Training for all teachers

Project Description
<p>The Training of Preservice and Inservice Teachers of English Language Learners Project provides assistance to paraprofessionals to complete a four-year degree in Elementary K-9 with Illinois Certification and Bilingual/ESL Approval. The program also serves inservice monolingual, English-speaking teachers and provisionally certified bilingual teachers. The inservice teachers earn an ESL endorsement and the provisionally certified bilingual teachers earn an elementary education-teaching certificate with bilingual and ESL endorsements. The project serves two cohorts of 25 candidates in each of the first two years and all four cohorts of 25 candidates during the last three project years. In total, the project will serve 100 candidates, with a 90 percent completion rate. The project also provides a well-documented approach to effective bilingual/ESL teacher training as well as professional development for bilingual and monolingual educators. The program includes a four-year plan of study for the paraprofessionals who completed the first two years of general education requirements. The data collected and institutional collaboration strategies will be disseminated to the practitioner and the researcher communities.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Recruit and mentor 100 qualified candidates to become teachers of English Learners (25 paraprofessionals, 50 inservice teachers to earn an ESL certificate and 25 inservice teachers with provisional certificates to complete the requirements for permanent certificate). 2. Prepare candidates to participate and meet application requirements. 3. Provide a course of study in teacher education for teachers of ELs. 4. Provide continuous professional development for graduates of the program. 5. Continue program assessment and evaluation that leads to refinement and possible replication at other institutions.
Objectives	<ol style="list-style-type: none"> 1.1 Recruit 100 candidates from the participating school district. 1.2 Provide individual counseling, transcript analysis, and follow-up support in order to determine the educational needs of each participant. 1.3 Prepare an individual certification plan for each participant that will outline steps needed in order to complete general education requirements, strengthen English skills, and fulfill any other unmet program requirements. 1.4 Assist participants as needed in applying for program admission and in registering to take the State of Illinois Teacher Basic Skills Test. 2.1 Offer coursework for participants. 3.1 Provide an education program in bilingual/ESL teacher preparation. 3.2 Provide three summers of intensive coursework and four semesters of evening classes for each cohort participating in the project. 3.3 Provide cooperating teachers and supervision to interns. 4.1 Collaborate with hiring school districts to develop plans for mentoring and professional development of program graduates. 4.2 Assist graduates in developing individual plans for continued professional development. 5.1 The project will be evaluated on an ongoing basis by project administrators, faculty, partners, participants and hiring districts. 5.2 The project will be evaluated on an annual basis by an outside evaluator. 5.3 Make revisions to the project based on the formative evaluation. 5.4 Disseminate information about the project and its model throughout Illinois and among other teacher preparation institutions throughout the country.

Institution of Higher Education	State
Illinois State University (T365Z120176)	IL
Project Title	
Transitioning Paraprofessionals into Teachers of English Learners (TPT)	

Award Year	2012
Grantee Representative	Maria Luisa Zamudio
Education Personnel Served:	<ul style="list-style-type: none"> • Preservice teachers • Paraprofessionals
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Waukegan School District 60 • North Chicago School District 187 • Round Lake School District 116 • Zion School District 6
Priority Areas	<ul style="list-style-type: none"> • Training for all teachers

Project Description
<p>The Transitioning Paraprofessionals into Teachers of English Learners Project provides assistance to paraprofessionals to complete a four-year degree in Elementary K-9 with Illinois Certification and Bilingual/ESL Approval. The project responds to increasing demand from local school boards and the state for qualified teachers of ELs who understand how to teach ELs. The project will provide training to 51 qualified paraprofessionals currently working as teacher assistants in the participating school districts. It will also create an alternative to teacher certification to 51 paraprofessionals who work as teachers' aides in classrooms of ELs. This project, designed by university faculty and public school personnel, will provide comprehensive, long-term professional development based on best research and practices in teaching and learning. The partnership with the school district provides for master teachers to serve as mentors to the paraprofessionals in the program.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Recruit, train and mentor 51 paraprofessionals (teachers' assistants) from the partner school districts. 2. Prepare potential participants in the program to meet application requirements. 3. Provide an Illinois State University (ISU) teacher education program for teacher of ELs. 4. Provide mentoring and continued professional development for graduates of the ISU education program. 5. The project will continue to be assessed, evaluated and refined.
Objectives	<ol style="list-style-type: none"> 1.1 Recruit 51 candidates from the participating school district. 1.2 Provide individual counseling, transcript analysis and follow-up support in order to determine the educational needs of each participant. 1.3 Prepare an individual certification plan for each participant that will outline steps needed in order to complete general education requirements, strengthen English skills, and fulfill any other unmet program requirements. 1.4 Assist participants as needed in applying for program admission and in registering to take the State of Illinois Test of Academic Proficiency (TAP). 2.1 Offer coursework, workshops and seminars for participants. 3.1 Provide an education program in bilingual ESL teacher preparation. 3.2 Provide three summers of intensive coursework and four semesters of evening classes for each cohort participating in the project. 3.3 Provide cooperating teachers and supervision to interns. 4.1 Collaborate with hiring school districts to develop plans for mentoring and professional development of program graduates. 4.2 Assist graduates in developing individual plans for continued professional development. 5.1 The project will be evaluated on an ongoing basis by project administrators, faculty, partners, participants and hiring districts. 5.2 The project will be evaluated on an annual basis by an outside evaluator. 5.3 Make revisions to the project based on the formative evaluation. 5.4 Disseminate information about the project and its model throughout Illinois and among other teacher preparation institutions throughout the country.

Institution of Higher Education		State
Loyola University Chicago (T365Z120068)		IL
Project Title		
Chicagoland Partners for English Language Learners (CPELL)		

Award Year	2012
Grantee Representative	Nancy Goldberger
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Paraprofessionals • Counselors • Administrators • School psychologists • College of Education faculty • Parents
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Aptakisic-Tripp 102 • Chicago Office of Catholic Schools • Fairview 72 • Hawthorn 73 • North Shore School District 112 • Skokie School District 68 • Adlai E. Stevenson High School District 125
Priority Areas:	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers

Project Description
<p>The purpose of the Chicagoland Partners for English Language Learners (CPELL) project is to provide a school-based, comprehensive professional development program that will significantly improve the instructional practices, policies and student outcomes in LEA partner elementary and high schools. The project forms a network of schools that includes mentor partners from the two districts who were part of the initial CPELL project and expands to five other school districts, including three who are new to the program under grant. Graduates and district partners from the first grant serve as mentors to the new LEAs. The project design is based on an iterative model of collaboration, communication and shared responsibility to increase the intentionality of services and the capacity of school districts to meet the needs of ELs and their families.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Graduate coursework for future leaders-teachers in the project's LEA partner districts will increase their ability to provide high-quality instruction for EL P-12 students. 2. School-based professional development for teachers and paraprofessionals to provide high quality instruction to EL students. 3. School-based professional development and data retreats for district and building administrators and deans and/or support personnel to build leadership capacity to support EL students and teachers of EL students. 4. School-based workshops for parents to increase involvement in educational activities of their students. 5. Establishing a governing board for CPELL and a learning community of mentor/mentee districts to support increased institutional capacity to improve instructional practices, implementation of policy and student outcomes to make data-driven decisions.
Objectives	<ol style="list-style-type: none"> 1.1 Master of Education degree in English Language Teaching & Learning with an ESL Endorsement OR an ESL Endorsement only. 1.2 Professional State ESL credential. 2.1 PD in teaching EL students for school district teachers. 2.2 PD in supporting EL student learning for paraprofessionals. 3.1 Providing principal and administrator support for EL students and their teachers. 3.2 Providing principal and administrator support for EL students by monitoring the progress and academic success of EL students in order to make data-driven program decisions based on student-outcome data. 4.1 Increase parental involvement in their students' educational experiences. 4.2 Increase parental awareness of leadership opportunities. 5.1 Establishing a governing board for the project. 5.2 Establish network of administrators, teachers and parents who can provide support to one another, serve as resources, and develop sustainable relationships across LEA districts. 5.3 Design mechanisms for data-driven decision making about the effectiveness of educational programs for ELL students.

Institution of Higher Education		State
Indiana University - School of Education (T365Z110203)		IN
Project Title		
Indiana University Purdue University, Indianapolis (IUPUI) ESL Partnerships: Building Capacity Across and Within Institutions		

Award Year	2011
Grantee Representative	Dr. Annela Teemant
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Indianapolis Public Schools • Metropolitan School District of Pike Township
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Starting in 2007, IUPUI established a multi-level, inter-institutional and collaborative ESL teacher education partnership with several districts, creating a shared vision, ownership and responsibility for quality ESL teacher preparation. This grant continues collaborative work by systematically building greater capacity within the university and across districts to increase use of data-driven differentiation, with the ultimate aim of improving student achievement among culturally, linguistically, learning, and/or economically diverse students.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve teacher performance with ELs through systematic attention to data-driven differentiation. 2. Improve teacher capacity to differentiate for diverse learners in the regular classroom. 3. Increase the number of teachers certified to teach ELs in the regular classroom. 4. Increase student achievement through improved teacher pedagogy and data-driven differentiation for diverse learners.
Objectives	<ol style="list-style-type: none"> 1. Improve the capacities of all teacher candidates to educate ELs in the regular classroom by engaging university faculty and district partners in collaboration leading to consensus about the skills and practices defining high quality DOD for diverse learners. 2.1 Institutionalize the necessary conditions for modeling, teaching and supporting the use of effective assessment and data driven decision-making strategies for ensuring high quality differentiation for diverse learners throughout teacher education and in partnership districts through workshops, instructional coaching and ongoing cycles of evaluation. 2.2 Institutionalize the necessary conditions for modeling, teaching and supporting the use of a two-year ESL instructional coaching model with fidelity at multiple district sites through seminars, expert shadow coaching and data analysis leading to continuous quality improvement. 3. Increase the quantity of teachers completing ESL certification by awarding graduate tuition scholarships. 4. Evaluate improvements in teacher education curriculum, ESL instructional coaching capacities, teacher use of SEP and DOD, and K-12 student achievement patterns to improve university programs and professional development offered to districts.

Institution of Higher Education		State
Morningside College (T365Z120054)		IA
Project Title		
Project Proficient: Improving the Lives of Limited English Proficient Students		

Award Year	2012
Grantee Representative	Joan C. Nielsen
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Prairie Lakes Area Education Agency • Grant Wood Area Education Agency • Area Education Agency 267 • Northwest Area Education Agency • Keystone Education Agency
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Project Proficient prepares 100 teachers to teach ELs in integrated and inclusive settings and master the new Common Core State Standards. The project is conducting classroom observations of each participating teacher, analyzing the findings, and presenting findings on each cohort over the life of the grant. The research will assess changes in teachers' classroom practices and language learner student performance.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Prepare 100 teachers to become highly qualified, especially as they teach ELs effectively in integrated, inclusive settings that focus on achieving and mastering the new Common Core State Standards.
Objectives	<ol style="list-style-type: none"> 1.1 A minimum of 100 teachers will participate in professional development activities that improve their understanding of the needs of ELs. 1.2 A minimum of 100 teachers in the targeted districts will be prepared to add the ESL endorsement to their teaching licenses. 1.3 Project participants will collaborate with others for support and sharing of best practices.

Institution of Higher Education	State
University of Iowa (T365Z120097)	IA
Project Title	
EL Bridge (Bridging academic content and English language learning to prepare Iowa teachers of English Learners)	

Award Year	2012
Grantee Representative	Leslie L. Schrier
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • University of Iowa College of Education • English Language Learners Office within Iowa Department of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>EL Bridge improves the quality of education for K-12 ELs students in Iowa through the integration of ESL best practices in coursework across subject areas in the UI College of Education, with special focus on STEM fields and special education. The project will create sustainable "bridges" for practitioners between research and methodology in mathematics, science and special education with research and methodology in EL instruction. By the end of the project period, 48 preservice teacher candidates and 140 inservice teachers will receive training to work in diverse environments and provide leadership in their respective school districts. The UI will recruit students, develop and deliver the coursework needed for the ESL certification. A rigorous evaluation design will provide information about the project's efficacy and will help the field to understand how to help teachers raise EL student achievement in core academic subjects and increase language proficiency.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve the effectiveness of UI preservice teachers working with EL students through state-approved ESL endorsement courses leading to K-12 ESL licensure. 2. Improve the effectiveness of inservice teachers working with EL students through a series of intensive professional development webinars and web-based modules focusing on the latest research and best practice in teaching ELs and through an online collaborative community of educators working with ELs in STEM and special education. 3. Collect, analyze and use high-quality and timely data to improve EL instructional practices in K-12 educational setting. 4. Infuse EL research-based best practice in STEM and special education teacher preparation courses to better prepare these teachers to provide instruction to meet the needs of EL students.
Objectives	<ol style="list-style-type: none"> 1.1 Revise and update the ESL endorsement coursework to reflect the latest research and best practice related to EL teaching and assessment. 1.2 Revise ESL Methods courses to address content area sheltered instruction for ELs (in alignment with TESOL/NCATE standards for Teacher Education) and to address special education issues in ESL. 1.3 Recruit preservice teachers in STEM content areas and special education to complete ESL endorsement coursework. 1.4 Develop and deliver web-based modules to address the instruction of ELs in STEM, other content areas, and special education (e.g., connect Iowa Mathematics and Science standards and TESOL preK-12 language proficiency standards). 1.5 Deliver high quality project coursework that results in higher levels of content teacher effectiveness with EL students. 1.6 Place preservice program completers in STEM content areas and special education in instructional settings serving ELL students within one year of program completion. 1.7 Track preservice completers in STEM content areas and special education providing instructional services to EL students three years after program completion. 2.1 Recruit inservice teachers to complete intensive ESL professional development webinars and web-based modules. 2.2 Create intensive professional development web-based modules and webinars to reflect the latest research and best practice related to EL teaching and assessment. 2.3 Deliver intensive professional development web-based modules and webinars that reflect the latest research and best practices related to EL teaching and assessment through the AEA consortium that results in higher levels of inservice content teacher effectiveness with EL students. 2.4 Create an online collaborative community of educators working with ELs in STEM and special education classrooms. 2.5 Report percentage of inservice teacher program completers who are providing instructional services to EL students.

Project Goals and Objectives

- 3.1 Establish a Project Advisory Committee for oversight and guidance in the collection of data to inform decision making related to EL Bridge.
- 3.2 Collaborate with Project Advisory Committee to implement the comprehensive plan to collect and analyze data to inform the decisions related to program improvement and overall effectiveness.
- 3.3 Examine the impacts of the EL Bridge project on developing preservice teacher knowledge and skills to improve EL teaching in the content area classrooms.
- 3.4 Examine the impacts of the EL Bridge project on developing inservice teacher knowledge and skills to improve EL teaching in the content area classrooms.
- 3.5 Disseminate the data related to program participant outcomes of EL Bridge project and assist in the replication of the results on statewide and national levels.
- 3.6 Integrate the data related to program participant outcomes of the EL Bridge project into revisions of the ESL endorsement curriculum.
- 4.1 Collaborate with STEM and special education faculty to develop and deliver the web-based modules designed to address the instruction of ELs in STEM, other content areas, and special education (e.g., connect Iowa Mathematics and Science standards and TESOL preK-12 language proficiency standards).
- 4.2 Collaborate with Teaching and Learning faculty (including STEM and special education faculty) to disseminate the data related to high quality preparation of teachers in STEM subjects and special education to assist in the replication of the results on statewide and national levels.

Institution of Higher Education		State
Kansas State University (T365Z110124)		KS
Project Title		
Project Kansans Organized for Results-based and Effective Instruction (KORE)		

Award Year	2011
Grantee Representative	Socorro Herrera
Education Personnel Served	<ul style="list-style-type: none"> • Counselors • Administrators
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • University of Kansas • Emporia State University • Institute of Educational Excellence
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Project Kansans Organized for Results-based, Effective Instruction (KORE) is implementing a coordinated, statewide system of personnel development/professional development that will increase the capacity of Kansas school systems to establish and use a multi-tiered mode of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students, especially those who are English Learners.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Design and implement professional development (PD) for Kansas educators that will enhance the Multi-tier System of Supports (MTSS) across Kansas' schools where effective/meaningful application of research-based instructional strategies/ best practices for ELs is found in Tier 1 Core Instruction and where educators integrate the new Common Core State Standard (CCSS), the state's ESL Standards, the existing Kansas Performance Standards and the Center for Research on Education, Diversity and Excellence (CREDE) standards to design and drive instruction. 2. Provide tailored PD for school-based instructional leaders (administrators, instructional coaches, department heads and counselors), where they coach, lead and hold accountable their staff in the use of research-based best practices during core instruction in K-12 classrooms. 3. Conduct qualitative/quantitative research to ascertain the level and effective application of the standards and biography-driven instructional principles within Kansas ' classrooms once PD has been completed and determine the impact these attributes have on: a) teacher proficiency in teaching EL learners and, b) EL student academic and language acquisition and language proficiency. 4. IHEs will collaborate with each other to identify the essential standards, attributes and expected outcomes to be demonstrated by preservice teachers and adopt these research-based principles in each teacher preparation training program- ensuring that all incoming, new teachers are prepared to effectively implement instruction for culturally and linguistically diverse students.
Objectives	<ol style="list-style-type: none"> 1. Deliver research-based PD/technical assistance/coaching to increase the number of general/administrators, ESL teachers, and other personnel/parents who understand/implement MTSS instruction, intervention, and assessment, resulting in improved student performance. 2. Increase the number of parents who participate and their level of participation in the educational decision-making process for their child across district sites. 3. Increase the quality of IHE undergraduate and graduate educator preparation programs that implement MTSS content in their curricula. 4. Refine and implement a comprehensive evaluation process to measure the effectiveness of project activities.

Institution of Higher Education		State
University of Kansas (Lawrence) (T365Z110079)		KS
Project Title		
Teaching English Learners in Kansas-Topeka (TELK-Topeka)		

Award Year	2011
Grantee Representative	Stephanie Christenot
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Secondary
Partnerships	<ul style="list-style-type: none"> • Topeka Public Schools Unified School District (USD) 501
Priority Areas	<ul style="list-style-type: none"> • STEM

Project Description
<p>Teaching English Learners in Kansas-Topeka (TELK-Topeka), a sustainable professional development (PD) program, improves the quality of instruction for ELs in Kansas. It delivers Teaching English to Speakers of Other Languages (TESOL)-endorsement courses to preservice students at KU, to inservice teachers in Topeka Unified Public School District (USD) 501 and provides professional development to para-educators in USD 501. The project facilitates a) redesign of six university TESOL courses into a blended format of distance learning and on-campus intensive courses and b) development of a new series of research-based, interactive professional development workshops for para-educators. TELK-Topeka responds to the need for an increase in TESOL-endorsed teachers to meet the demands of greater numbers of language minority students in USD 501. More than 1,350 ELs are enrolled in USD 501 and, of the entire staff, less than six percent are TESOL endorsed. Additionally, there will be an increase in preservice teachers who receive ESOL endorsement and paraprofessionals who receive enhanced professional development focused on working with culturally and linguistically diverse students.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve the quality of instruction for English learners (ELs) by designing and delivering a blended model of distance learning and intensive summer professional development programming targeting preservice and inservice teachers and paraprofessionals in USD 501, a high-need urban district.
Objectives	<ol style="list-style-type: none"> 1. Increase the number of inservice teachers in the district who receive ESOL endorsements. 2. Increase the number of preservice graduates who complete the University of Kansas (KU) TESOL endorsement, who are placed within one year of graduation in instructional settings serving ELs, and who are providing instructional service to ELs 3 years after program completion. 3. Increase the number of high-quality ESOL related inservice professional development hours for paraprofessionals in the district. 4. Update the existing six courses in the KU TESOL endorsement curriculum into a blended model of interactive distance learning and intensive summer formats.

Institution of Higher Education	State
Georgetown College (T365Z120064)	KY
Project Title	
The Center for Culturally Relevant Pedagogy	

Award Year	2012
Grantee Representative	Dr. Rebecca Powell
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Bourbon County School District • Fayette County Public Schools • Paris Independent School District • Scott County School District • Kentucky Department of Education • Collaborative Center for Literacy Development (University of Kentucky)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving achievement for ELs and students from underrepresented populations

Project Description
<p>The Center for Culturally Relevant Pedagogy provides intense, job-embedded experiences to general classroom teachers who teach EL students. The project includes several major components: (1) building capacity in schools that serve ELs through intense, year-long, on-site training for regular classroom teachers and an annual workshop for principals; (2) building capacity in the institution of higher education through annual workshops for faculty, required curriculum reform, and partnerships with the LEAs being served; (3) building sustainability through the creation of "clinical faculty" in local schools who will serve as mentors for preservice teachers; and (4) enhancing EL students' and teachers' knowledge in the STEM disciplines through STEM curriculum development and summer robotics camps that will take place in local communities.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Provide high quality, effective instruction for EL and all students that can be sustained over time and results in increased levels of student achievement. 2. Develop school-parent/community relationships that will enhance the learning of EL students and can be sustained over time. 3. Develop STEM initiatives in local communities through summer robotics camps that will be ongoing and sustained over time. 4. Develop a cadre of inservice teachers in local schools who have high levels of self-efficacy and degree of implementation in culturally responsive instruction and who can serve as clinical faculty for preservice teachers enrolled in the IHE. 5. Revise the undergraduate teacher preparation program to infuse culturally responsive dispositions and instructional practices throughout the curriculum.
Objectives	<ol style="list-style-type: none"> 1. At least 125 inservice content teachers (25 per year for years one, two, three, four and five) will participate in professional development in effective instructional practices for ELs. At least 10 percent of these teachers will be STEM content teachers. All of the participants will complete all professional development requirements in EL instruction for local certification (25 per year for years one, two, three, four and five). 2. All of inservice teacher completers (25 in years two, three, four and five) are providing instructional services to EL students. 3. At least 60 teachers who complete the local certification program (12 per year for years one, two, three, four and five) will be designated by the higher education institution to serve as clinical faculty, as determined by outstanding instructional practices and dispositions. 4. EL student achievement will increase in classrooms served by the project, as determined by pre- and post-student achievement data for years one, two three, four and five. 5. The teacher preparation program will be redesigned to include culturally responsive elements in course outcomes, candidate assessment, and clinical experiences that will meet the needs of all students, including ELs. The redesign will occur during years two and three and will be completed at the conclusion of year three. Evaluation of course syllabi will occur in years two and three. 6. Teacher efficacy in implementing CRI practices will increase for 90 percent of the participants during years one, two, three, four and five.

Institution of Higher Education	State
University of Maine (T365Z110040)	ME
Project Title	
Project Reach	

Award Year	2011
Grantee Representative	Shelly Chasse-Johndro
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Maine State Education Agency • Fifteen Local Education Agencies
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Improving high school graduation rates

Project Description
<p>Project Reach, an innovative, comprehensive, statewide project is coordinated through the University of Maine (UMaine) and partnered with the Maine Department of Education and the 15 Local Education Agencies with the largest EL populations to implement a research-based collaborative to address diverse needs of STEM educators working with ELs. Through Project Reach, 32 preservice teachers will complete teacher certification with ESL endorsement, and 35 inservice teachers will complete ESL endorsement coursework and ESL Praxis II exam. Through four core components, the project ensures that teacher-training efforts assist ELs to meet rigorous state and local standards. These four components are comprehensive teacher training, EL curriculum, EL research and EL outreach.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. To upgrade qualifications and skills of preservice and inservice teachers, especially in STEM areas, working with ELs. 2. To develop innovative, research-based curricula appropriate to needs of consortia participants. 3. To collect, analyze and utilize high-quality data on program participant outcomes to improve instructional practices, policies and student outcomes in elementary and secondary schools. 4. Improve high school graduation and college entry rates for ELs in rural LEAs. 5. Improve preparation of all teachers to better serve ELs through improvements in Institute of Higher Education practices and outreach to LEAs.
Objectives	<ol style="list-style-type: none"> 1.1 The program will recruit and serve a cohort of 32 preservice teachers, of whom eight are from STEM areas, to participate in the program. We will recruit four two-year cohorts of eight students (two from STEM), entering in years one-four, with the final cohort of eight completing in year five. 1.2 By the end of year five, 32 preservice teachers (eight per year in years two-five), of whom eight are from STEM areas (two per year in years two-five) will have completed the teacher certification program of study. 1.3 By the end of year five, 28 preservice teacher program completers (seven per year in years two-five), of whom seven are from STEM areas (one to two per year in years two-five) will be placed in the instructional setting serving ELs within one year of program completion. 1.4 By the end of year five, 14 preservice teacher program completers (seven per year in years four and five), of whom four are from STEM areas (two per year in years four and five) will be providing instructional services to ELs three years after program completion 1.5 By the end of year five, 32 preservice teacher program completers (eight per year in years two-five), of whom eight are from STEM areas (two per year in years two-five) will have completed teaching certification, endorsement coursework, and ESL Praxis II exam. Preservice teacher learning will be measured by project developed assessments, surveys and interviews. 1.6 By the end of year five, 32 preservice teacher program completers (eight per year in years two-five), of whom eight are from STEM areas (two per year in years two-five) will have completed teaching certification, endorsement coursework, and ESL Praxis II exam. 1.7 By the end of year five, 35 inservice teachers (eight or nine per year in years two-five), of whom eight are from STEM areas (two per year in years two-five) will have completed the 15 credits leading to ESL Endorsement program of study. 1.8 By the end of year five, 35 inservice teachers (eight or nine per year in years two-five), of whom eight are from STEM areas (two per year in years two-five) will have completed their ESL Endorsement coursework, passed ESL Praxis II exam, and earned their ESL Endorsement. 2.1 By year five, 35 inservice teacher program completers (eight or nine per year in years two-five), of whom eight are from STEM areas (two per year in years two-five) will serve ELs.

Project Goals and Objectives

- 2.2 Faculty, in consultation with LEAs and the SEA, will develop three new courses (Mainstreamed English Learners; ELs in Math; ELs in Science).
- 2.3 Faculty will deliver eight courses annually (40 over five years). Each year, four will be offered as summer institutes, and at least two online courses will be offered to serve the needs of EL teachers in rural areas. Course evaluations, review of syllabi and checklist of competencies will ensure that coursework meets high standards.
- 3.1 The project will develop a research team that consists of at least three core faculty, one doctoral student, and five new faculty integrated at a rate of one per year into the project.
- 3.2 The research team will review and align the five existing ESL endorsement courses and the three newly developed courses with the CCSS and other proficiency standards (ESL, math, and science standards, etc.)
- 3.3 The project will demonstrate excellence in research through the support of one doctoral student. By the project's end, completion of the doctoral dissertation, at least two peer-reviewed, and presentation of research at three or more conferences will provide measure able evidence of success.
- 3.4 The research team will develop and institutionalize a procedure in collaboration with the SEA entitled The ESL Teacher Impact Study to track and document the longitudinal impact of UMaine's EL teacher training program on ELs using the COEHD Student Information System (SIS), a comprehensive system to track preservice and inservice teachers.
- 3.5 The research team will review and select scientifically-based research to develop the EL teacher training program and improve intersections of EL with STEM.
- 4.1 The research team will assess existing infrastructure in Maine for tracking ELs' progress to high school graduation and college entry.
- 4.2 Based on the data produced in objective 4.1, the project will develop appropriate, research-based strategies for supporting ELs to graduate high school and enter college.
- 5.1 To improve IHE practices, each project year, the project will add one new faculty member to its research team.
- 5.2 Each project year five workshops (25 total over five years) will be offered to teachers at partner LEAs on topics such as research-based instructional practices, enhanced assessment, CCSS, STEM and experiential learning for ELs, and ESL Praxis II preparation.

Institution of Higher Education		State
Salisbury University (T365Z110023)		MD
Project Title		
Training and Retaining Grades K-12 Eastern Shore Teachers (TARGET: Phase II)		

Award Year	2011
Grantee Representative	Dr. Anjali Pandey
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Caroline School District • Dorchester School District • Kent School District • Queen Anne's School District • Somerset School District • Talbot School District • Wicomico School District • Worcester School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Training and Retaining Grades K-12 Eastern-Shore Teachers targets the needs of rural education professionals. In 2011 an electronic poll was conducted to which 482 Eastern Shore teachers responded. They indicated the following: 100 percent of STEM teachers and 82 percent of all polled content-area teachers have requested graduate-level, EL-based professional development in three areas. These areas are: (1) STEM/content teachers who could potentially seek a post-baccalaureate certificate in TESOL; (2) STEM/content-area teachers desiring targeted academic skills; and (3) STEM/content teachers aiming to achieve an endorsement in ESOL via a state-approved set of two graduate-level courses.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. To provide graduate-level expertise in relevant EL content to all committed rural, STEM/content-area teachers in the most accessible routes while maintaining the quality of the training. 2. To provide a beneficial professional development program to STEM/content teachers that is specific to the needs of EL populations on the Eastern Shore of Maryland and reflects and permits expedient access to state-mandated licensure requirements. 3. To provide professional development training at the graduate level in the form of a cohesive, research-based, outcome-oriented program of study customized to meet the identified needs of STEM/content teachers. 4. To provide a practical, relevant and current program of professional development for all desiring STEM/classroom teachers that enhance newcomer academic skills in the domains of listening, speaking, reading and writing infused with EL-relevant, technology-based strategies. 5. To provide a data-driven program of professional development based on performance-based outcomes in STEM-specific content, and delivered via career-ladder oriented course-training. 6. To provide data-driven professional development training to a diverse pool of area teachers with immediate measurable impact evidenced by data outcomes from a systematic, six-pronged, post-exit data management plan.
Objectives	<ol style="list-style-type: none"> 1.1 Each project year, TARGET-Phase II will recruit 16 STEM/content teachers into either the ACCESS or ENCORE programs. 1.2 Each project year, TARGET-Phase II will provide 24 training slots via SAIL to STEM/content teachers demonstrating commitment to EL education. 1.3 Each project year, 40 STEM/content teacher professionals will have completed an accessible program of study held at accessible times. 2.1 Each project year, 40 STEM/content teachers will complete a graduate program of study. 2.2 Each project year, at least eight trainees will receive a post baccalaureate certificate in TESOL, with 32 other trainees prepared to take the state-mandated Praxis II content area test for ESOL endorsement at 90 percent or above passing rates. 3.1 Each project year, eight teachers will complete five sequenced, NCATE-aligned courses at the graduate level in the form of a spring program. 4.1 Each project year, eight area professionals will have successfully completed five cohesive, concatenatively sequenced; NCATE- aligned graduate courses in the form of a summer program. 5.1 Each project year, 24 STEM teachers will complete either one or two specially designed STEM-focused content courses in the SAIL program consisting of either three or six credits with a GPA of B or above. 6.1 Each project year training efficacy will be measured. 6.2 Professional development outcomes on EL student achievement will be measured. 6.3 Recruit and train a cohort consisting of at least 15 percent or more from traditionally underrepresented groups taught by a higher education faculty consisting of at least 15 percent or more from traditionally underrepresented groups.

Institution of Higher Education		State
University of Massachusetts Boston (T365Z110089)		MA
Project Title		
Math Sheltered English Teacher Training Project		

Award Year	2011
Grantee Representative	Donaldo Macedo
Education Personnel Served	None provided.
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Boston Public Schools • Brockton Public Schools • Malden Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Preparation of all teachers to better serve English Learners

Project Description
<p>The proposed Math Sheltered English Project is designed to provide inservice training to EL and mainstream teachers using math as content. One focus of this project is to increase teachers' Specialized Content Knowledge (SCK), the mathematical knowledge and skill unique to teaching. EL teachers use their SCK to recognize and then find a way to communicate to students how concepts, representations, procedures and skills are mathematically interrelated and interconnected. Through Math Sheltered English instruction both English language and math tasks unfold during both "regular" as well as EL instruction. The unique increased demands placed on EL teachers highlight the necessity of possessing a high level of mathematics understanding because they are also charged to teach math as well as English.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. To provide training for teachers who work with EL students in the effective use of Sheltered English Instruction. 2. To improve the academic success of EL students in Boston, Brockton and Malden Public Schools by increasing the capability and skills in Sheltered English immersion math instruction of EL and mainstream classroom teachers. 3. Train Boston, Brockton and Malden EL and mainstream teachers in Sheltered English immersion instruction through math as content area so as to increase EL students' English academic scores.
Objectives	<ol style="list-style-type: none"> 1.1 Teachers from our consortium schools each year for a total 125 over five years, will increase knowledge and skills and become highly qualified math teachers in effective use of Sheltered English instruction. 1.2 Expand the capacity and commitment for continuing the project after federal funding is no longer available. 2.1 As a result of participating in the project, 25 teachers from the consortium schools each year for a total of 125 over five years will acquire an endorsement in EL license. 3.1 Infuse the Sheltered English immersion instruction with math content activities to enhance EL students' academic English achievement by 25 percent as measured by LAS Reading and Writing Standardized test and the state-required MCAS test.

Institution of Higher Education		State
Fitchburg State University (T365Z120282)		MA
Project Title		
Transforming Education and Schools for English Learners (TESEL)		

Award Year	2012
Grantee Representative	Lynn D'Agostino
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Administrators • Higher education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Collaborative for Educational Services • Fitchburg Public Schools • Leominster Public Schools • Lowell Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The Transforming Education and Schools for English Learners (TESEL) is a partnership of Fitchburg State University, the Collaborative for Educational Services, and three urban public school districts to provide professional development to inservice and preservice teachers, STEM content teachers, and school leaders to improve instruction for ELs. The project upgrades the qualifications of educational personnel working with ELs to meet high professional standards by 1) establishing district-based ESL licensure; 2) providing professional development to content teachers of STEM to improve English and content literacy development and outcomes of ELs; 3) providing training and professional development for school leaders and administrators; 4) improving teacher education at Fitchburg State; and 5) establishing a mechanism for project sustainability. Activities include licensure programming in ESL; professional development in English language education for STEM teachers; enhancement of content teacher preparation curricula; and professional development of higher education faculty.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Establish district-based ESL certification to increase teacher preparedness to provide effective instruction to ELs in all content areas. 2. Establish ESL professional development to increase STEM teacher preparedness to provide effective instruction to ELs. 3. Build public school leaders and administrators' capacities to better ensure that the ESL and STEM professional development elements in each site are optimal and that support mechanisms are in place for supporting continual development of teachers' and paraprofessionals' knowledge and skills in effective teaching practices of ELs. 4. Improve ability of Fitchburg State University faculty members in preparing preservice teachers to teach ELs.
Objectives	<ol style="list-style-type: none"> 1.1 Provide professional development for K-12 districts to build capacity to accelerate and improve the English language development of ELs through licensure training options for teachers and paraprofessionals. 1.2 Increase local capacity to provide ESL professional development to meet the needs of the new Massachusetts licensure requirements in order to sustain program after funding ends. 1.3 Provide support services to increase the number of candidates passing the Massachusetts Test for Educator License (MTEL) Communication & Literacy and ESL tests. 2.1 Provide ESL professional development as required by the MA DESE for highly qualified teachers of ELs. 2.2 Strengthen and update ESL knowledge base of partner district STEM teachers. 3.1 Provide training and professional development for public school ESL and STEM leaders and administrators in best practices for high-quality classroom, school community and parent-school engagement environments. 3.2 Increase ELs' academic achievement in language acquisition and content learning. 3.3 Strengthen and update knowledge base of partner district ESL faculty. 4.1 Assist university faculty in deepening their knowledge of ELs and in designing curricula and activities that are targeted for undergraduate and graduate preservice education and content teachers to learn how to teach content to culturally and linguistically diverse (CLD) populations. 4.2 Create a professional learning community to improve the preparedness of faculty and their teacher candidates to work with CLD populations, utilize protocols and build a common language across disciplines. 4.3 Strengthen teacher candidates' knowledge and skills to effectively implement practices that support ELs acquisition of the English language and content learning.

Institution of Higher Education		State
Framingham State University (T365Z120171)		MA
Project Title		
MASexcELs Project		

Award Year	2012
Grantee Representative	Marguerite Mahler
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • Administrators • College of Education faculty
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Wachusett Regional School District • Cambridge Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Framingham State University (FSU) partnered with public school districts in Central and Eastern Massachusetts to address the issues of strengthening capacity in public schools around English learner (EL) populations, developing additional master teachers, and creating a culture of support for students, teachers and administrators. Framingham State University, in collaboration with the Wachusett Regional School District, Cambridge Public Schools and Marlborough School District, developed the MASexcELs project to address the growing need of improved support for EL populations.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. By November 2016, support two cohorts of 20 teachers (40 total) in the Teaching English as a Second Language Master's Program at Framingham State University (M.Ed. in TESL) and in attaining state certification and endorsement in EL instruction. 2. By October 2013, provide funds to support mandatory Massachusetts Department of Elementary and Secondary Education Sheltered English Immersion Professional Development Courses to allow for training that brings partner schools districts to 100 percent capacity for minimally qualified teachers and builds capacity for districts to qualify teachers for state Train the Trainer programs offered only to licensed EL teachers. 3. By March 2012, develop an English Language Learners Curriculum Community (ELLCC) that is supported through the use latest technology resources. 4. By January 2012, establish a cross-district collaborative advisory council. 5. By November 2012, establish data collection methods and partnerships that allow FSU to track program completers for up to three years after program completion.
Objectives	<ol style="list-style-type: none"> 1.1 Upon the awarding of funds, district superintendents meet with local principals to design recruitment plan for teachers in Cohort 1. 1.2 By August 2012, 20 teachers are enrolled in the Framingham State University (FSU) in the M.Ed. in TESL program. 1.3 By August 2013, 20 teachers for Cohort 2 are enrolled in the FSU M.Ed. in TESL program. 1.4 By spring semester 2016, 40 teachers in Cohorts 1 and 2 complete the FSU M.Ed. in TESL program and attain state endorsement in EL instruction. 2.1 By August of each year, establish an annual calendar of the mandatory training to be offered at each partner district. 2.2 Forty cohort teachers and a minimum of 300 additional participants from partner districts complete professional development training by October 2016. 2.3 Professional development training consisting of two additional courses is executed annually with enrollment from the partner school districts. 3.1 Provide 100 percent of teachers in Cohort 1 and Cohort 2 with iPads, relevant applications, and related training to share best practices remotely. 3.2 Forty cohort teachers commit to leaderships roles in the area of TESL in the partner school districts upon completion of the grant activities. 3.3 Each quarter, ELLCC members provide feedback to FSU and the management team. 4.1 By December 2011, recruit at least one administrator and one teacher from each partner school district to serve on the advisory council. 4.2 By November 2012, develop a schedule of meetings and communication system. 4.3 On a quarterly basis, gather input from the advisory council for both FSU and the partner districts and utilize to direct program to participant needs. 5.1 Upon the awarding of funds, contract with an external evaluator to conduct data collection and evaluation activities that detail program outcomes. 5.2 By May 2012, implement data collection processes that allow the M.Ed. in TESL

Project Goals and Objectives

	program to track participant teaching for three years after program completion.
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Institution of Higher Education		State
Salem State University (T365Z120109)		MA
Project Title		
Project SAEL Salem: Successful Advancement of English Learners in Gateway Cities in Massachusetts		

Award Year	2012
Grantee Representative	Omar Longus
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Salem School District • Lynn School District • Revere School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Project SAEL Salem will develop a program to increase the numbers of licensed teachers of ELs and provide both preservice and inservice teachers substantive and comprehensive professional preparation. This grant works in collaboration with three high-need school districts in gateway communities north of Boston. The project is a five-year plan to provide a two-part program: (1) a baccalaureate program to prepare 15 licensed educators with specialized training in teaching ELs, and (2) a graduate program to prepare 45 mainstream teachers licensed in a STEM subject to obtain a seven-course Graduate ESL Certificate. The goal of the program is to help participants acquire the necessary background knowledge and experience to effectively teach ELs in the content areas. Project participants – inservice teachers and Salem State students seeking educator licensure – will gain valuable preparation and training in how to help the culturally and linguistically diverse student populations succeed in school and beyond.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the number of new, highly qualified and licensed teachers prepared to teach ELs in local education agency (LEA) partner districts of Salem, Lynn and Revere. 2. Increase the number of STEM subject teachers in LEA partner districts who are also trained and licensed in ESL. 3. Improve university faculty's ability and willingness to apply new knowledge of teaching and learning strategies responsive to the needs of ELs across the curriculum. 4. Train STEM content area teachers in participating districts to be better prepared to teach ELs across the curriculum.
Objectives	<ol style="list-style-type: none"> 1.1 Fifteen to 20 preservice teachers – comprised of current Salem State students, community college transfer students, paraprofessionals or community agency practitioners – will obtain a bachelor's degree by the spring 2017 semester. Each preservice teacher will graduate with a license to teach and a SEI endorsement. This number is slightly lower than was stated in our original grant proposal, as we have the need to focus on our inservice teachers who must get a second license in teaching ESL. As such, our numbers in the graduate program will increase as we move forward. 1.2 All participants will receive augmented coursework and professional development seminars in teaching English learners across the curriculum. Attention will be given to providing special preparation to work with English learners and instilling a commitment to urban education. 2.1 All preservice teachers, who will double major in education and a STEM subject area and graduate with an SEI endorsement, will be assisted in finding teaching positions in our LEA partner districts. 2.2 Forty-five licensed STEM subject teachers will obtain a graduate certificate in TESOL and a second teaching license in ESL. 3.1 Faculty members in the education unit, including arts and sciences faculty across departments working with secondary education students at Salem State, and faculty teaching preservice and inservice teachers, will participate in a Faculty Learning Community (FLC) where they will explore and develop approaches to implement research-based ways to teach English learners in their classrooms. 3.2 At least one Professional Education Unit meeting (including all educator preparation faculty at Salem State) per year will be devoted to a professional development program in teaching English learners. 3.3 A Best Practices in TESOL forum will be held with education faculty and students presenting at the Salem State University Best Practices in Teaching Conference at which instructional and innovative ideas for teaching ELs across the curriculum based on knowledge gained from professional development experiences. 4.1 All grant recipients will receive professional development seminars in teaching English learners across the curriculum. 4.2 Faculty development seminars and collaborative experiences with grant recipients will be held in order to develop effective approaches to teaching English learners in the content area with special emphasis on the STEM subjects.

Project Goals and Objectives

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| | <p>4.3 Faculty members in the LEA partner districts will collaborate with preservice grant recipients in preservice and practicum requirements. They will be invited to present their findings at the Salem State University Best Practices in Teaching Conference.</p> |
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Institution of Higher Education		State
University of Massachusetts Boston (T365Z120078)		MA
Project Title		
EL Categorical Training Project on Preparing Mainstream Teachers to Work with Culturally and Linguistically Diverse Students (CLD) in their Classrooms		

Award Year	2012
Grantee Representative	Donaldo Macedo
Education Personnel Served	None provided.
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Malden Public Schools • Brockton Public Schools • Framingham Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers • Improving high school graduation rates

Project Description
<p>The University of Massachusetts Boston's EL Categorical Training Project on Preparing Mainstream Teachers to Work with Culturally and Linguistically Diverse Students (CLD) trains up to 125 mainstream school teachers (K-12) from three large urban districts (Malden, Brockton, and Framingham). The graduate-level course work is designed to improve the teachers' instructional practices for EL students. Course work for teachers will include: 1) Principles and Theories of Second Language Teaching, 2) ESL Methods and Approaches, 3) Testing in the Bilingual/ ESL Classroom, 4) Reading and Writing in the Bilingual/ ESL Classroom, and 5) Bilingual Child with Special Needs. Teachers will have the opportunity to pursue licensure in English as a Second Language and a full master's degree in Applied Linguistics. Each teacher will create an Individualized Strategic Success Plan with a university advisor and have a mentor who is a veteran EL teacher in the home district. Courses will prepare all teachers to provide a comprehensive and comprehensible instruction that is aligned with the Massachusetts Curricular Frameworks and the Massachusetts Benchmarks and Outcomes for English Language Learners.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the quantity of personnel who work with LEP students by increasing the number of mainstream teachers who are trained through course work designed to improve their instructional practices with LEP students as required by MA General Law 71 A and the No Child Left Behind Act of 2001. 2. To provide each participant with an Individualized strategic success plan so as to ensure successful rate of course completion. 3. To provide each participant with a veteran ESL teacher mentor in the home district to ensure a dynamic of professional, respectful and continual support. 4. To increase the number of high-quality, certified EL teachers working with EL students.
Objectives	<ol style="list-style-type: none"> 1.1 Infuse EL/Bilingual, understanding, methodologies and sociocultural competencies into the UMass ESL Teacher Training Program that align with the MA DESE ESL licensure benchmarks. 1.2 Recruit, retain and train 25 mainstream teachers annually over a five-year period from two urban school districts, Brockton and Malden. 2.1 Identify UMass Boston faculty members in the Applied Linguistics Department who will act as academic advisors for each participating mainstream teacher. 3.1 In consultation with the school district representative, identify highly effective licensed EL teachers with at least three years of experience to mentor each participating mainstream teacher. 4.1 Identify teacher-participants within each cohort (1-5) who will aim for ESL licensure and/or a master's degree in applied linguistics.

Institution of Higher Education	State
University of Massachusetts Lowell (T365Z120232)	MA
Project Title	
Preparing Excellent Teachers of All (English) Language Learners (PETALLs)	

Award Year	2012
Grantee Representative	Qing Zhao
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnership	<ul style="list-style-type: none"> • University of Massachusetts Lowell Graduate School of Education (GSE) • Lawrence Public Schools (LPS) • Massachusetts Department of Elementary and Secondary Education (MA-DESE)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The Preparing Excellent Teachers of All (English) Language Learners (PETALLs) will help to improve classroom instruction for English Learners (ELs) through data-based decision making and high-quality, professional development for all educators of ELs (faculty at the GSE, pre-service and LPS (Massachusetts Public Schools) in-service teachers, LPS administrators, and LPS paraprofessionals). The student body is 90 percent Hispanic, and 77 percent of the students' first language is not English. Currently, the district is in Corrective Action for failure to meet Adequate Yearly Progress in English language arts and math, and has a 42 percent graduation rate for students who are classified as limited English proficient. <i>PETALLs</i> will address these challenges by providing various teacher preparation services. An advisory council of key stakeholders will guide and monitor <i>PETALLs</i> throughout its implementation.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Help to ensure that pre-service teacher program completers are prepared to teach ELs (dual licensure and 9 MA DESE Category PD). 2. Place prepared pre-service teachers in instructional settings where they will continue to teach ELs for at least three years. 3. Increase the knowledge and understanding of GSE faculty to prepare all teachers to effectively teach ELs. 4. Prepare LPS paraprofessionals to serve ELs in the LPS. 5. Prepare inservice LPS teachers, especially in STEM content to provide instructional services to ELs 6. Prepare LPS administrators effectively supervise and support the effective teaching of ELs. 7. Disseminate <i>PETALLs</i>, a replicable model, regionally and nationally.
Objectives	None provided.

Institution of Higher Education		State
Madonna University (T365Z120273)		MI
Project Title		
Advancing Proficiency and Progress for Learners of English Staff (APPLES)		

Award Year	2012
Grantee Representative	Karen Obsniuk
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Paraprofessionals
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Wayne Regional Educational Service Agency (Wayne RESA)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The Advancing Proficiency and Progress for Learners of English Staff (APPLES) program enrolls 60 EL paraprofessionals and teachers in a Bachelors of Arts/Teacher Certification and English as a Second Language (ESL) Endorsement programs. Madonna University and Wayne Regional Educational Service Agency (Wayne RESA) joined in partnership to design a framework to prepare EL paraprofessionals and teachers for the next logical step in improving pedagogical methods—Teacher Certification or ESL Endorsement. This is done through Madonna's Bachelors of Arts program in the College of Education (for Teacher Certification) and the Masters of Arts in Teaching English to Speakers of Other Languages (MA TESOL) through the College of Arts and Humanities. Through completion of the ESL Endorsement project graduates will be able to apply research-based approaches to teaching ELs thereby responding more directly to the diverse needs of their EL student population.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve instruction by developing sound pedagogical skills among paraprofessionals working with ELs in Wayne County. 2. Improve, develop and expand pedagogical methods and approaches among teachers to address the needs of the growing EL student population in Wayne County.
Objectives	<ol style="list-style-type: none"> 1. Forty-five paraprofessionals enrolled at Madonna University, 35 to complete the Teacher Certification program, and 10 to complete the ESL Endorsement through the Masters of Arts in Teaching English to Speakers of Other Languages (MA TESOL) Program. 2. Fifteen teachers of ELLs enrolled at Madonna University to complete the ESL Endorsement through the MA TESOL Program.

Institution of Higher Education		State
Curators of the University of Missouri (T365Z110178)		MO
Project Title		
Quality Teachers for English Learners (QTEL)		

Award Year	2011
Grantee Representative	Kim Song
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessional
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Mehlville School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Quality Teachers for English Learners (QTEL) provides participants with online coursework and face-to-face professional development to attain ESOL (English to Speakers of Other Languages) Teaching Endorsement from the State of Missouri. Programming adheres to Missouri's proposed English Learners' (EL) Grade Level Expectations (GLE) as well as WIDA (World-Class Instructional Design and Assessment) standards for English language arts, social studies, mathematics and science. QTEL will allow CADRE teachers to acquire the instructional strategies for EL in English language acquisition in reading, speaking, listening and writing in English language arts, with a strong focus on mathematics content and pedagogy.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Increase the academic achievement of ELs by improving the content knowledge and teaching strategies of preservice, paraprofessional, and inservice teachers who complete QTEL.
Objectives	<ol style="list-style-type: none"> 1. By June 2016, the number of QTEL project graduates who successfully complete the requirements for state ESOL Teaching Endorsement will increase 20 percent a total of 150 graduates, over five years. 2. By June 2016, the number of QTEL project graduates who are placed in instructional settings with EL will increase by 20 percent over three years starting in year three. 3. By June 2016, participating preservice, paraprofessional and inservice teachers will improve their content knowledge and content pedagogy for teaching mathematics, and English language teaching strategies by increasing 20 percent over five years, or 150 graduates. 4. By June 2016, English learners will meet or exceed NCLB benchmarks and the WIDA standards in English language arts and mathematics in grades K-6 by increasing 20 percent over five years. 5. All teacher preparation faculty and preservice teachers will improve their knowledge, skills and disposition of instructional strategies for EL through teacher education curriculum reform and regular professional developments with the inservice teachers.

Institution of Higher Education	State
Webster University (T365Z120052)	MO
Project Title	
The Culturally Responsive Instruction for English Learners Project	

Award Year	2012
Grantee Representative	Brenda Fyfe
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Paraprofessionals • Administrators • Arts and science faculty • College of Education faculty • Parents
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Kansas City • Missouri School District also known as Kansas City #33
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers

Project Description
<p>The Culturally Responsive Instruction for English Learners' Project will provide building-wide professional development tailored to each member of the educational staff to transform the culture of each school, provide culturally responsive education and promote community relationships. The project will provide multicultural workshops to the entire staff at each school, including teachers, parents, and paraprofessionals. The topics included in these workshops will be parent-child interactive literacy, family engagement, and effective communication. Teachers and principals will receive professional development through the SIOP model. Webster University will provide seven courses that fulfill the 21 semester hours required by teachers to receive their TESOL certification from the state of Missouri.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. To provide high quality professional development for educators responsible for teaching English learners. 2. To create and enhance culturally responsive learning communities by improving quality of instruction for English Learners. 3. To increase English Learners' academic performance by providing quality culturally responsive instruction.
Objectives	<ol style="list-style-type: none"> 1. The culturally responsive learning environments of teachers responsible for English Learners will be improved by 20 percent within one year, as measured by the Sheltered Instruction Observation Protocol (SIOP), between fall observations one year to the next. 2. After the fifth year of project implementation, 95 percent of teachers will demonstrate teaching practices and activities, as measured by an average score on SIOP of 102 (85 percent) or greater, known to be effective with English Learners. 3. To improve academic achievement of English Learners, specifically the Annual Measurable Achievement Objectives (AMAO).

Institution of Higher Education		State
Board of Regents, NSHE obo University of Nevada, Reno (T365Z120185)		NV
Project Title		
Northern Nevada English Learning Initiative (NNELI)		

Award Year	2012
Grantee Representative	Sandra Prytherch
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals
School Levels Served	<ul style="list-style-type: none"> • Elementary • Secondary
Partnerships	<ul style="list-style-type: none"> • Washoe County School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Promoting STEM • Improving preparation of all teachers to better serve ELs

Project Description
<p>The Northern Nevada English Learning Initiative (NNELI) provides specific English as a Second Language (ESL) training for preservice teachers to obtain an ESL endorsement as part of their undergraduate teacher licensure program. Additionally, the grant provides both inservice and preservice teachers with courses that include strategies for teaching ELs in STEM content- based disciplines and academic language development in STEM. This component uses sheltered instruction (SI) methods training, inquiry instruction, and the core curriculum standards at both the national and state level as well as training in academic language development in STEM through a systemic functional linguistics approach. Finally, NNELI provides paraprofessionals with a multi-modal professional development program to meet their unique needs. Topics include second language acquisition, curriculum standards, SI strategies and inquiry-based learning, cultural competence, technology and professionalism. Measurements of program effectiveness include validated efficacy instruments and content exams, review and analysis of narrative notes, and participant response through surveys and focus groups administered by an external evaluator.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. To improve the qualifications of preservice teachers to meet the needs of EL in the LEA. 2. To improve courses offered by NNELI to better meet the needs of the LEA. To improve the skills of paraprofessionals working with students in the LEA. 3. To improve the qualifications of inservice elementary and secondary teachers working in the LEA to meet the needs of ELs. 4. To place inservice teacher and preservice teachers of ELs in schools with high EL populations.
Objectives	<ol style="list-style-type: none"> 1. In years one through five, preservice teachers will (a) complete the following courses offered through NNELI, (b) demonstrate mastery of skills, and (c) report self-efficacy: <ul style="list-style-type: none"> • Language Acquisition, Development, and Learning • Teaching Methods • Teaching Spanish Speakers • Second Language Assessment • STEM through SI • Academic Language Development 2. Establish a system of data collection and communication with the LEA-Washoe County School District (WCSD). Through the grant period, data collection will include two sources: (a) ongoing communication between NNELI staff and WCSD, and (b) ongoing data collection from program completers. 3. In years two through five, paraprofessionals will complete the nine modules offered through NNELI to meet professional development needs identified by WCSD. 4. In years two through five, inservice teachers will complete the NNELI specialized courses: <ul style="list-style-type: none"> • STEM through SI • Academic Language Development 5. Increase the number of EL preservice and inservice teachers working in schools with high EL populations who have taken coursework in STEM and Academic Language Development. <ol style="list-style-type: none"> a. In years two through five, all program completers will teach in classrooms with EL students in schools with relatively high percentages of EL students.

Institution of Higher Education		State
University of New Hampshire (T365Z120227)		NH
Project Title		
GATE CITY Getting All Teachers ESOL Certified in Two+ Years		

Award Year	2012
Grantee Representative	Judith Sharkey
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • University of New Hampshire • Nashua School District • Input from the Title III Office of the New Hampshire Department of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The University of New Hampshire's Teacher Education program, in collaboration with its consortia partners, will implement GATE CITY: Getting All Teachers ESOL Certified in Two+ Years. The project goals include: (1) increasing the number of grade-level teachers in Nashua, particularly in the STEM content areas, who have ESOL certification; (2) revising the UNH, K-12 ESOL certification program curriculum to reflect the current needs, realities and standards for preservice and inservice teachers, and (3) collaborating closely with the Nashua School District Administration to develop an effective system for ensuring that professional development activities for teachers of ELs are evaluated.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the number of grade-level teachers in Nashua, particularly in the STEM content areas, who have ESOL certification. 2. Revise the UNH, K-12 ESOL certification program curriculum so that it better reflects the current needs, realities and standards for preservice and inservice teachers. 3. Collaborate closely with the Nashua School District Administration to develop an effective system for ensuring that professional development activities for teachers of ELs are evaluated through a critical lens that promotes best practices and increases student achievement.
Objectives	<ol style="list-style-type: none"> 1. Prepare two cohorts of 40 education professionals in the Nashua School District for ESOL certification (80 total), over the course of five years. 2. Revise the K-12 ESOL certification program (24-26 credits in ESOL coursework/practices) at UNH so that it more responsively address the needs, realities and standards of those K-12 NH teachers who serve increase numbers of ELs in the state. 3. Develop and implement an effective system for ensuring that English language learner professional development activities are evaluated according to observed, documented improved teacher classroom practices and student achievement.

Institution of Higher Education		State
The College of New Jersey (T365Z110080)		NJ
Project Title		
Creating a Team of Highly Qualified Professionals		

Award Year	2011
Grantee Representative	Timothy Hall
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • Counselors • Administrators • School psychologists
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Trenton Public School District • Piscataway School District • Ewing Public Schools • Hamilton Township Public Schools • Lawrence Township Public Schools • Hillsboro Public Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers

Project Description
<p>The College of New Jersey's project, Creating a Team of Highly Qualified Professionals (CTHQP) for English Learners (EL), works in consortium with the 21-district Professional Development School Network (PDSN) by providing inservice and preservice staff development opportunities to K-12 teachers, administrators and counselors. The project also targets preservice professionals graduating from TCNJ programs. The content of this PD project will be differentiated per the needs of each school as motivated by recent PDSN survey data.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Create a highly qualified community of professionals who can provide appropriate instruction and services to ELs.
Objectives	<ol style="list-style-type: none"> 1. Inservice ESL endorsement program for content-area teachers. 2. Preservice ESL certification program for new ESL teachers and paraprofessionals. 3. Inservice knowledge enrichment program for administrators and counselors. 4. Hold summer ESL academy on issues related to EL education. 5. Improve TCNJ's TESL education programs. 6. Develop of a TESL professional development website. 7. Disseminate the project's design and the results for the program replication.

Institution of Higher Education	State
William Patterson University (T365Z120060)	NJ
Project Title	
Preparing All Teachers to better Serve English Learners (PATSEL)	

Award Year	2012
Grantee Representative	Carrie Hong
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Arts and science faculty • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • City of Paterson School District • City of Passaic School District • City of Clifton School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
Preparing All Teachers to better Serve English Learners (PATSEL) increases the academic achievement of K-12 English learners by improving the quality of preservice and inservice teacher preparation and by expanding the ability of higher education faculty in teacher preparation programs. The project has four major goals that prepare inservice and preservice teachers as well as higher education faculty to better meet the needs of ELs in economically disadvantaged school districts.

Project Goals and Objectives

Goals

1. Improve the academic achievement of ELs in the 25 William Patterson University (WPU) Professional Development Schools in Paterson, Passaic and Clifton, by implementing quality on-going professional development for all teachers and other education personnel to better serve ELs.
2. Provide academic preparation and financial assistance (equivalent to WPU in-state tuition) for preservice teacher candidates (including STEM majors) in WPU College of Education to pursue a 12-credit additional bilingual certification as an endorsement on their initial teaching certification.
3. Provide academic preparation and scholarships (equivalent to WPU in-state tuition) for inservice teachers STEM subjects to pursue a 21-credit ESL certification program at a graduate level.
4. Assist the WPU faculty (including professors-in-residence) to prepare preservice and inservice teachers to meet the needs of ELs. Infuse the College of Education curricula with units on effective instructional practices and curriculum development for ELs in undergraduate and graduate teacher preparation programs.

Project Goals and Objectives

Objectives

- 1.1 Increase the knowledge of K-12 teachers in meeting the needs of ELs through workshops and/or seminars.
- 1.2 Support newly trained teachers by providing immediate onsite feedback on their practice as they implement sheltered English strategies and differentiated instruction based on levels of English language proficiency.
- 1.3 Create a cadre of mentor teachers to provide staff development sessions on sheltered English and differentiated instruction at their school sites.
- 1.4 Build a professional learning community among the participants by fostering collaborative dialogue and reflective practices, and utilizing peer coaching, modeling, mentoring and conferring.
- 1.5 Videotape lessons and use them for mentoring and reflective purposes.
- 1.6 Compile the videotapes of lessons for preservice teacher preparation programs at WPU.
- 2.1 Prepare preservice teacher candidates including STEM majors to better serve ELs.
- 2.2 Increase their knowledge of teaching for ELs in their content area from college courses.
- 2.3 Meet the increasing needs of bilingual teachers in the professional development school districts.
- 3.1 Increase the knowledge and pedagogical skills of inservice teachers of STEM subjects to meet the needs of ELs.
- 3.2 Train candidates as mentors of EL education in their school districts.
- 3.3 Increase the number of qualified ESL specialists with content area and certifications in the region.
- 4.1 Increase the ability of higher education faculty to prepare all teachers to facilitate instruction for ELs.
- 4.2 Develop skills in designing units on research-based instructional practices for ELs to be incorporated in courses throughout the College of Education curricula.
- 4.3 Enhance faculty knowledge and skills on how to develop and implement K-12 curricula that integrates core curriculum content standards and English language proficiency standards.

Institution of Higher Education	State
Eastern New Mexico University (T365Z120149)	NM
Project Title	
Project Maestros: Professional Development for Teachers of English Learners in Rural New Mexico	

Award Year	2012
Grantee Representative	Trina Lujan
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Bloomfield District • Deming District • Shiprock District • Hagerman District • Loving District • Zuni District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers

Project Description
<p>Project Maestros enhances classroom instruction for English learners (ELs) in rural New Mexico by implementing high-quality professional development (PD) for teachers that meet high professional standards, align with state competencies, and meet all standards for TESOL alternative licensure in New Mexico. This project also addresses the achievement gap of ELs by providing teachers of English learners with site-specific, school-based, inservice training that incorporates up-to-date research and best practices for assisting ELs and enhancing their academic success. To assure project success, ENMU has partnered with Kansas State University in the design and delivery of an innovative professional development model, CLASS ESL/Dual Language Program. Participants of the program develop curriculum and pedagogical interventions that directly address content areas, particularly in areas of math and science instruction, and the students in their classrooms. The project staff will measure post-training gains among ELs and will document teachers' classroom effectiveness in using strategies designed to achieve learning gains.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Extend professional development (PD) opportunities, targeting the critical needs of schools in rural New Mexico. 2. Increase the number of educational personnel in the schools of rural New Mexico to meet high professional standards and to be highly qualified to teach English learners in New Mexico. 3. Evaluate the effectiveness of the project in terms of participants' adoption of best practices in their classrooms, success of students in their classes, and satisfaction of participants, school administrations, and university faculty with the project outcomes.
Objectives	<ol style="list-style-type: none"> 1.1 Over the course of the project, 120 teachers will participate in high-quality PD activities. 1.2 Project participants will be empowered to use their PD for targeted, on-going, and job embedded activities to address local needs of their learner population. 1.3 Participants will collaborate with PD instructors and peers in the sharing of transformative classrooms practices to enhance student performance. 2.1 Project Maestros will align with needs of the participants' school, with state of New Mexico requirements for TESOL endorsement, required state competencies, and advancement from second to third tier of qualified teachers. 2.2 Six cohorts (20 participants per cohort) will be identified for project participation. 2.3 Once hundred twenty participants will receive PD, and 100 participants will secure TESOL endorsement at the conclusion of their PD. 3.1 Project activities will achieve desired outcomes in terms of classroom teaching and student success. 3.2 School administrators, project participants, university faculty and other key constituencies will express satisfaction with the outcomes of the project. 3.3 Data tracking and annual reports will document project activities, success, accommodations, and areas for improvement.

Institution of Higher Education		State
New Mexico Highlands University (T365Z120020)		NM
Project Title		
Secondary STEM Project		

Award Year	2012
Grantee Representative	Rodolfo Chavez
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	<ul style="list-style-type: none"> Elementary Middle Secondary
Partnerships	Rural communities: <ul style="list-style-type: none"> Espanola Taos Mesa Vista Penasco Pojoaque Santa Fe
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers

Project Description
<p>New Mexico Highlands University (NMHU), a Hispanic serving institution, is working with six Local Education Agencies (LEAs), in the rural communities of Espanola, Taos, Mesa Vista, Penasco, Pojoaque, and Santa Fe, New Mexico. The project provides professional development opportunities to two cohorts of 30 STEM teachers from the six districts (total of 30 Cohort 1 teachers in years one through three and 30 Cohort 2 teachers in years three through five). As a result of their participation in the program, selected STEM teachers are earning a Master of Arts degree in Curriculum and Instruction (C & I) and a state-recognized endorsement in Teaching English to Speakers of Other Languages. The project is unique in that New Mexico's academic English Language Development (ELD) standards are infused into all courses within the endorsement program. Furthermore, the project staff is revising courses within the existing C & I Master's program to include TESOL teaching methods for secondary STEM teachers.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. To provide two cohorts of 30 secondary STEM teachers from the six partner school districts an opportunity to earn a Master of Arts and ESL endorsement.
Objectives	<ol style="list-style-type: none"> 1.1 During the first semester of the first project year, embed a secondary focus into the existing Master of Arts and ESL endorsement program, assuring that K-12 English language standards are embedded into all endorsement courses. 1.2 From October 2011 through December 2011, recruit the first cohort of 30 secondary STEM teachers from the six partner districts. January 2014 through May 2014, recruit a second cohort of 30 STEM teachers. 1.3 To offer courses each semester that accommodates program participants' work schedules. 1.4 Embed supervised practicum experiences into each of the courses within the M.A. degree program. 1.5 Design a study to collect post-training data on the effectiveness of program graduates and completers. 1.6 To build program capacity and disseminate program successes to other institutions of higher education.

Institution of Higher Education	State
New Mexico State University, Las Cruces (T365Z120166)	NM
Project Title	
Improving Instruction for English Learners in New Mexico: A Quality Professional Development Program/or Teachers and Paraprofessionals	

Award Year	2012
Grantee Representative	Anita Hernandez
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Las Cruces Public Schools • Hatch Public Schools • Gadsden Public Schools
Priority Areas	<ul style="list-style-type: none"> • Training for all teachers

Project Description
<p>New Mexico State University (NMSU) will improve the instruction for English learners (ELs) in Southern New Mexico by targeting four groups of educators – paraprofessionals, preservice teachers, inservice teachers, and professors of the preservice teachers – all of whom will benefit from learning to improve their skills in working with ELs. The basic aim of the project is to improve the instruction that ELs receive with high levels of pedagogical and content knowledge in reading and the language arts. Activities for this project include: (1) training the trainers, a core group of professors and identified inservice teachers who would attend a five-day conference sponsored by WestEd; (2) training paraprofessionals, preservice teachers, inservice teachers and professors of preservice teachers; (3) designing a research-based annual five-day English Learner Summer Seminar for all the participants; (4) designing new courses for the College of Education at NMSU-Las Cruces to be included as part of a dual licensure for preservice teachers; and (5) forming a leadership cadre of teachers who will provide workshops to other teachers in their districts and throughout the state of New Mexico.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the quality and diversity of teachers by certifying paraprofessionals with state teacher's certification. 2. Improve preservice teacher education curriculum by integrating courses with research-based knowledge of ELs. 3. Improve the instruction that ELs receive.
Objectives	<ol style="list-style-type: none"> 1.1 By year one, 12 paraprofessionals will be recruited, and enrolled in first cohort, to obtain dual licensure in elementary and Bilingual/TESOL. 1.2 As a result of academic support, advising and course work, retention of paraprofessionals will be at least 70 percent for each year. 1.3 In years one-five, paraprofessionals will participate in a summer institute to assist them in providing effective instruction for ELs. 2.1 Project personnel will work with WestEd to provide a summer institute to teacher education faculty in order to increase their knowledge of teaching strategies. 2.2 At the end of each year, the necessary reference materials, software and instructional materials for preservice and inservice curriculum will be added. 2.3 In years one-five, integrate the New Mexico English Language Development standards and content standards into the professional development as part of effective classroom instruction for ELs. 2.4 By the end of years one and two, the curriculum that the preservice teachers receive will have vastly improved in quality by incorporating the six principles of professional development, including materials such as video-based cases of accomplished teaching, problem-based learning, state curriculum standards, and reflective activities. 3.1 In year one, recruit four teachers who want to obtain advanced certification in English as a New Language Certification, a national board certification process. By end of year five, 12 of the 16 teachers will have obtained advanced certification. 3.2 By the end of year two, 12 inservice teachers will have received their M.A. in a key area focused on improving instruction for ELs. 3.3 By the end of year two, plans will have been developed to provide workshops for each of the partner school districts, and to take the leadership for developing a school plan that focuses on specific problems that affect the language acquisition and achievement level of English learners. By the end of each successive year, the quality of the professional development will be improved in the three districts. 3.4 Beginning in year one, plans will have been developed to identify and film local teachers (i.e., nationally certified and other that are selected) demonstrating accomplished practices for ELs.

Institution of Higher Education	State
State University of New York (SUNY) at Fredonia (T365Z110118)	NY
Project Title	
Project Mathematics And Science Teacher Training in Educational Resources (MAST ² ER)	

Award Year	2011
Grantee Representative	Cynthia Underwood
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Secondary
Partnerships	<ul style="list-style-type: none"> • Dunkirk City School District • Jamestown City School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Project MAST²ER uses a research-based framework used to strengthen math and science teacher education programs through the infusion of evidence-based practices with data-based decision making to produce Teacher Work Samples (TWS) that will inform instruction. MAST²ER engages groups of math and science teacher candidates in intensive professional development workshops on Sheltered Instruction Observation Protocol (SIOP) and evidence-based practices for English learners (ELs) such as ClassWide Peer Tutoring, Numbered Heads Together, ClassWide Tutoring Teams, and Response Cards. Teacher candidates employ action research structures that identify the impact of specific strategies on EL achievement. Teacher candidates apply their research to produce a Teacher Work Sample that documents use of pre-assessment, instruction, post-assessment, and reflection on pupil performance to direct instructional decisions. Teachers with previous SIOP training undergo advanced SIOP training with in-depth study of SIOP elements using a "train the trainer" model. These teachers also participate in intensive training on mentoring to eventually serve as mentors to teacher candidates at SUNY Fredonia. Mentor teachers model the use of data in their planning, implementation, and reflection of evidence-based practices. Teacher mentors demonstrate elements of effective instruction through use of live-stream and digitally captured lessons. MAST²ER staff compiles captured lessons in a <i>Repository of Effective Practices</i> that is distributed electronically to partner districts, teacher education programs and teacher candidates.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. To increase opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects. 2. To increase preservice and inservice teachers' capabilities to utilize more data-based decisions accurately in instruction and assessment of ELs. 3. To support the use of instructional strategies effective in positively impacting academic performance of ELs in partner secondary schools.
Objectives	<ol style="list-style-type: none"> 1.1 Each year, 90 percent of math and science teacher candidates will incorporate evidence-based practices for ELs in their field experiences. 1.2 Eighty percent of math and science field-based courses will incorporate information about ELs and evidence-based practices for ELs. 2.1 Eighty percent of math and science teacher candidates will use data to make instructional decisions for ELs in their field experiences. 2.2 Eighty percent of mentor teachers will employ data-based decision making in planning and implementing evidence-based practices for ELs in their classrooms. 3.1 Eighty percent of math and science teacher candidates will incorporate evidence-based practices for ELs in their field experiences that positively impact pupil achievement. 3.2 Partner schools will report a 2 percent increase in the performance of ELs who score a three or higher (passing) on the NYS English Language Arts, Math, and Science tests and required content areas on the NYS Regents exams in English, math and science for mentor teacher classrooms in which state assessments are given.

Institution of Higher Education	State
St. John's University (T365Z120159)	NY
Project Title	
Project LEADER: Leadership Excellence, Achievement and Discipline for Erudite Recruits	

Award Year	2012
Grantee Representative	John Spiridakis
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • New York City Department of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Project LEADER is preparing 60 preservice teachers to learn and acquire skills as school building leaders with a focus on bilingual and English as a Second Language (ESL) programs that integrate with mathematics, technology, and science content area instruction. The teacher leaders restructure, upgrade and integrate existing ESL programs. Participating teacher leaders provide services to New York City's high-density bilingual minority areas of Queens and Brooklyn. The Queens Campus of St. John's University in consortia with New York City's Department of Education is preparing teacher participants to meet New York State Certification requirements for school building supervisors and administrators and the Advanced Certification in TESOL, grades K through 12. The training will provide the project scholars, while working in schools, with the leadership skills needed to formulate policies and practices that respond to the demands of educating LEP students so that they can enable them to effectively meet challenging content area and performance standards and to demonstrate that all students can achieve at high levels, including English language proficiency, mathematics, science and technology.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve the quantity and quality of school building leaders with a strong background in ESL and STEM education, who will have the knowledge and expertise to upgrade, reform and restructure STEM infused ESL programs in New York City, specifically, in the boroughs of Brooklyn and Queens.
Objectives	<ol style="list-style-type: none"> 1. At least 95 percent or more of each cohort will qualify for New York state advanced certification endorsement as teachers of English as a second language. 2. At least 95 percent or more of preservice project participants will be supervising instructional services to limited English proficient students within one year or less after completing the program. 3. At least 95 percent or more of project participants will be supervisory instructional services to limited English proficient students within three years or less after completing the program. 4. At least 95 percent or more preservice project scholars will be providing leadership services to schools with limited English proficient students. 5. At least 95 percent or more of the project scholars' coursework and other project activities will receive an eight or better on the year-end observation review. 6. At least nine or more items out of 10 will indicate pre-service training activities align with the K-12 New York standards in mathematics and science. 7. At least 95 percent or more pre-service project scholars will qualify for New York state Advanced Certification as school building leaders. 8. At least 95 percent or more of the pre-service leader project scholars will indicate satisfaction with the effectiveness of the project. 9. Student participants will demonstrate improved knowledge of pedagogical and supervisory skills used in bilingual and ESL educational programs. 10. At least 80 percent or more of the LEP students taught by project scholars will gain at least three NCE's on an appropriate English language proficiency assessment. 11. At least, 80 percent or more of the science and math secondary school LEP students, taught by project scholars will pass the New York State Regents exam in science, math and social studies. 12. Project LEADER will disseminate the objectives and activities of the program to at least 50 institutions of higher education, the New York State Education Department, the National Clearinghouse for English Language Acquisition (NCELA) and other interested parties and relevant agencies.

Institution of Higher Education	State
St. John's University (T365Z120251)	NY
Project Title	
Project "WIN"	

Award Year	2012
Grantee Representative	John Spiridakis
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Boards of Cooperative Educational Services (BOCES) • Public Schools 11, 19, 70, 148, 149 • Middle School 294 • Intermediate Schools 127, 145, 162 • Brooklyn International High School • Bronx Global Learning Institute
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Project WIN implements a professional development model designed to have an immediate as well as a lasting successful and mutually beneficial impact on all key participants. The project is structured by the St. John's Graduate TESOL Education research and teaching faculty in collaboration with LEA administrators. The LEA administrators serve as members of a research and data-based Consortium (advisory board) implementing the professional preparation of a minimum of 125 regular and content teachers. Project WIN improves St. John's and each LEA's capacity to serve ELs in a highly effective manner through mutual data-collection and program revisions. Participating LEAs recommend teacher candidates and provide practice sites for inservice and preservice teachers. Participating teachers are supported through mentoring, field experiences, supervised internships, action research, data-based decision making, and veteran teacher modeling. Another key role of LEAs is to share and analyze EL data at meetings to improve and sustain services to ELs.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Offer the Enhanced Advanced Certificate Program in TESOL to 85 teachers. 2. Offer the Enhanced Master's Degree Program in TESOL to 40 preservice teachers. 3. Project partners and all participants will engage in a research-based program design, which enables mutual data-based decision making related to goals.
Objectives	<ol style="list-style-type: none"> 1.1 Identify and recruit one new cohort of 15 inservice teachers for each of the first four years of the project and 25 in the fifth year, in consultation with partner school administrators. 1.2 Prepare 85 regular TESOL prepared teachers for immediate and continuing service to EL students at partner LEAs. 1.3 Inservice teachers will pass the New York State Content State Test in TESOL, and obtained the New York State Education Department Advanced Certificate in TESOL. 1.4 At least 95 percent or more of inservice project teachers will provide improved instructional services to ELs. 2.1 Identify and recruit one new cohort of 20 preservice teachers to begin the two-year program in the first project year, and 20 to begin in the third year of the project in consultation with partner school administrators. 2.2 Graduate and have a total of 40 new TESOL teachers obtain New York State Certification by the end of each two-year cohort period. 2.3 Mentor and supervise project teachers in order to improve and evaluate their performance and enhance the achievement of ELs in English language and STEM. 2.4 Two cohorts of preservice teacher graduate students will pass the New York State Content Specialty Test (CST) in TESOL, and obtained the NYS Education Department Certification in TESOL (K-12). 2.5 At least 95 percent or more of preservice project teachers will provide instructional services to ELs. 3.1 Program faculty, in collaboration with LEA partner administrators, mentors, cooperating teachers and evaluator, will determine the effectiveness of the program curricula, coursework and field experiences through review and analysis of regular feedback from teachers, mentors, supervisors, cooperating teachers and LEA administrators. 3.2 Project participants will gain knowledge, competence and confidence in carrying out data-based decision-making through two annual seminar meetings at the beginning and end of each project year.

Institution of Higher Education	State
State University of New York (SUNY) Albany (T365Z120266)	NY
Project Title	
Technology-Enhanced Multimodal Instruction in Science and Math for English Language Learners: A Program of Professional Development	

Award Year	2012
Grantee Representative	Gretchen Oliver
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • School of Education doctoral students and faculty
School Levels Served	<ul style="list-style-type: none"> • Secondary
Partnerships	<ul style="list-style-type: none"> • Three participating school districts in the Capital Region (per year) and coordinated through the Capital District Regional Bilingual Education Resource Network (RBERN)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>The University at Albany, State University of New York created the Technology-Enhanced Multimodal Instruction in Science and Math for English Language Learners, a program of professional development centered on data-driven strategies for instructing English Learners in the academic content areas. The program centers on regional, district and onsite training sequences in math and science technology-enhanced instruction for ELs. A key focal point of this project is the professional development of teachers to effectively incorporate multiple modalities or communicative sources of information (visual, auditory, kinesthetic, etc) to support and enhance ELs' school learning experiences. Another focal point is the implementation of an English through math, science and technology database of effective practices that will be developed and freely distributed as part of the project's ongoing initiatives. The program's turnkey component places expertly trained and credentialed education professionals in leadership training roles throughout New York State.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Provide direct training to New York State teachers and school personnel that will enable them to thoughtfully and effectively orchestrate math and science instruction that enhances content mastery through multimodal instructional strategies for academic English. 2. Manage and support cohorts of mentoring teams that consist of the building ESOL specialist, preservice University of Albany TESOL specialist, a math or science teacher and a project doctoral student.
Objectives	<ol style="list-style-type: none"> 1. Involve a total of 120 math and science teachers, 15-20 inservice ESOL specialists, 45-50 preservice TESOL graduate students, and up to 10 curriculum and development doctoral students directly as mentoring team members. 2. Mentoring teams will design, conduct and evaluate multimodal instructional strategies to support EL language and content mastery. 3. Mentoring teams will attend at least one of the project's intensive summer institutes. 4. Develop a Multimodal Observation Protocol based on the mentoring teams' EL student data and scholarly classification systems or typologies to categorize and understand different modes of classroom communication, including the visual design of images, gestures and verbal interaction.

Institution of Higher Education		State
State University of New York (SUNY) at Fredonia (T365Z120106)		NY
Project Title		
Project BELA (Broadening English Language Acquisition)		

Award Year	2012
Grantee Representative	Raisa Portman
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle
Partnerships	<ul style="list-style-type: none"> • Dunkirk City School District • Jamestown City School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Project BELA focuses on curricular changes within the TESOL program and SUNY Fredonia's College of Education (COE), strengthening teacher training and effectiveness through data-based decision making and clinical practices, building a strong foundation for continued professional development (a required component of continued NYS certification), and increasing inservice teachers and TESOL Program Candidates' (TPCs) capability to deliver effective STEM instruction to ELs. BELA has the following innovations: (1) continued and revised coursework for undergraduate and graduate preservice and inservice teachers leading to certification, (2) an enhanced clinical program to better prepare ESOL teachers, increase EL student achievement and teacher retention, and (3) a summer science and mathematics STEM academy (titled Project sySTEM) that enables our TPCs, collaboratively with elementary and middle school teachers, to present integrated STEM lessons to ELs and to all students. BELA innovations are expressed in three distinct yet inter-related goals designed to impact preservice and inservice teachers, each with clear, observable, and measurable objectives, and with specific related activities.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Facilitate curricular change in the College of Education, provide college credit-bearing courses to preservice and inservice teachers, who expect to or who currently serve EL students, and assist these individuals in meeting state and local standards for certification and licensure as ESL (in general and special education) or bilingual teachers, including alternative routes to certification. 2. Develop and pilot an enriched clinical component as part of the TESOL graduate certificate program. 3. Summer Project sySTEM (supporting our youth in Science Technology Engineering and Mathematics).
Objectives	<ol style="list-style-type: none"> 1.1 Curricular changes in the College of Education. 1.2 Eighty percent of EDU/SCED 305/313 candidates will increase knowledge of and incorporate evidence-based instructional practices for ELs in their field experience. 1.3 Offer graduate TESOL program credit-bearing courses leading to ESL certification to 25 preservice/in-service candidates annually, with 90 percent of all participants attaining a minimum of a 3.0 GPA in their enrolled courses. 1.4 Project BELA will facilitate participation in a collaborative alternative certification program with NYSED for an annual cohort target of a minimum of 10 additional inservice teachers, 50 percent of whom will be secondary content certified, to participate in the Intensive Teacher Institute (ITI) that leads to eligibility for ESOL or bilingual certification. 1.5 Provide on-going, effective and research-proven program, increasing participants' knowledge of topics relative to serving ELs. 2.1 The PI will work with other TESOL course instructors and faculty to identify, within each of four clinically enriched courses, developed TPC placements, specific course content to be addressed in the field and to develop the related clinical practice materials needed for implementation. 2.2 Ninety percent of preservice TESOL program completers will participate in four courses with enriched clinical components. 2.3 Ninety percent of all TPCs will make data-based decisions about the effectiveness of their clinical placement instruction and resultant student achievement using a TWS unit. 2.4 Ninety percent of inservice TPCs will make data-based decisions about the effectiveness of their instruction and their students' achievement, completing a TWS in their classroom when enrolled in courses with designated clinical experiences. 2.5 The PD/PS and Evaluator will survey all current Project BELA TESOL program graduates, in a quantitative and qualitative format, the following: a) if program completers are in an instructional setting serving LEP students, and b) graduates' self-perceived level of competence and effectiveness in the instructional placement setting. 2.6 The PD and Evaluator will survey TESOL teacher graduates' employers, by the end of their first, second, and third year of employment, to ascertain the employers' assessment of level of teacher effectiveness within the instructional placement setting.

Project Goals and Objectives

- 3.1 Project sySTEM personnel, in fall 2011 and spring 2012, will develop a series of four to six STEM lessons that can be experienced by preservice TPCs and elementary teachers from Jamestown and Dunkirk in Project sySTEM.
- 3.2 Annually, the project will recruit 14 elementary and/or middle school teachers for participation in Project sySTEM.
- 3.3 Each year, the project will recruit 10 TESOL program candidates for participation in Project sySTEM.
- 3.4 As evidenced by pre- and post-test comparisons, 80 percent of pre- and inservice participants will increase their knowledge of STEM topics presented in sySTEM by 25 percent.
- 3.5 Using data-based decision making in implementing, assessing and reflecting on the STEM units learned during sySTEM, and through use of a pre- and post-test method for lesson assessment, inservice participants will see 80 percent of their pupils increase their overall posttest score by at least 25 percent.
- 3.6 Preservice TPCs will use data-based decision making in implementing, assessing and reflecting on the STEM units.

Institution of Higher Education		State
Teacher College, Columbia University (T365Z120187)		NY
Project Title		
Pedagogy of Social Imagination in Language Learning/Teaching (PSILLT)		

Award Year	2012
Grantee Representative	Maria Torres-Guzman
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	<ul style="list-style-type: none"> Secondary
Partnerships	<ul style="list-style-type: none"> P.S. 165 Robert E. Simon School P.S. 020 Anna Silver School
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers

Project Description
<p>The Pedagogy of Social Imagination in Language Learning/Teaching (PSILLT) stems from Critical Sociocultural Theory and Cultural-Historical Activity Theory in order to create a pedagogy that is expansive, uses thinking and imagination as tools, and builds on the strengths of diverse communities. PSILLT structures a university/school network that supports the Bilingual/Bicultural Education teacher candidates (BBE TC) to become quality teachers. New York State requires that these students have experiences in schools prior to student teaching and, traditionally, these are constructed as observations in public school classrooms. This project goes beyond, by putting BBE TCs in teaching situations that are less restricted than classrooms. The TC BBE candidates engage in language awareness experiences with monolingual teachers in the Partner Schools. They also teach in afterschool programs with 4th and 5th grade bilingual students. The BBE TCs are acquiring a practical understanding of planning, enactment and evaluation of rigorous and enhanced learning. They also are acquiring the knowledge about and skills to adapt enhanced learning tools and lessons in differentiated context more or less restrictive ones.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Preparing bilingual teacher candidates who lack academic and pedagogical linguistic proficiencies. 2. Create spaces for BBE TCs to experiment without curricular constraints while learning to work with children. 3. Create university interdisciplinary research teams to produce stronger research-based models of pedagogies of imagination for language learning/teaching.
Objectives	<ol style="list-style-type: none"> 1.1 Improve teacher candidates' abilities to teach in the LOTE. 1.2 Assist mainstream teachers to be able to work with ethno-linguistically diverse learners. 2.1 Create spaces for BBE TCs to experiment without curricular constraints while learning to work with children. 2.2 Create spaces that promote expansive learning, imagination and creativity for students. 2.3 Foster initiatives for teachers to take on the role of inquirers and designers of quality learning environments for ethno-linguistically diverse children. 3.1 Fund faculty to engage in documenting the processes of the PSILLT, identifying milestones of theoretical significance, and evaluate the project activities in creative ways.

Institution of Higher Education		State
University of Rochester (T365Z120146)		NY
Project Title		
Western New York Collaboration for ELL Success (Project CELLS)		

Award Year	2012
Grantee Representative	Mary Jane Curry and Stephanie Martin
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Secondary
Partnerships	<ul style="list-style-type: none"> • Mid-West Bilingual/ESL Technical Assistance Center (BETAC) • Rochester City School District (RCSD) • Monroe BOCES 2 • Wayne-Finger Lakes BOCES • Genesee Valley BOCES
Priority Areas	<ul style="list-style-type: none"> • STEM • Training for all teachers

Project Description
<p>This project addresses the need to better serve the approximately 6,000 English Learners (ELs) in the greater Rochester area. The project intends to enable all school personnel working with ELs (i.e., ESOL teachers, content teachers, special education teachers, paraprofessionals, tutors, counselors and school leaders) in the region to better serve this population, as well as to increase the number of highly qualified ESOL-certified teachers. As such, the project includes both preservice and inservice components for the various populations identified above, as well as scholarships and some needed curriculum development. The project capitalizes on the opportunities presented by the creation of a "newcomer" program in Rochester City School District (RCSD), as well as the complementary expertise in providing professional development of the University of Rochester (UR) Warner Center for Professional Development and Education Reform and Mid-West Bilingual/ESL Technical Assistance Center (BETAC).</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase content teachers' ability to effectively teach ELs and SIFE. 2. Increase ESOL teachers' ability to effectively teach STEM to ELs. 3. Provide high-quality curriculum for SIFE in "newcomer" programs. 4. Increase ESOL teachers' ability to more effectively teach SIFE. 5. Increase school leaders' and counselors' ability to serve ELs and SIFE. 6. Increase the number of highly qualified ESOL-certified teachers.
Objectives	<ol style="list-style-type: none"> 1.1 Up to 15 teacher education faculty and 40 STEM/ESOL PD providers will be able to offer project training opportunities for preservice/in-service content teachers. 1.2 Up to 200 content preservice teachers, 460 K-12 STEM inservice teachers and 50 paraprofessionals will (a) become aware of the specific needs of ELs and SIFE; (b) become familiar with best practices and instructional materials to serve these students; and (c) adapt at least one of their units to better serve the needs of ELs in their classes. 1.3 Up to 60 additional content teachers (15 per course offering) will achieve all the objectives articulated above, as well as prepared to write curriculum and assessments for ELs. 2.1 Up to 48 preservice and 60 inservice ESOL teachers will learn to use research-based pedagogical approaches and innovative instructional materials to enable ELs to achieve national and state STEM standards. 3.1 Written materials will be available for SIFE secondary teachers to draw on for credit-bearing math and science courses as well as for a stand-alone "orientation" unit. 3.2 A high-quality "orientation" unit, credit-bearing math course, and credit-bearing science course, will be offered on a regular basis at the new RCSD "newcomer" program. 3.3 Up to 24 ESOL teachers will implement each of these instructional experiences. 4.1 Up to 48 preservice and 80 inservice ESOL teachers will (a) become aware of the special needs of SIFE, and (b) become familiar with best practices and instructional materials to serve SIFE. 5.1 Seven counselor education faculty, five school leadership faculty, and up to 16 PD providers in counseling and/or leadership will be able to offer the training for school leaders and counselors designed as part of this project. 5.2 Up to 60 preservice school counselors, 90 preservice school leaders, and 120 inservice counselors and/or school leaders, will (a) become better aware of the needs of ELs and SIFE; (b) gain knowledge about best practices and programs to serve these students; and (c) take some action to implement appropriate programs for ELs and SIFE in their schools. 6.1 Forty-eight more teachers will have achieved ESOL certification.

Institution of Higher Education		State
University of North Carolina (Wilmington) (T365Z110197)		NC
Project Title		
Educating Language Minority Students (ELMS)		

Award Year	2011
Grantee Representative	Dr. Allen Lynn
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • New Hanover County Schools • Brunswick County Schools • Duplin County Schools • Pender County Schools
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The proposed Educating Language Minority Students (ELMS) program serves a portion of a 12-county area in coastal North Carolina through a hybrid (online and face-to-face) model that provides professional development for a variety of inservice and preservice content area teachers in the area of ESL. In addition to the coastal area of North Carolina, the online portion of the ELMS project could easily serve the remainder of the state. The project has three tracks that focus on introducing content area teachers to the field of ESL and providing information about how to work more effectively with ELs and ESL professionals in their districts. The first track focuses on providing preservice teachers the opportunity to complete their ESL add-on licensure. The second track focuses on providing inservice content area teachers with the equivalent of one college course in ESL preparation, and the final track focuses on providing inservice content area teachers a minimal level of preparation (10 hours) to help them collaborate with ESL teachers at their own schools. The ELMS project provides funds for tuition, fees and books. Finally, the ELMS project would design two final products, an observation instrument and ESL preparation standards, for inservice content area teachers.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Build capacity in ESL preparation among preservice and inservice teachers. 2. Establish standards in the area of ESL preparation for inservice content area teachers.
Objectives	<ol style="list-style-type: none"> 1. Increase the number preservice teachers completing the ESL add-on certification to 40 teachers in each year of the grant. 2. Increase number of inservice teachers with 60 hours (university credit or Certification Renewal Units) of ESL professional development to 80 teachers each project year. 3. Increase the number of inservice teachers with 10 hours of professional development (one Certification Renewal Unit of credit) to 400 by the end of the grant period. 4. Determine effectiveness of pairing ESL prepared inservice teachers with ESL prepared UNCW preservice teachers. 5. Develop an observation form that can be used with preservice and inservice content area teachers working with ELLs.

Institution of Higher Education		State
Otterbein University (T365Z120224)		OH
Project Title		
Central Ohio English Learner Education Collaborative (COELEC)		

Award Year	2012
Grantee Representative	Bev Good
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • Arts and science faculty • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Otterbein University • Westerville City School District (WCSD) • Community Refugee and Immigration Services (CRIS)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Central Ohio English Learner Education Collaborative (COELEC) unites key central Ohio community organizations and institutions to provide effective programs to enrich the lives of ELs through education. A COELEC Summer Academy combined with Higher Education Faculty Learning Initiatives will prepare more than 100 central Ohio pk-12 educators, including 90 preservice and inservice teachers and 30 paraprofessionals, to support the academic needs of pk-12 ELs. Additionally, COELEC provides more than 100 higher education faculty members with professional development to increase their ability to support college-level ELs and future teachers of ELs. Finally, an English Learner Career Ladder program provides pathways for 30 post-high school English Learners to attain associate or bachelor's degrees with an emphasis on education.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the capacity of higher education to address the needs of college level ELs and preservice teachers. 2. Increase the capacity of area schools to address the needs of pk-12 ELs. 3. Provide academic and advising support and higher education degree pathways for ELs in central Ohio at no cost to the participants.
Objectives	<ol style="list-style-type: none"> 1.1 One hundred higher education faculty from multiple Institutions of higher learning will attend and participate in The COELEC Higher Education Academy hosted by Otterbein University. 1.2 Twenty university faculty members will participate in professional development courses to prepare them to address the academic content needs of ELs in their classrooms. 1.3 Ten teacher education faculty members will participate in an ongoing learning community with the collaborative goal of integrating systematic instruction of EL skills and strategies into the teacher education preparation course. 2.1 Sixty licensed, practicing teachers will participate in assessment, literacy, and content-specific area instruction courses to address the specific academic content needs of ELs in their classrooms. 2.2 Thirty preservice teachers will participate in assessment, literacy and content-specific instruction courses to address the specific academic content needs of ELs in their classrooms. 2.3 Ninety current and future central Ohio teachers will earn 7-14 (of 21 required) graduate credit hours towards Ohio TESOL endorsement. 2.4 Ninety current and future central Ohio teachers will provide 900 hours of focused academic support for 90 pk-12 English Learners. 3.1 Ninety pk-12 English Learners will benefit from focused summer tutoring in an academic content area of need. 3.2 Twenty ELs with high school diplomas will earn an associate degree plus 28 hours of post-associate course work focused on teacher preparation and TESOL. 3.3 Ten English Learners will earn four-year degrees with teacher licensure plus up to 14 credits towards TESOL endorsement.

Institution of Higher Education	State
The University of Akron (T365Z120262)	OH
Project Title	
ACHIEVE: Access to Curriculum and High Quality Instruction for Educators Valuing English Language Learners	

Award Year	2012
Grantee Representative	Lynn Smolen
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Malone University (serving at least five rural Stark County districts with ELL populations) • Akron City Schools • Cleveland Metropolitan School District • Lakewood City School District • Parma City School District • Youngstown City School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Project ACHIEVE strengthens the credentials, expertise, practice, and collaboration of Northeast Ohio teachers who work with English Learners (ELs). ACHIEVE is aligning the University of Akron's TESOL courses with national TESOL standards. The project provides teachers across the region with convenient, cost-effective options for completing coursework required by the TESOL program including high-quality online modules. An advisory board representing participating districts ensures that the project meets district, teacher and EL needs. ACHIEVE demonstrates solutions that are appropriate throughout Ohio and nationally.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the number of inservice teachers who pursue and complete the TESOL Endorsement. 2. Increase the effectiveness of STEM, special education and general education teachers who work with English Learners. 3. Increase the academic performance of ELs in our partnering school districts. 4. Improve system support for the professional development of teachers who work with ELs.
Objectives	<ol style="list-style-type: none"> 1.1 Optimize educators' opportunities to achieve the TESOL endorsement. 1.2 Recruit TESOL candidates with a focus on STEM and special education teachers. 1.3 Provide TESOL courses to 56 candidates toward the completion of the endorsement and 40 candidates seeking to enhance their knowledge. 2.1 Align all TESOL endorsement courses with the national TESOL standards. 2.2 Develop and deliver three new web-enhanced courses for the current University of Akron TESOL Endorsement Program to meet the needs of special education teachers and STEM teachers. 2.3 Cultivate an online learning community that centers on helping members improve the outcomes of English Learners. 3.1 Develop and implement a portfolio assessment system to monitor EL performance. 3.2 Analyze EL student performance to enhance the TESOL program. 4.1 Establish the advisory board. 4.2 Collaborate with the advisory board. 4.3 Provide information and tools to assist educators, school and district leaders, and university faculty in assessing professional development needs and planning improvements. 4.4 Create and make online modules available to College of Education faculty.

Institution of Higher Education		State
Western Oregon University (T365Z110096)		OR
Project Title		
Project SPELL (Sustainable Practices for English Language Learners)		

Award Year	2011
Grantee Representative	Maria Dantas-Whitney
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Salem-Keizer School District • Woodburn School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Project SPELL (Sustainable Practices for English Language Learners) implements sustained professional development activities to improve instruction for ELs and assist district personnel to meet high professional standards. The project utilizes a professional development model that maximizes job-embedded professional learning through Professional Learning Communities (PLCs) and university coursework specifically designed to scaffold inservice teachers' prior knowledge with research-based strategies, preservice teachers placed in classrooms with ESOL endorsed mentors (classroom teachers), and district-based professional development coaches who provide on-going support. Project SPELL emphasizes the use of ESOL strategies in the areas of STEM. The collaboration between the university and two school districts will reach almost 20 percent of the 65,410 EL students in Oregon (2010 - 2011).</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. To refine and expand the current ESOL and ESOL Bilingual endorsement model for inservice teachers working in collaboration with two school districts, which include the second largest school district in the state and the school district with the most ELs. The project's outcomes for Goal 1 include (a) 140 in-service teachers with ESOL endorsement and (b) 75 percent of inservice teacher completers providing instructional services to ELs. 2. To provide ESOL or ESOL/Bilingual endorsement for preservice teachers completing their clinical experiences (i.e., student-teaching for initial licensure and ESOL practicum) in the Salem-Keizer and Woodburn School districts. 3. To improve PK-12 EL student learning and achievement through data-based decision making.
Objectives	<ol style="list-style-type: none"> 1.1. Develop and implement an advisory committee to refine the current model. 1.2. Expand district-based coaching component. 1.3. Develop and implement Professional Learning Communities focusing on STEM and ESOL. 1.4. Develop and implement the end of the year ESOL STEM conference 1.5. Implement the revised model. 2.1. Select and place preservice teachers in Salem-Keizer School District. 2.2. Select and place preservice teachers in Woodburn School District. 2.3. Assess number of preservice participants providing instructional services to students. 3.1. Analyze standardized test data and formative classroom-based assessments of EL in coaches' classroom.

Institution of Higher Education	State
Pacific University (T365Z120107)	OR
Project Title	
ESOL for STEM Educators (ELSTEM)	

Award Year	2012
Grantee Representative	Dr. Catherine E. Kim
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Beaverton School District 48J • Bethel School District 52 • Eugene School District 4J • Forest Grove School District 15 • Hillsboro School District 1J • Portland Public Schools 1J • Springfield Public Schools 19 • Woodburn School District 103
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>ESOL for STEM Educators (ELSTEM) is an innovative program in which Pacific University, in collaboration with eight partner school districts, designs, implements and evaluates an ESOL endorsement program for secondary STEM educators. This newly implemented STEM-focused curriculum maximizes the educational achievement of ELs in STEM subjects, while enhancing STEM educators' and the College of Education faculty's awareness and understanding of the special needs and challenges that second-language learners face in academic settings. This program is designed, implemented, and evaluated as an integral new component of Pacific University's teacher education programs, serving a large region of northwest Oregon. ELSTEM directly serves eight school districts in the high EL communities of Oregon, resulting in the addition of 120 highly trained ESOL/STEM teachers to the workforce. ELSTEM participants include 40 highly motivated preservice National Science Foundation Pacific Noyce Scholars, and 80 experienced inservice STEM teachers, recruited from the partner school districts. All participants receive full tuition support for earning the Oregon ESOL endorsement; inservice teachers receive a \$1,000 incentive stipend upon successful program</p>

Project Description

completion. ELSTEM also provides professional development and research opportunities for project faculty, a framework for new curricula and significant revisions to the university's existing teacher education programs. ELSTEM's ultimate goal is to create teacher education programs that lead to long-term improvement of the STEM literacy of ELs in high-needs partner school districts.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Design, implement and evaluate an ESOL endorsement program for STEM educators for grades 6-12. 2. Maximize the educational achievement of ELs in STEM subjects. 3. Enhance STEM educators' EL teaching effectiveness and STEM educators' and College of Education faculty's awareness and understanding of the needs and challenges that ELs face in academic settings.
Objectives	<ol style="list-style-type: none"> 1. Design, implement and permanently integrate a STEM-focused specialized ESOL endorsement curriculum into the existing COE teacher education programs at Pacific University. 2. Increase knowledge and awareness of ESOL-STEM connection by Pacific University COE faculty, project participants and partner school districts. 3. Increase in the number of ESOL-endorsed STEM teachers in the partner school districts and high-needs districts by adding 120 ESOL-certified STEM teachers. 4. Improve ESOL interventions in the participants' STEM subject area teaching. 5. Increase in STEM achievement by ELs in the partner school districts. 6. Increase in ELs' high school graduation rates in the partner school districts.

Institution of Higher Education		State
Portland State University (T365Z120110)		OR
Project Title		
Futures Project		

Award Year	2012
Grantee Representative	Esperanza De La Vega
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Secondary
Partnerships	<ul style="list-style-type: none"> • Beaverton School District • Canby School District • David Douglas School District • Gresham-Barlow School District • Hillsboro School District • North Clackamas School District • Portland Public School District • Reynolds School District • Salem-Keizer School District • Tigard-Tualatin School District • West Linn-Wilsonville School District • Woodburn School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The Futures Project aims to prepare 80 highly qualified elementary and secondary teachers to use research-based teaching strategies and to infuse the teaching of science and the use of technology into their classroom practice to improve progress for their linguistically and culturally diverse students. The Futures Project operating within the Bilingual Teacher Pathway Program at Portland State University (PSU) utilizes a career ladder model to recruit diverse, bilingual paraprofessionals who are employed by school districts that are in active partnerships with the Graduate School of Education. More than 65 percent of grant funds are used to support candidates to complete coursework that will lead to an Oregon initial teaching license and a bilingual ESOL endorsement. The program is set up to include a graduate and an undergraduate pathway, allowing for flexibility in admissions of bilingual paraprofessionals. The Futures Project builds upon the Bilingual Teacher Pathway program, which is aligned with coursework in the PSU Graduate Teacher Education Program (GTPE) and the Bilingual/ESOL Endorsement but will include additional coursework with a specific</p>

Project Description

focus on science and technology competencies. All coursework and field experience activities are aligned with Oregon Teachers Standards and Practices Commission, INTASC Principles, and TESOL standards.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Recruit, admit and retain 20 bilingual/bicultural paraprofessionals a year for each of four years (a total of 80 during the grant period) in order to increase the number of bilingual elementary and secondary teachers with a bilingual/ESOL endorsement through a career ladder teacher preparation program for paraprofessionals. 2. The Futures Project will infuse more in-depth preparation in science and technology into the Bilingual Teacher Pathway program leading to specific competencies. 3. Establish and/or strengthen partnerships with experts in science/ technology education at PSU, with the local community of science and technology industry experts, and with local educational agencies (LEAs) serving high percentage of ELs. 4. Evaluate, monitor and report on teacher candidates' progress toward acquiring competencies in teaching science and in using technologies with English learners in their classrooms.
Objectives	<ol style="list-style-type: none"> 1.1 To evaluate, monitor and report on teacher candidates' progress toward acquiring competencies in teaching science and in using technologies with English learners in their classrooms. 2.1 Infuse a science and technology focus into the BTP program through two additional science elementary education courses and integrating STEM content and pedagogy into three required courses. 2.2 All Futures Project teacher candidates will attend STEM professional development workshops once a term, beginning in year two, for a total of four each year. 3.1 Establish a collaboration with science/technology experts and entities both inside and outside of the university needed to infuse high-quality STEM into the Bilingual Teacher Pathway/Futures Project. 3.2 Collaborate with existing LEA partnerships to arrange 100 percent of needed field placements and to offer STEM professional development workshop opportunities to inservice teachers in their district. 3.3 Collaborate with LEA partnerships to support teacher candidates as they plan and implement a culminating STEM project in their district. 4.1 Upon completion of Student Teaching I and II, 100 percent of Futures Project teacher candidates will produce Teacher Work Samples that demonstrate competency in teaching a STEM content area to and using technology with students who are ELs. 4.2 Upon securing a teaching position, Futures Project program completers will reflect upon their preparation to teach STEM content areas, use technologies

Project Goals and Objectives

with their ELs, and their use of data-based decision making as a classroom practice one year, three, and five years after completing the program.

Institution of Higher Education		State
Pennsylvania State University (T365Z110200)		PA
Project Title		
Improving Practice Through Teacher Action Research		

Award Year	2011
Grantee Representative	Karin Sprow Forté
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Counselors • Administrators • School psychologists
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Pennsylvania Department of Education • Central Susquehanna Intermediate Unit • Center for Schools and Communities
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Improving Practice Through Teacher Action Research is an extension of two previous ESL NPD grant projects at Penn State Harrisburg. The first NPD project moved four courses of an ESL certificate program online, thereby expanding the geographic scope of the project. The second NPD project added an optional leadership course in which certification candidates complete and report on the results of an action research project. The new NPD project takes the action research component from the leadership course and infuses it throughout the five online courses required to earn the Pennsylvania Department of Education ESL Program Specialist certification endorsement. The leadership course shifts focus to the dissemination of the candidates' action research through workshop presentations and publications.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. To identify and recruit PreK-12 mainstream/content area teachers from low performing LEAs with high concentrations of ELs, based upon State AYP and AMAO measures, as well as teachers situated in rural or isolated areas with limited access to higher education and other professional development opportunities related to ESL. 2. To continue to implement specific content-based strands for PreK-12 STEM in EDUC 469 (ESL Methods and Assessment), using the State Language Proficiency Standards for English Language Learners. 3. To incorporate teacher action research into EDUC 466, 467, 468, 469 and 475 courses so that teachers engage in field-based research experiences and continuous assessment practices with ELs. 4. To provide online coaching and mentoring for all participants for continuous feedback and support to improve professional practice in working with ELs. 5. To have all teachers, admitted for the full ESL program, successfully complete all five courses in the sequence. 6. To make significant and long-term changes to the infrastructure of programs to more effectively support the academic and linguistic achievement of PreK-12 ELs.
Objectives	<ol style="list-style-type: none"> 1.1 Seven cohorts of 15 teachers eligible for grant funding will be identified and recruited for the ESL Program between summer 2012 and spring 2017. 1.2 Twenty to 25 teachers will enroll in each cohort, of whom 15 will be grant-eligible, and priority will be given to STEM teachers. 2.1 The course syllabus for EDUC 469 will identify instructional activities by specific content-based strands. 3.1 Teachers will develop and implement teacher action research projects for the first two courses, EDUC 466 and 467, and present the findings to preservice teachers. 3.2 Teachers will develop and implement teacher action research projects for all five courses involving ESL content-area instruction and requiring IRB approval in the final two courses, EDUC 469 and 475. 3.3 Teachers will engage in teacher action research activities and develop training modules or workshops using data collected for each of the five courses in the program. 3.4 Teachers will engage in teacher action research activities that track progress of their students' achievement from the first course through the last course. 3.5 Teachers will present findings from their action research projects at an annual conference, co-sponsored by the Pennsylvania Association for Supervision and Curriculum Development and the ESL program, each November in Hershey, Pennsylvania. 4.1 All teachers enrolled in the program will receive written corrective feedback forms. 5.1 All teachers enrolled in the program will complete online pre- and post-course measures related to course content and course effectiveness. 5.2 All teachers completing the program will complete graduate follow-up surveys online to evaluate long-term impact and program effectiveness of program offerings, within three to six months of program completion. 6.1 All program completers will demonstrate how they incorporate ESL strategies into

Project Goals and Objectives

	their mainstream classrooms through instructional and assessment practices. All program completers will provide instructional leadership and incorporate continuous research and assessment practices in their classrooms, schools, or districts.
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Institution of Higher Education		State
Penn State University, Lehigh Valley (T365Z110180)		PA
Project Title		
Collaborative Teaching for ELLs (CTELL) Program		

Award Year	2011
Grantee Representative	Mary Hutchinson
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Penn State Lehigh Valley • Lehigh Valley Writing Project • Colonial Intermediate Unit • Carbon Lehigh Intermediate Unit
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Penn State Lehigh Valley designed the Collaborative Teaching for ELLs (CTELL) Program as a comprehensive year-long professional development program. The program includes a highly collaborative teaching component in which content teachers partner with ESL teachers in monitoring relationships to gain a better understanding of ELs' needs. The partnerships allow educators to conduct collaborative action research within the classroom setting and to simultaneously evaluate the effectiveness of instructional strategies. After completing a five-course, 15-credit series offered in a hybridized format over two semesters, the math and science teachers will obtain their ESL certification and will have developed a variety of strategies for working with ESL teachers to support the academic development of ELs in these important areas of math and science. The CTELL program utilizes recent demographics from the Pennsylvania State Data Center.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Create a flexible, needs-based, grade-level, subject-specific professional development program leading to the Pennsylvania ESL Endorsement. 2. Recruit and retain to program completion participants who teach or are preparing to teach science and mathematics to ELL students as mainstream education teachers. 3. Participants are expected to meet project requirements. 4. Participants are expected to achieve program standards. 5. Increase the effectiveness of program graduates in working with ELs in general and in science and mathematics contexts. 6. Enhance the variety, quality and versatility of professional development at PSLV and the Lehigh Valley area.
Objectives	<ol style="list-style-type: none"> 1.1 Develop all five Penn State courses that lead to a Pennsylvania ESL Endorsement into a technology-enhanced, module-based, credit course model. 1.2 Infuse the program with two non-credit workshops on collaborative teaching, focusing on collaboration with ESL professionals. 1.3 Build capacity by developing a school-based, district-wide network of trained teachers to provide support for addressing the needs of ELs. 2.1 Per funding year, recruit and retain 20 inservice teachers (elementary and secondary) who teach in districts serving increasing numbers of ELs. 2.2 Per funding year, recruit and retain five preservice teachers. 3.1 Complete the program-specified coursework (including an inquiry project), as outlined in the program curriculum section. 3.2 Present the findings of the inquiry project in the Diverse Literacies Conference. 3.3 Complete the two non-credit workshops on collaborative teaching. 4.1 Participants should receive a passing grade in each of the program courses. 4.2 Participants are expected to collaborate effectively with ESL teachers in planning and implementing instruction aimed at ELs. 4.3 The presentations of the inquiry project at the Diverse Literacies Conference are expected to be of high professional quality. 5.1 The participants' instruction will be characterized by increased use of research-based, context-sensitive, student-appropriate TESOL strategies. 5.2 The participants' instruction in science and mathematics will involve increased use of research-based, content-sensitive, student-appropriate TESOL strategies. 5.3 The participants will (a) demonstrate increased willingness to collaborate with ESL teachers, and (b) act on this willingness in substantive ways. 6.1 Create a program that leads to Pennsylvania ESL endorsement in a single year. 6.2 Explicitly foster collaboration between math and science teachers and ESL professionals. 6.3 Accommodate the professional and personal needs of working teachers through versatile and flexible hybridity.

Institution of Higher Education		State
California University of Pennsylvania (T365Z120055)		PA
Project Title		
California University of Pennsylvania/Intermediate Unit 1 (CAL U/IU 1) English as a Second Language (ESL) Professional Development Project		

Award Year	2012
Grantee Representative	Christine Peterson
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals • Counselors • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Intermediate Unit I
Priority Areas	<ul style="list-style-type: none"> • Training for all teachers • Improving high school graduation rates

Project Description
<p>The California University of Pennsylvania/Intermediate Unit I (CAL U/IU 1) English as a Second Language (ESL) Professional Development Project improves classroom instruction for English Learners (ELs) by developing a model continuum of professional development opportunities for preservice teachers, new teachers, experienced teachers, principals, assistant principals, and paraprofessionals that offers a range of training programs to meet varying depths of interest and needs. At the conclusion of the project, more than 1,650 educators will be trained in ESL. In addition, several components of the project will be posted on the Pennsylvania Association of Intermediate Units' website (PAIU.net) and made available for use to more than 122,000 teachers, 2,500 administrators, and 10,000 paraprofessionals in Pennsylvania.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve classroom instruction for English Learners by developing a model continuum of professional development opportunities for preservice teachers, new teachers, experienced teachers, assistant principals and paraprofessionals.
Objectives	<ol style="list-style-type: none"> 1. Develop a quality preservice ESL three credit course. 2. Incorporate the Preservice ESL Course for Cal U education majors and have an increasing number of students successfully complete the courses each year of the grant. 3. Develop a quality ESL program for teacher inductees that address the fundamental principles of working with ELs. 4. Offer the ESL Teacher Induction Program at IU 1 and train an increasing number of teachers each year of the grant. 5. Develop quality Pennsylvania Department of Education approved courses for the ESL Program Specialist Pennsylvania Certificate. 6. Offer a complete series of quality Pennsylvania Department of Education approved courses at IU 1 that prepare teachers for an ESL Program Specialist Pennsylvania Certificate and have an increasing number of teachers in Pennsylvania complete the program and obtain add-on Pennsylvania ESL certification each year of the project. 7. Develop a quality ESL program for paraprofessionals. 8. Offer ESL Continuing Education Program at IU 1 for paraprofessionals and train an increasing number of paraprofessionals each year of the project. 9. Develop an ESL program for principals, assistant principals, and people preparing to be principals. 10. Offer a quality ESL program at IU 1 for principals, assistant principals, and professionals preparing to be principals and train a consistent number of principals and professionals preparing to be principals in ESL policies, regulations and best practices for teaching ELs each year of the project.

Institution of Higher Education		State
Brown University (T365Z110009)		RI
Project Title		
Building Charters' Capacity for English Learners (BCC)		

Award Year	2011
Grantee Representative	Maria Pacheco and Sara Smith
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	<ul style="list-style-type: none"> Elementary Secondary
Partnerships	<ul style="list-style-type: none"> Massachusetts Department of Elementary and Secondary Education
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM

Project Description
<p>Building Charters' Capacity for English Learners (BCC) aims to address the need of a shortage of general education teachers who are qualified to teach ELs. This project builds charter schools' capacity to collect, analyze and use high-quality and timely data to improve instructional practices, policies and student outcomes in Massachusetts' charter schools. It also increases opportunities for high-quality professional development for teachers of STEM subjects.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. BCC will qualify 500 content area teachers in 25 Massachusetts charter schools to teach ELs in Sheltered English Immersion classrooms and will improve teacher knowledge of and strategies in language and literacy development so that their ELs can meet rigorous curriculum and assessment requirements.
Objectives	<ol style="list-style-type: none"> 1. Twenty content area teachers in each of five Massachusetts charter schools will be recruited, for a total of 100 teachers each year. 2. One hundred content-area teachers in each of the five years of the project will be trained to provide meaningful, rigorous, data-driven instruction to ELs through professional development in the four categories of training required by Massachusetts: Second Language Learning and Teaching, Sheltering Content Instruction, Assessment of Speaking and Listening, and Reading and Writing in the Content Areas. 3. Five hundred participating teachers (100 per year) will implement learned knowledge and strategies in their instruction. 4. Five hundred charter school teachers will become qualified to teach ELs in SEI classrooms. 5. The academic achievement of ELs will improve in each participating charter school. 6. EL enrollment will increase in each participating charter school.

Institution of Higher Education	State
Brown University (T365Z110010)	RI
Project Title	
Project Apprentice	

Award Year	2011
Grantee Representative	Maria Pacheco
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	<ul style="list-style-type: none"> Secondary Middle
Partnerships	<ul style="list-style-type: none"> Rhode Island Department of Education
Priority Areas	<ul style="list-style-type: none"> STEM

Project Description
<p>Project Apprentice is increasing the capacity of Rhode Island's middle school teachers to teach STEM to English learners. This is being done through rigorous academic work, coaching in the areas of second language development, reading and writing across science, mathematics and technology areas and the use of data to inform instruction. The project enhances the capacity of its 20 participants to address the academic needs of ELs in their classrooms and prepares them to provide leadership in the area of EL education in their schools, districts and the state.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> The goal of Project Apprentice is to increase the capacity of Rhode Island's middle school science, mathematics, and technology teachers to deliver high-quality instruction to secondary level English learners.
Objectives	<ol style="list-style-type: none"> To recruit 20 urban middle school teachers who (a) teach science, math, and/or other STEM-related technical courses such as computer science; (b) have a bachelor's degree with concentration in the math, science, and/or technology areas; and (c) are fully employed as teachers at a middle school. A cadre of 20 lead teachers will: (a) complete a master's degree in ESL and Cross-Cultural Studies at Brown; and (b) receive ESL endorsement from the Rhode Island Department of Education for "subject area content area teachers." To document the delivery of high-quality, rigorous instruction to EL in STEM areas. To assist the cadre in the successful completion of a leadership project in their schools and districts that addresses the education of ELs.

Institution of Higher Education	State
Brown University (T365Z120011)	RI
Project Title	
Project Journey	

Award Year	2012
Grantee Representative	Maria Pacheco
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Secondary
Partnerships	<ul style="list-style-type: none"> • Rhode Island Department of Education
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>Project Journey is increasing the capacity of Rhode Island's high school science, mathematics and technology teachers to deliver high-quality instruction to secondary-level English learners. Through intensive and rigorous academic work and coaching in the areas of second language development, reading and writing across science, mathematics and technology areas, and the use of data to inform instruction, the project enhances the capacity of its 20 participants to address the academic needs of ELs in their classrooms and prepares them to provide leadership in the area of EL education in their schools, districts and the state.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. The goal of Project Journey is to increase the capacity of Rhode Island’s high school science, mathematics, and technology teachers to deliver high quality instruction to secondary-level English learners.
Objectives	<ol style="list-style-type: none"> 1.1 To recruit 20 urban high school teachers who (a) teach science, math, and/or other STEM technologies, and health/science technology; (b) have a bachelor’s degree with concentration in the math, science, and/or technology areas; and (c) are fully employed as teachers at a high school. 1.2 A cadre of 20 lead teachers will: (a) complete a master’s degree in ESL and Cross-cultural Studies at Brown; and (b) receive ESL endorsement from the Rhode Island Department of Education for "subject area content area teachers." 1.3 To document the delivery of high-quality, rigorous instruction to ELs in STEM areas through (a) classroom observations with an observation protocol; (b) pre- and post-observation consultations and coaching; (c) a teacher portfolio of lessons and units adapted for ELs; (d) improvements in EL student achievement; and (e) increased access and participation of ELs in STEM classes. 1.4 To assist the cadre in the successful completion of a leadership project in their schools and districts that addresses the education of ELs.

Institution of Higher Education		State
Claflin University (T365Z110264)		SC
Project Title		
The English Language Learner (ELL) Center: Orangeburg, Calhoun, and Bamberg (OCB) Counties Professional Development Model Project		

Award Year	2011
Grantee Representative	Dr. Nan Li
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Orangeburg Consolidated School District 3 • Orangeburg Consolidated School District 5 • Calhoun County Public School District • Bamberg School District 2
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The ELL Center: Orangeburg, Calhoun, and Bamberg Counties (OCB) Professional Development Model Project is a research and service project designed for professional development and training of both preservice teachers and inservice teachers to improve instruction that accelerates ELs' acquisition of language, literacy and content knowledge. Unlike a traditional training program that engages participants in on-campus training only, the ELL Center is a research and service project that combines a threefold process for training activities. In the first stage, the selected preservice and inservice participants will attend the on-campus training workshops on second language (L2) theories, STEM literacy in mathematics and science, and research methods. In the second stage, the participants will practice L2 theories, STEM literacy, collect research data in low-performing schools and support local districts by providing services. In the third stage, assessment data will be used to evaluate the project effectiveness.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Improve the teacher education programs at Claflin University by collecting research data and developing effective teacher-education curricula to align with South Carolina content standards and the state English language proficiency standards. 2. Support the four target school districts by training the inservice teachers in low-performing schools along with Claflin preservice teachers.
Objectives	<ol style="list-style-type: none"> 1. Increase content knowledge of second-language (L2) acquisition and STEM literacy of preservice and inservice teacher participants through on-campus training on TESOL, STEM, literacy in mathematics and in science, and research methods. 2. Strengthen the teacher education curricula and align them with South Carolina content standards and the state English language proficiency standards. 3. Improve the acquisition of language, literacy and content knowledge of the Hispanic EL students in four target school districts as measured by state testing scores in English and Mathematics and measured by the Linking Education and America Reads through National Service (LEARNS) and Literacy Assessment Profile (LAP) literacy assessment tool.

Institution of Higher Education		State
University of Tennessee at Chattanooga (T365Z120172)		TN
Project Title		
Teachers HELP - Helping English Language Proficiency		

Award Year	2012
Grantee Representative	Anne Gamble
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Hamilton County Schools • Bradley County Schools • Cleveland City Schools • Grundy County Schools • Marion County Schools • Sequatchie County Schools • Tennessee Department of Education • Southeast Equity Center
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers • Improving high school graduation rates

Project Description
<p>The University of Tennessee at Chattanooga (UTC) designed Teachers HELP (Helping English Language Proficiency) to offer high-quality EL endorsement and professional development opportunities to the teachers of six regional LEAs. The Teachers HELP consortium is preparing 140 additional EL-endorsed teachers to address the critical shortage of EL school personnel in the urban and rural communities of southeast Tennessee. In addition to preparing more EL-endorsed teachers, the program also impacts an additional 250 school personnel over the five-year project. Teachers HELP improves instruction for ELs in the region and assists educational personnel working with ELs to meet high professional standards.</p>

Project Goals and Objectives	
Goals	1. Improve instruction for ELs in the region and assist educational personnel working with ELs to meet high professional standards.
Objectives	<ol style="list-style-type: none"> 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 ELs.

Institution of Higher Education	State
Vanderbilt University (T365Z120136)	TN
Project Title	
Peabody/Metropolitan Nashville Partnership supporting English Learners (Project PROPEL)	

Award Year	2012
Grantee Representative	Dr. Lisa Pray
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Metropolitan Nashville Public Schools (MNPS)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • Training for all teachers

Project Description
<p>In collaboration with Metropolitan Nashville Public Schools (MNPS), Peabody/Metropolitan Nashville Partnership Supporting English Learners (Project PROPEL) provides supporting coursework to 75 elementary level teacher leaders to increase their ability to teach EL students. MNPS elementary teachers complete coursework leading to an ESL endorsement while simultaneously participating in a sustained mentoring relationship with nationally recognized experts in the field of teaching ELs. They work with their mentors in their own classrooms to prepare them to become experts in their field and leaders in their district. In addition, the mentors at Vanderbilt's Peabody College take a three-pronged approach to the sustainability of Project PROPEL. They provide the coursework leading to an ESL endorsement and the mentorship to elementary school teachers in schools with the greatest need of EL teachers. These teachers foster sustainability by becoming more effective at teaching EL students and thus, create a critical mass of highly effective and qualified teachers. Peabody also provides professional development to key administrators and EL consultants within the district through learning institutes focused on teaching ELs and ensures sustainability of the project by establishing a network of district personnel responsible for mentoring of new EL teachers. Peabody faculty work with MNPS district administrators to assist them in developing a quality internal professional development program ensuring sustainability by providing an avenue for ESL endorsement long after funding for this project ends. These administrators are involved with every level of Project PROPEL and use it to frame the internal ESL endorsement program that they will submit to the Tennessee Department of Education for approval.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Provide supporting coursework to 75 elementary teacher leaders in an effort to increase their ability to teach EL students.
Objectives	<ol style="list-style-type: none"> 1. Provide requisite intensive learning experiences and extended mentoring to 75 elementary MNPS teachers (15 teachers per year for five years) so that they can complete Tennessee's ESL endorsement requirements and improve the academic outcomes of MNPS EL students. 2. Provide summer workshops for elementary school principals and other support personnel to positively influence school culture in ways that will increase EL student learning. 3. Assist the MNPS executive director of the Office of English Learners to develop an internal MNPS ESL professional development program.

Institution of Higher Education		State
Stephen F. Austin State University (T365Z110235)		TX
Project Title		
Project Creating Ongoing Networks for Implementation of Activities and Norms with Zealous Advocacy (CONFIANZA)		

Award Year	2011
Grantee Representative	Nola Schmidt
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Educational leaders • Higher education faculty
School Levels Served	<ul style="list-style-type: none"> • EC-12 • Higher education
Partnerships	<ul style="list-style-type: none"> • Nacogdoches Independent School District • Lufkin Independent School District
Priority Areas	<ul style="list-style-type: none"> • STEM

Project Description
<p>Through Project CONFIANZA, the Stephen F. Austin State University (SFASU) College of Education (COE) will conduct a five-year research study designed to implement targeted curriculum and professional development activities and to assess their level of implementation and impact on classrooms. CONFIANZA will build upon SFASU's existing Professional Development School (PDS) system to build the capacity of teachers, professors, and administrators to serve ELs in partnership with two local education agencies: Nacogdoches Independent School District (NISD) and Lufkin Independent School District (LISD). "Confianza" means a combination of trust, mutual respect, familiarity and understanding based upon experience, which yields confidence. "Confianza" symbolizes the reciprocal relationship between the multiple partners and stakeholders in the grant.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve the SFASU COE teacher education program curricula to prepare all teacher education candidates to provide effective instruction to EL students and implement the Texas English Language Proficiency Standards (ELPS). 2. Continue to upgrade qualifications and skills of all inservice faculty and leaders in the two PDS partner school districts and SFASU COE to teach EL students. 3. Increase the level of implementation of effective teaching and leading for EL students through field-based experiences in PDS classrooms and research-based decision-making.
Objectives	<ol style="list-style-type: none"> 1.1 Candidates will be prepared to provide effective instruction to EL students and implement the TX ELPS as mandated by state law. 1.2 Candidates will be certified in ESL. 2.1 PDS inservice content teachers will become certified in ESL. 2.2 PDS administrators will participate in Leadership Institutes as part of a network of support for instructional improvement for ELs. 2.3 PDS Mentor Coaches and Demonstration Teachers will participate in Leadership Institutes (part of a network of instructional support for improvement for ELs). 2.4 University faculty will participate in leadership institutes as part of a network of support for instructional improvement for ELs. 2.5 Administrators in training will participate in leadership institutes as part of a network of support for instructional improvement for ELs. 3.1 SFASU COE field candidates will implement effective instruction to EL students. 3.2 Candidates will understand how to use data to drive instructional improvement. 3.3 Mentor coaches will observe each newly certified ESL teacher three times using the observation protocol. 3.4 SFASU COE administrators in training will understand how to use data to drive instructional improvement and will actively participate in campus-based data teams for ELs, professional for ELs, and observation of demonstration teachers.

Institution of Higher Education		State
Texas Tech University (T365Z110259)		TX
Project Title		
Proyecto English Learner Science and Mathematics Education (Proyecto ELSMED)		

Award Year	2011
Grantee Representative	Cecilia Pincock
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers
School Levels Served	<ul style="list-style-type: none"> Elementary
Partnerships	<ul style="list-style-type: none"> Frenship Independent School District Lubbock Independent School District
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM

Project Description
<p>Proyecto ELSMED will support on-going and intensive professional development activities that are designed to improve classroom instruction for ELs in science and mathematics education. Inservice mainstream and bilingual teachers serving ELs will be required to complete five courses designed to develop their pedagogical content knowledge in science and mathematics in relation to ELs. These courses, based on research-based methods to develop academic literacy, will serve as the basis for obtaining a Texas Tech University (TTU) Science and Mathematics graduate certificate and could count towards a master's degree.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Increase the number of mainstream and bilingual teachers who are well prepared to meet the instructional needs of English learners in SMED. 2. Improve the science and math PCK of elementary mainstream and bilingual teachers in the partner school districts. 3. Improve instructional practices, data-based decision making, and student outcomes in elementary schools based on high-quality data.
Objectives	<ol style="list-style-type: none"> 1.1 Align course content with EL language proficiency standards and linguistic needs. 1.2 Utilize technology-enhanced teacher training tools that promote effective SMED practice for ELs. 2.1 Monitor growth in participant teachers' instructional effectiveness and efficacy to teach ELs. 2.2 Monitor growth in participant teacher content knowledge. 3.1 Increase the number of teachers who can effectively teach SMED content to ELs. 3.2 Enable teachers to conduct data-based decision making. 3.3 Determine project impact on student learning outcomes.

Institution of Higher Education		State
University of North Texas at Dallas (T365Z110267)		TX
Project Title		
Bilingual Educators for Students of Texas (BESTEX)		

Award Year	2011
Grantee Representative	Dr. Sheryl Santos-Hatchett
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • College faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary (inservice only)
Partnerships	<ul style="list-style-type: none"> • Dallas Independent School District • Duncanville Independent School District • DeSoto Independent School District • Lancaster Independent School District • Cedar Hill Independent School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The University of North Texas at Dallas (UNT) and four independent Texas school districts have joined forces to increase the educational attainment of ELs through the Bilingual Educators for Students of Texas (BESTEX) project. The purpose of BESTEX is to prepare highly qualified bilingual and ESL teachers. BESTEX will make existing teaching degree plans accessible to highly qualified teachers. BESTEX also includes a bachelor of science degree with early childhood (EC) through 6th or 4th-8th mathematics and science state certification and a bilingual or ESL supplement for selected paraprofessionals employed in consortia schools. BESTEX will ensure that current teachers' understanding of the academic needs of ELs and their instructional and assessment repertoire and skills improve through inservice summer academics and ongoing university support.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Plan for an effective B.S. degree instructional program aligned with state curriculum requirements (including STEM priorities) and to recruit, select and successfully prepare preservice/paraprofessional participants to teach in bilingual/ESL education. 2. Deliver an effective technology and summer academy program for consortia school inservice teachers of content course instruction and UNTD teacher education faculty on basic principles of ESL and application strategies. 3. Employ technology as an essential tool in the delivery of bilingual/ESL instructional and training activities.
Objectives	<ol style="list-style-type: none"> 1.1 Plan and deliver courses for the B.S. degree with certification in Early Childhood through 6th grade bilingual and ESL education and 4th – 8th grade Mathematics and science/ESL for a total of 30 preservice and paraprofessional participants in each year of the five-year program. 1.2 Develop and implement a “safety net” of support activities to ensure timely university program completion for all BESTEX students. 2.1 Deliver inservice and summer academies for 10 university faculty and 50 consortia school teachers. 3.1 Establish a bilingual/multicultural/instructional software center at the UNTD Division of Education and Human Services. 3.2 Employ a variety of learning tools to deliver instructional training activities to BESTEX students, consortia partners' classroom teachers and administrators.

Institution of Higher Education		State
The University of Texas at Arlington (T365Z110076)		TX
Project Title		
Improving Preparation for All Teachers to Serve English Learners		

Award Year	2011
Grantee Representative	Luis Rosado
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Secondary
Partnerships	<ul style="list-style-type: none"> • Fort Worth Independent School District • Arlington Independent School District • Grand Prairie Independent School District • Mansfield Independent School District • Dallas County Community College District • Tarrant County Community College
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Improving high school graduation rate

Project Description
<p>The project will create three programs: 1) A new pre-service program to prepare and certify 75 English as a Second Language (ESL) teachers through a BA in Second Language Acquisition (SLA) with ESL certification/STEM subjects; 2) A program to prepare 250 bilingual inservice teachers to deliver STEM subjects using academic Spanish and English; and 3) A college access and readiness program to motivate Latino and African-American high school students to remain in school and pursue a postsecondary education. The programs are designed to make ESL teachers a viable component of dual language programs and a vehicle to infuse the STEM subjects using sheltered instruction strategies curriculum to ensure English Learners (ELs) equal access to the state curriculum and increase the state's overall high school graduation rate and the number of students attending college.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Recruit and certify 75 undergraduate ESL teachers to deliver the English component of the dual language program. 2. Improve the knowledge of STEM subjects present in the state curriculum and the academic vocabulary needed to teach the subjects in Spanish. 3. Increase the number of traditionally underrepresented and minority high school students who remain in school and pursue postsecondary education.
Objectives	<ol style="list-style-type: none"> 1. In collaboration with the Dallas County Community College District (DCCCD) and Tarrant County Community College (TCC) recruit 75 sophomore students to transfer to UTA and complete a bachelor's degree with certification in EC-6 with ESL certification. 2. In collaboration with the target districts, recruit 250 bilingual inservice teachers to participate in a program to improve knowledge of STEM subjects required in the state curriculum and to improve their ability to deliver these subjects in Spanish. 3. In collaboration with the target districts, develop a college access and readiness program to motivate Latino and African-American high school students to remain in school and pursue postsecondary education.

Institution of Higher Education	State
Southern Methodist University (T365Z120239)	TX
Project Title	
Connecting Research, Pedagogy and Curriculum in School Settings: Developing K-12 Educational Leadership Teams	

Award Year	2012
Grantee Representative	Dr. Hector H. Rivera
Education Personnel Served	<ul style="list-style-type: none"> • Certified teachers • Paraprofessionals • Counselors • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Dallas Independent School District • Irving Independent School District • Mesquite Independent School District • Forney Independent School District • Region 10 Education Service Center • The Magdaleno Leadership Institute (College Readiness program)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates and college readiness

Project Description
<p>The project, Connecting Research, Pedagogy and Curriculum in School Settings: Developing K-12 Educational Leadership Teams, reflects the priority of integrating research-based pedagogical practices along with research-based cultural, linguistic, and community aspects into K-12 curriculum and differentiated teacher professional development activities. The project addresses the needs of at-risk students by developing curriculum, delivering professional development training, and evaluating professional development for educators who teach in schools with high concentrations of ELs. Teachers in the program gain a supplemental ESL certification, and for those already certified, the program offers further professional development in math, science and bilingual education. The</p>

Project Description

program promotes teachers' use of effective pedagogy, gaining knowledge on the use of assessment tools, and using research-based principles for the teaching and learning of at-risk students from diverse socio-cultural backgrounds.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Provide Differentiated Professional Development ESL certification and training for K-12 teachers serving ELs (e.g., content math and science). 2. Develop K-12 educational leadership teams in school settings. 3. Create a research-based teacher professional development curriculum through the integration of the Center for Research on Education, Diversity and Excellence (CREDE)'s standards for effective teaching and learning interwoven with TEKS and ELPS.
Objectives	<ol style="list-style-type: none"> 1.1 Recruit and provide graduate level courses and professional development training for ESL supplemental certification to a total of 25 elementary and secondary teachers serving ELs during a year-long Institute for Educators of English Learners. 1.2 Provide a four-day differentiated professional development training to teachers across the four participating schools through the Academy for the Professional Development for Educators of English Learners during each year of the project. A total of 10 inservice teachers will gain ESL supplemental certification under this program component. 2.1 Develop one K-12 team at each district during each year of the granting period. 2.2 Provide capacity building activities for all K-12 teams at the university setting. 2.3 Conduct a needs assessment at each of the four campuses participating in the project during each year of the granting period. 2.4 Provide national and international experience for the development of educational leaders. 3.1 Use CREDE's general research-based principles for teaching and learning as anchors to develop curriculum in collaboration with K-12 teams at each school. 3.2 Connect general research with contextual needs (as identified through Need Assessment survey) for each school participating in program. 3.3 Integrate TEKS and ELPS into the curriculum to provide training on teaching and learning practices.

Institution of Higher Education		State
Texas A&M University Commerce (T365Z120058)		TX
Project Title		
¡Profes!: Preparing Teachers & Administrators to Better Serve English Learners in Bilingual, ESL & STEM Classrooms		

Award Year	2012
Grantee Representative	Dr. Chris Green
Education Personnel Served:	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Commerce ISD • Greenville ISD • Mount Pleasant ISD • Richardson ISD • Sherman ISD • Sulphur Springs ISD • Phoenix Charter School • Region 8 Education Service Center • Region 10 Education Service Center • Dallas Community College District • Northeast Texas Community College
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM

Project Description
<p>The ¡Profes! project will increase the supply of qualified personnel who meet high professional standards including appropriate degrees and certifications. The project recruits preservice students enrolled in community college or working as teacher assistants and community liaisons in school districts and charter schools with high LEP populations. The project provides preservice students with academic support to improve their academic Spanish (¡Enriquecemos!/We Enrich) , extended field-based experiences as volunteer tutors (¡Servimos!/We Serve), a math study lounge to improve their math content area knowledge (¡Estudiamos!/We Study), long-term mentoring via an online PLC (¡Guíamos!/We Guide), and job placement assistance to graduates of the program. The project also recruits experienced bilingual and ESL teachers into our M.ED. and Ed.D. programs in Curriculum &</p>

Instruction and Educational Administration, helping the latter obtain school administrator (principal) certification. In collaboration with our district partners, it provides sheltered math and science workshops (¡Contamos!/We Count) to STEM teachers in grades 4-10 and EL program improvement workshops (¡Mejoramos!/We Improve) to campus administrators in which they develop and implement plans based on their own evaluations of EL student achievement and other bilingual/ESL program data.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Recruit, graduate, place and retain more highly qualified bilingual and ESL-certified preservice teachers. 2. Increase the knowledge and skills of preservice and inservice teachers for the teaching of math and science to ELs. 3. Increase the knowledge and skills of school administrators to better support BE/ESL teachers and students.
Objectives	<ol style="list-style-type: none"> 1.1 Increase the number of high-quality preservice students seeking and obtaining EL (bilingual or ESL) certification. 1.2 Increase the number of preservice program completers who are placed in BE/ESL classrooms and remain in them for three or more years. 2.1 Improve the knowledge of sheltered math and science instructional methods of preservice and inservice teachers. 3.1 Improve school administrators knowledge of BE/ESL programs by engaging school administrators in professional development focusing on EL student achievement data and by helping BE/ ESL certified teachers obtain administrative certification.

Institution of Higher Education		State
Texas Woman's University (T365Z120026)		TX
Project Title		
Project SMARTTTEL: Science and Mathematics for ALL: Rural Teacher Training through Technology for English Learners		

Award Year	2012
Grantee Representative	Dr. Holly Hansen-Thomas
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Counselors • Administrators • Academic coaches
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Educational Service Center, Region 11 • Milsap Independent School District • Valley View Independent School District • Godley Independent School District • Poolville Independent School District • Aubrey Independent School District • Rio Vista Independent School District • Paris Independent School District • Texarkana Independent School District • Decatur Independent School District • Everman Independent School District • Krum Independent School District • Little Elm Independent School District • Piolt Point Independent School District • Texas Education Centers • Tolar Independent School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description

The purpose of Project SMARTTTEL is to develop, implement and evaluate an online professional development program for secondary (high school and middle school) math and science teachers in rural schools. Project SMARTTTEL, or Science and Mathematics for ALL: Rural Teacher Training through Technology for English Learners, is a collaborative effort of the Texas Woman's University (TWU) and the third-largest educational region service center (ESC) in Texas, ESC Region 11. Region 11, in collaboration with high EL need rural school independent school districts (ISDs) in the region, is partnering with TWU with the aim of improving the academic literacy and language of ELs in Texas rural schools. In total, this project is training 54 mathematics and science teachers from rural schools, serving 18 teachers per year for three years. These participating teachers, in turn, are mentoring at least one colleague in their home district in an effort to multiply the effect of the teacher training.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve the preparation of secondary (4th-12th grade) math and science teachers to better serve ELs. 2. Improve high school graduation rates for ELs in rural schools and encourage college readiness. 3. Enable more data-based decision making in instructional practice and student outcomes with respect to both in service math and science teachers and secondary level ELs in the content areas of mathematics and science as a result of comprehensive evaluation and assessment of the SMARTTTEL program.
Objectives	<ol style="list-style-type: none"> 1.1 Develop teacher education curricula aligned to state standards and rural needs for four graduate-level courses and inservice professional development for training of secondary mathematics and science teachers on best practices for ELs. 1.2 In years one and two, recruit 18 4th-12th grade mathematics and science teachers per year to receive professional development and mentor other teachers at their home campuses (for years two and three). In year three, recruit 18 middle school mathematics and science teachers to receive professional development and mentor other teachers at their home campuses (for year four). 1.3 The SMARTTTEL teacher participants will complete 12 hours of graduate on-line and on-site coursework and a three-day summer institute that leads to the implementation of quality practical and research-based educational experiences for ELs. 1.4 As part of their graduate coursework, SMARTTTEL teachers will construct a portfolio of multimedia mentoring materials that illustrate in-depth information aligned with the foci of the program. 1.5 During years three, four and five, SMARTTTEL teacher mentors will provide mentoring that is aligned with the project's foci described in Objective 1.1 to at least one other content teacher at their home campuses. 1.6 SMARTTTEL teacher mentors in the areas of mathematics and science will earn ESL supplemental certification. 2.1 Percentage of SMARTTTEL teachers' high school students who meet graduation requirements will be at least 10 percent higher than those math and science

Project Goals and Objectives

teachers' who have not participated in the program.

- 3.1 SMARTTTEL teachers' instructional practices reflect and integrate principles of research-based effective practice such as sheltered instruction.
- 3.2 & 3.3 Percent of SMARTTTEL teacher mentors' students who meet minimum expectations on the state standardized test will be at least 10 percentage points higher than the district or region average for ELs taking the same grade and subject test in a given academic year.
- 3.4 Each EL served by an SMARTTTEL teacher will perform higher than the previous year on the Texas English Language Proficiency Assessment System (TELPAS) as measured either by numerical score or level of proficiency.

Institution of Higher Education		State
University of Houston Clear Lake (T365Z120233)		TX
Project Title		
Collaborative Bicultural Counselor Training Project IV		

Award Year	2012
Grantee Representative	Cheryl Lawyer
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Counselors
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Alief Independent School District • Houston Independent School District • Pasadena Independent School District • Texas City Independent School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>The Collaborative Bicultural Counselor Training Project IV is a collaborative effort between the University of Houston-Clear Lake (UHCL) and the following Houston-Galveston area school districts: Alief, Houston, Pasadena, and Texas City Independent School Districts. The ultimate goal of CBCT is to better prepare counselors of ELs so that their students will achieve high levels of academic success and increased access to post-secondary education. The project involves an increased collaboration with participating school districts in order to effectively recruit, advise, select, train, and mentor CBCT participants. Their goals will help increase the likelihood that all counselors are prepared to meet the needs of ELs.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Prepare a total of 30 master's level bilingual counselors and five doctoral-level counselor supervisors to address the needs of ELs. 2. Provide an intensive support system and mentoring for counselors-in-training. 3. Provide professional in-service development opportunities related to the social-emotional and career/vocational needs of ELs for educators, counselors and counselors-in-training in the 23 district UHCL service area. 4. Provide free counseling and support services to EL public school students and families as part of the counselor training process. 5. Facilitate employment placement assistance for project-trained counselors and supervisors, and monitor post-training performance of trainees for one year.
Objectives	<ol style="list-style-type: none"> 1.1 A pool of qualified bilingual teachers and counselors will be recruited. 1.2 Thirty bilingual certified teachers will be selected to participate as master's students. 1.3 Five certified school counselors with at least four years counseling experience and EL certification will be selected to train as doctoral supervisors. 1.4 Provide financial and academic support, including tuition, fees, and textbooks. 2.1 University faculty will provide supervision and advising and monitor the academic performance of all participants. 2.2 Five CBCT doctoral students will mentor the master's level participants as they progress through the training process. 2.3 UHCL will provide counseling services, writing support, statistics tutorials and technological support for all students in project. 2.4 UHCL faculty will structure student collaboration and networking in order to promote a continued support system for all students in project. 3.1 Partnerships between collaborating school districts and UHCL will offer support for educators, practicing counselors and counselors-in-training during and after project funding. 3.2 UHCL will hold an annual professional development summit for all counselors in the UHCL service districts focused on issues related to ELLs. Districts will encourage and support counselors and counselors-in-training to attend conferences. 3.3 UHCL faculty, project participants, and collaborating district personnel will create and pilot web-based training modules that promote best practices and current research to addressing the socio-emotional needs of ELs, enhancing relationships among educators and families, and with emphasis on promoting opportunities for children to move into careers associated with science, technology, and mathematics. 4.1 Counseling services will be provided to low-income ELs and their families at neighborhood schools as part of the training process. 4.2 Parenting workshops will be offered at neighborhood schools as part of the counselor practicum and internship experience. 4.3 Online parenting workshops will be developed in both English and Spanish as part of the counselor training process and be uploaded onto a website for parents, counselors and educators to use as free support resources.

Project Goals and Objectives

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| | <ul style="list-style-type: none">4.4 Doctoral students and project staff will provide mentoring and culturally and linguistically appropriate supervision to master's counselors-in-training working with ELs.5.1 Project personnel will work closely with participants and school districts to assist project participants in securing employment as bilingual counselors or supervisors.5.2 Promote Texas Education Agency's and Texas Counseling Association's counseling program evaluation tools within districts to facilitate evaluative validity.5.3 Mentor, monitor and evaluate the skill performance of all project trainees. |
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Institution of Higher Education		State
University of Houston Clear Lake (T365Z120240)		TX
Project Title		
Collaborating in the Academic Success for All (CASA) Project		

Award Year	2012
Grantee Representative	Judith Marquez and Laura Weaver
Education Personnel Served	<ul style="list-style-type: none"> • Inservice teachers • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Alvin Independent School District • Clear Creek Independent School District • Deer Park Independent School District • Galena Park Independent School District • Pasadena Independent School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>The Collaborating in the Academic Success for All (CASA) Project is a collaboration with districts (ISDs) in the Houston metropolitan area to provides professional development activities on improving classroom instruction for ELs. The CASA project is based on a firm foundation of assessment. An emphasis on mathematics and science instruction is embedded throughout. The three separate components, or pillars, of the CASA project are: inservice teachers, administrators, and higher education. The CASA project will utilize a dynamic assessment model with continuous evaluation and feedback to improve project implementation, determine project effectiveness and determine the impact of the project on all stakeholders. The CASA Project will help educational personnel meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve ELs.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Prepare administrators and teachers of ELs to help students achieve high levels of academic success, especially in the areas of mathematics and science. 2. Increase the number of certified teachers who are prepared to provide effective instruction to ELs, especially in mathematics and science. 3. Provide professional development for administrators that will enable them to support teachers in providing effective instruction for ELs. 4. Improve the UHCL teacher education program to better prepare all preservice teachers to provide effective instruction to ELs. 5. Utilize a dynamic assessment model with continuous evaluation and feedback to improve project implementation, determine project effectiveness and determine the impact of the project on the academic achievement and English language development of kindergarten through 12th grade ELs.
Objectives	<ol style="list-style-type: none"> 1.1 A total of 30 inservice teachers will be selected to participate in the CASA project. 1.2 A total of 30 inservice teachers will complete the requirements for a master's degree in Multicultural Studies with bilingual or ESL certification and a specialization in mathematics or science. 2.1 A total of 30 administrators will be selected to participate in the CASA project. 2.2 A total of 30 administrators will participate in professional development related to supporting teachers in meeting the needs of ELs. 3.1 UHCL faculty members and district representatives will collaborate in creating and implementing an articulated curriculum framework for addressing the needs of ELs in UHCL coursework. 3.2 Strengthen UHCL and district collaborative efforts in preparing educators to more effectively meet the needs of ELs. 4.1 Conduct ongoing assessment and evaluation a/project and participants. 4.2 Make decisions related to project effectiveness based on data collected as part of the ongoing assessment. 4.3 Conduct post-training assessment and evaluate its effectiveness.

Institution of Higher Education		State
University of North Texas, Denton (T365Z120143)		TX
Project Title		
NEXUS		

Award Year	2012
Grantee Representative	Dr. Rossana Boyd
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Administrators • College of Education faculty
School Levels Served	<ul style="list-style-type: none"> • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Denton Independent School District • Lewisville Independent School District • TEA Region 10 Education Service Center
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Project NEXUS represents a unique and collaborative partnership among the University of North Texas, Denton Independent School District, Lewisville Independent School District, and the Texas Education Agency's Region 10 Education Service Center. This partnership aims to provide high-quality professional development for inservice teachers, teacher education faculty, teacher education candidates, and administrators to enhance their knowledge and skills on how to improve the mathematics and science academic and linguistic achievement of secondary ELs. The basis of the professional development is the research-based mathematics and science training materials from the SIOP model. These materials have been specifically designed for teaching ELs. Also, the professional development includes how to incorporate the ELPS into the mathematics and science curricula.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Enhance the knowledge base of middle and high school inservice teachers in mathematics and science from Denton and Lewisville, through customized professional development for teachers to acquire the instructional skills and strategies to teach academic content and language development and acquisition to increase the academic achievement, graduation rates and entry into postsecondary education institutions for middle and high school ELs. 2. Enhance the knowledge base of the UNT education faculty in the mathematics and science 9-12 teacher certification programs through ongoing course content analysis and advanced professional development to integrate current evidence-based research and standards-based instruction into the certification degree-granting programs for effective instruction and assessment for ELs. 3. Analyze and evaluate project data to make project improvement decisions in order to impact the knowledge and skills of project participants, and make instructional improvement decisions in order to further EL content mastery and narrow the achievement gap.
Objectives	<ol style="list-style-type: none"> 1.1 Have 200 6th-12th grade inservice mathematics and science teachers complete innovative professional development workshops on effective teaching of language and content to ELs infused with evidence-based research and aligned to standards by the end of the project. 1.2 Have improvements in instructional practices resulting from the professional development activities, teacher preparation and follow-up activities to narrow the achievement gap in mathematics and science performance between ELs and non-ELs as measured by achievement gains in 2012 STAARs results (year of baseline data) and subsequent annual results in 2013, 2014, 2015, and 2016. 2.1 Have the mathematics and science secondary teacher education faculty integrate English Language Proficiency Standards and features of the SIOP model into their course curricula, syllabi and instruction by the end of the project. 2.2 Have the mathematics and science secondary education teacher candidates taught by faculty participating in the project and trained in SIOP to demonstrate the incorporation of the ELPS and the SIOP model features in their mathematics and science lesson plans and units by the end of the project. 3.1 Make data-driven decision making an integral component for improving project activities throughout the project. 3.2 Have 22 administrators (nine principals, four mathematics and science district curriculum coordinators and nine school coaches) from the two school districts complete a two-day professional development workshop on SIOP for teacher assessment and coaching and EL data-based decision making by the end of the project.

Institution of Higher Education		State
The University of Texas at El Paso (T365Z120164)		TX
Project Title		
Project LEAD (Leadership in English Acquisition, Academic Achievement and Development)		

Award Year	2012
Grantee Representative	Elena Izquierdo
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Administrators
School Levels Served	<ul style="list-style-type: none"> • Secondary
Partnerships	<ul style="list-style-type: none"> • Socorro Independent School District (SISD)
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

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

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Develop the knowledge and skills of preservice and inservice teachers and other school professionals working with ELs in Socorro High School and across the district. 2. Develop mentoring capacities among select Socorro High School teachers, in order to transform instructional practices for ELs throughout the district. 3. Support the Socorro High School leadership in its efforts to work with district administrators in order to transform educational programs and practices for ELs throughout the district. 4. Transform the teacher preparation program at UTEP by aligning the ELD/ESL certification with state standards and through collaborating with and educating content area faculty who work with preservice teachers.
Objectives	<ol style="list-style-type: none"> 1.1 Enroll inservice/preservice secondary teachers in university coursework to meet State ESL/ELD certification requirements. 1.2 Provide professional development institutes, webinars, and podcasts specific to learners' linguistic development and second language acquisition. 1.3 Provide professional development specific to learners' linguistic development and sheltered instruction. 1.4 Provide professional development through the Cultural Modeling Framework for curriculum designed to build on the linguistic and cultural resources of ELs. 1.5 Provide professional development institutes, webinars, and podcasts specific to learners' cognitive needs through academic language development. 2.1 Demonstrate an understanding of the theory and practice of mentoring with a focus on English learners' academic literacies. 2.2 Implement the mentoring relationship between Socorro High School mentor teachers and teachers working with ELs throughout the district. 3.1 Establish an annual administrator's symposium at Socorro High School with the focus on meeting the needs of English learners throughout the district. 4.1 Organize and facilitate professional development seminars to address the English Language Proficiency Standards (ELPS) for faculty across the university and to demonstrate how to integrate the ELPS in their specific content area. 4.2 Organize and facilitate professional development seminars to address the delivery of content through Sheltered Instructional Approaches as a required component of the English Language Proficiency Standards (ELPS). 4.3 Revise the current ESL Certification coursework to reflect the English Language Proficiency State Standards and best practices. 4.4 Create an online ESL/ELD certificate program that reflects the State Standards for English Language Proficiency and best practices.

Institution of Higher Education		State
The University of Texas at the Permian Basin (T365Z120183)		TX
Project Title		
Bilingual ESL STEM Teachers for ELLs (BEST 4 ELLS)		

Award Year	2012
Grantee Representative	Gilbert Sanchez
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	None provided.
Partnerships	<ul style="list-style-type: none"> • Ector County ISD • The Midland ISD • The McCamey ISD; the Crane ISD • Monahans-Wickett-Pyote ISD • Seminole ISD • Pecos-Barstow-Toyah ISD • Midland Academy Public Charter School • The University of Texas at the Permian Basin
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description
<p>Through STEM improvement, teacher education and a strong native language foundation, BEST 4 ELLS is training 24 preservice teachers, 20 master inservice teachers and ISD inservice teachers. This program of teacher development will help to improve the education of English learners in the Permian Basin region of Texas. BEST 4 ELLS is a collaborative project, consisting of a consortium of local education agencies (school districts), and The University of Texas of the Permian Basin. The partner schools are all fully committed to participating in the project and increasing the abilities of teachers in the region to improve the academic performance of English language learning children in the region.</p>

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Improve the performance and learning of area bilingual and ESL elementary children, especially in STEM disciplines on multiple measures of school achievement. 2. Prepare 24 preservice teachers including bachelor degrees and certification along with 20 master degreed students and 150 inservice teachers (non-course based) for work with EL students, with an emphasis on STEM achievement.
Objectives	<ol style="list-style-type: none"> 1.1 EL elementary students in the bilingual and ESL education programs in collaborating districts will experience a growth of 30 percent in reading and science by August 2016. 1.2 By fifth grade, EL elementary students in bilingual and ESL education programs in collaborating districts will experience an annual growth of 30 percent in mathematics by August 2016. 1.3 UTPB in cooperation with its collaborative LEAs will provide training to 20 inservice teachers in science and mathematics curriculum improvement for ELL students. 2.1 Twenty-four pre-service teachers will obtain bilingual/certifications and bachelor's degrees by August 2016, with the goal of improving class performance in mathematics and in reading. 2.2 Twenty students will pass the Bilingual Target Language Proficiency Test (BTLPT), and the Texas Examination of Educator Standards (TExES) passing rate for the STEM areas will go from 91 percent to 98 percent of all test takers by 2016. 2.3 Twenty inservice teachers will obtain certification and master's degrees in bilingual ESL education by 2016, including passing the BTLPT and TExES as appropriate. 2.4 One hundred and fifty inservice teachers will receive training in language acquisition, foundations of bilingual and ESL education along with methods and strategies for ELL students by August 2016 and will implement these strategies in ELL classrooms

Institution of Higher Education		State
Brigham Young University (T365Z120236)		UT
Project Title		
Simultaneous RENEWAL for the Education of English Learners through Professional Development		

Award Year	2012
Grantee Representative	Dr. Stefinee Pinnegar and Carol Solomon
Education Personnel Served	<ul style="list-style-type: none"> • University faculty supporting preservice teachers • District mentor teachers supporting preservice teachers • Inservice teachers • Preservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • BYU Educator Preparation Program • Alpine School District • Jordan School District • Nebo School District • Provo City School District • Wasatch County School District
Priority Areas	<ul style="list-style-type: none"> • Increasing high school graduation rates • Improving high school graduation rates • STEM

Project Description

RENEWAL's activities will improve the instruction and opportunities ELs receive to improve their progress in learning content and language and completion of high school. There are three targeted populations that will receive professional development to help achieve this purpose: university faculty, public school teachers and administrators. There will be three main activities to accomplish this program: (1) educate university faculty involved in education preservice teacher candidates; (2) attend to the evaluation and feedback skills of those mentor teachers who supervise teacher candidates in their field experiences; and (3) continue to educate cohorts of inservice teachers, targeting elementary and secondary STEM teachers. This project will support university faculty members in integrating EL teaching strategies in regular preservice methods courses in both elementary and secondary courses in the science and math disciplines. It will further support districts in developing the mentoring and evaluation skills of district teachers mentoring preservice teachers, specifically in supporting the learning of ELs. And, as in the past, we will continue to provide support for district lead ESL endorsement courses for inservice teachers. External evaluators will monitor the data collection

Project Description

system and provide feedback and suggestions on process and progress of data analysis and action plans based on analysis.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Decrease the achievement gap scores from the Utah end-of-year Criterion Referenced Tests between ELs and the majority language population through increasing the number of teachers prepared to teach ELs and increasing their skills in providing effective instruction for them.
Objectives	<p>Increase the number of university faculty able to integrate substantive instruction about teaching ELs into their teacher education courses, particularly in the area of integrating content and language instruction into the STEM disciplines.</p> <ul style="list-style-type: none"> • Increase the quality and quantity of content concerning ELs integrated into education majors' teacher preparation coursework, particularly in the STEM disciplines. • Increase the quantity and quality of elementary education preservice teachers endorsed to teach ELs. • Increase the number of secondary education preservice teachers who have an ESL endorsement, particularly in the STEM disciplines. • Increase the number of district mentor teachers prepared to evaluate and provide feedback to student teachers concerning their instruction of ELs. • Increase the number and quantity of inservice teachers, particularly at the secondary level in STEM disciplines, who are prepared to effectively teach ELs. • Increase attention to advocacy for ELs through attention to the quality of their educational experience and utilize existing interventions and resources available through activities sponsored by the McKay School of Education and the BYU/Public School Partnership.
Data Collection	<p><i>Renewal Outcomes 1,2, 3 & 4 - university faculty –</i></p> <ul style="list-style-type: none"> • Surveys (Demographic Data, Attitudes & Knowledge, Pre/post) • Interviews • Participation numbers (GPRA) • Analysis of syllabi (curricular activities and course rubrics) <p><i>Renewal Outcomes 3, 4 – Preservice Teachers</i></p> <ul style="list-style-type: none"> • Participation numbers (GPRA) • Course embedded surveys (Demographic Data, Attitudes & Knowledge, Pre/post) • Self-assessment reflections • Teacher work samples and Observations <p><i>Renewal 5 – District Mentor Teachers</i></p> <ul style="list-style-type: none"> • District reports of faculty development • Review of mentor teacher ratings of preservice teachers' practice on the Brigham Young University Clinical Practice Assessment Survey (CPAS) • Participation Numbers (GPRA)

Project Goals and Objectives

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| | <p><i>Renewal 6 – Inservice teachers ESL endorsement</i></p> <ul style="list-style-type: none">• Participation numbers (GPRA)• Course embedded major assignments: surveys, case studies, self-reflections• Pre-Post coded videotape of teaching |
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Institution of Higher Education		State
University of Washington (T365Z120048)		WA
Project Title		
Communities of Practice for Teaching English Language Learners		

Award Year	2012
Grantee Representative	Belina Louie
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Paraprofessionals
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle
Partnerships	<ul style="list-style-type: none"> • University of Washington, Tacoma • Washington State Office of Superintendent of Public Instruction • Puget Sound ESD • Federal Way School District • Tacoma School District • Tukwila School District
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers

Project Description
<p>Communities of Practice for Teaching English Language Learners aims to improve preparation of all teacher candidates to better serve ELs by increasing the number of fully licensed teachers through a dual track EL endorsement/K-8 certification program. The project targets 140 teacher candidates over five years, resulting in 35 percent increase of EL endorsed teachers in Washington State. The certification program increases teachers' capacity to meet high professional standards including standards for certification and licenses as they work in language instruction education programs to serve limited English proficient children. Outcomes and evidence of this project document (1) new participant capacities for standard-based and research-based teacher education curriculum and courses to teach ELs; (2) high-quality EL instruction in partner school classrooms provided by teacher and teacher candidates; and (3) increased academic scores of ELs on formative and summative measures at partner schools.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. Design, develop and implement a dual track EL endorsement/K-8 teacher certification program for all teacher candidates. 2. Develop collaborative partnerships with state agencies and local school districts to plan, develop and implement a dual track EL endorsement/K-8 certification program. 3. To design and/or improve technically sound formative and summative evaluations to enhance the data-based decision-making capacity of applications, teacher candidates, and graduates, including the implementation of technically sound evaluation of K-8 EL performance.
Objectives	<ol style="list-style-type: none"> 1.1 Redesign teacher education curriculum by improving coursework so that all course content is research-based and aligns with TESOL/NCATE and Washington state content standards in academic subjects and English language proficiency standards. 1.2 Restructure fieldwork to establish a residency program with a coaching component to be implemented in the candidate's initial year of the dual track program and an induction year with mentoring. 1.3 Increase opportunities for high-quality preparation of and professional development for, teachers of STEM especially in the areas of math and science.

Institution of Higher Education		State
Edgewood College (T365Z110042)		WI
Project Title		
Online Professional Development and Certification Program to Improve Academic Achievement of ELLs in Rural Wisconsin, Integrating STEM Approaches, IHE Curricula, and a Web-Based ESL Resource Agency		

Award Year	2011
Grantee Representative	Sheila Hopkins
Education Personnel Served	<ul style="list-style-type: none"> Inservice teachers College of Education faculty
School Levels Served	<ul style="list-style-type: none"> Elementary Secondary
Partnerships	<ul style="list-style-type: none"> CESA 2, 4, 5, 11 Madison Metropolitan School District (MMSD) Wisconsin Department of Instruction (WDPI) World Class Instructional Design and Assessment (WIDA)
Priority Areas	<ul style="list-style-type: none"> Enabling data-based decision making STEM Training for all teachers

Project Description
Online Professional Development and Certification Program to Improve Academic Achievement of ELs in Rural Wisconsin, Integrating STEM Approaches, IHE Curricula, and a Web-Based ESL Resource Agency is dedicated to the design and implementation of high standards and equitable educational opportunities for ELs. Due to the rising number of ELs in Wisconsin, many rural administrators and education teachers have not historically needed skills related to teaching ELs. This is leading to an achievement gap. In response to these needs, the project aims to accelerate learning and promote improved high school graduation rates from ELs in rural districts. By partnering with WDPI, state education affiliates, and experts in the field, the project aims to establish a web-based ESL clearinghouse for PK-Adult research based resources and professional development opportunities that address the specific needs of Wisconsin educators.

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> Increase the number of rural K-12 teachers who can provide effective instructional practices consistent with STEM approaches for EL students, through

Project Goals and Objectives

	<p>completion of CTELL online professional development program.</p> <ol style="list-style-type: none"> 2. Increase the opportunity for K-12 content area teachers to obtain ESL or bilingual licensure through an online certification program. 3. Partner with WIDA to develop and pilot materials consistent with STEM approaches for IHEs that support the preparation of all teacher candidates to promote academic achievement for ELs throughout Wisconsin. 4. Develop the Wisconsin Alliance for Cultural and Linguistic Diversity (WISACALD) to provide statewide assistance to PK-adult teachers and administrators serving culturally and linguistically diverse students.
Objectives	<ol style="list-style-type: none"> 1.1 To establish partnerships with four rural Wisconsin CESAs to promote the CTELL online program and begin serving educators in summer 2012. 1.2 By the end of year five, at least 170 K-12 rural teachers have completed professional development through CTELL online within the four original CESA partnerships plus an expansion into two further CESA districts in year three. 1.3 By the end of year five, at least 200 K-12 teachers in local Madison area school districts have completed professional development through the CTELL hybrid program. 2.1 By the end of year two, all current ESL and bilingual licensing coursework at Edgewood College will be available for delivery online. 2.2 By the end of year five, 25 K-12 teachers will complete ESL or bilingual teacher licensing online at the graduate level. 3.1 By the end of year one, Edgewood faculty will partner with WIDA to develop materials for use in IHEs that promote educational equity and academic achievement for ELs. 3.2 By the end of year two, at least six Edgewood faculty will receive training (year one), pilot new curricular materials, and fully integrate them into the teacher education program (year two). 3.3 By the end of year three, Edgewood will hold a statewide conference convening WDPI and IHE faculty in teacher education programs to determine state needs, current practices, and recommendations for improving preparations of teachers working with ELs. 4.1 By the end of year one, an advisory board consisting of members from the grant partnerships (CESAs, WDPI, WIDA), and other PK-Adult stakeholders, will meet quarterly to develop a statewide service agency called WISACALD. 4.2 By the end of year two and onward, WISACALD will establish and maintain a web-based clearinghouse of resources and professional development services that specifically assist Wisconsin educators with developing effective learning environments for English language learners.

Institution of Higher Education		State
Board of Regents University of Wisconsin Milwaukee (T365Z120147)		WI
Project Title		
Preparing Tomorrow's Teachers		

Award Year	2012
Grantee Representative	Jennifer Mueller and Nancy File
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers
School Levels Served	<ul style="list-style-type: none"> • Elementary
Partnerships	<ul style="list-style-type: none"> • Racine Unified School District • Milwaukee Area Technical College • Council for the Spanish Speaking Inc.
Priority Areas	<ul style="list-style-type: none"> • STEM • Training for all teachers

Project Description
<p>In collaboration with the consortium partners, the Early Childhood Education (ECE) teacher certification program at the University of Wisconsin-Milwaukee (UWM) seeks to greatly enhance local capacity for teachers of children who are ELs, our major outcome goal. The cornerstone of the project is an overhaul reform of the ECE teacher certification program at UWM. We created a four-year, early admit program with enhanced and melded coursework and classroom field experiences that allows candidates to meet the state standards for both ECE teacher certification and for the ESL and/or bilingual education certification (i.e., dual certification). The redesign focuses on specific supports to enhance recruitment and retention of students of color and for teacher candidates whose heritage language is other than English, in the effort to expand the pipeline for ECE teachers who are bilingual. Through this effort we place and support a larger number of high-quality ECE teachers equipped to effectively work with all children, and particularly ELs. In addition, we engage with Racine Unified School District (RUSD) and Council for the Spanish Speaking Inc. (CSS) to develop targeted professional development opportunities for teachers and paraprofessionals working with ELs in their sites. The aim of the professional development is to support enhanced understanding of effective instructional practices with ELs particularly in the content areas of mathematics and science.</p>

Project Goals and Objectives	
Goals	<ol style="list-style-type: none"> 1. To prepare teachers to be ready to work with ELs in early childhood classrooms. 2. To improve the program's ability to recruit and retain a diverse student body, while also strengthening the career ladder for a cadre of Spanish-speaking teachers. 3. To provide professional development opportunities for consortium members, aimed at growth in ability to serve ELs and teaching that supports the development of young children's knowledge and skills in the STEM areas.
Objectives	<ol style="list-style-type: none"> 1.1 UWM's ECE program will rewrite program requirements and individual courses so that all students will complete the coursework requirements allowing dual certification in ECE and ESL or Bilingual Education (if language proficiency exists). 1.2 The early childhood program will regularly review the content of program coursework via the project's planning group, made up of consortium members. 2.1 The early childhood program will revise program requirements so that students are admitted in their first year, or upon transfer or change of major. 2.2 The early childhood program will increase the level of support services for struggling students and to enroll graduates from the MATC associate's degree program conducted in Spanish. 3.1 The UWM Faculty and the Project Planning Group will identify professional development needs for practicing teachers focused on quality education for ELs and on the development of STEM skills and knowledge. 3.2 The project will deliver and evaluate inservice professional development for the consortium.

Institution of Higher Education		State
University of Wisconsin Oshkosh (T365Z120057)		WI
Project Title		
Excellent Schools: Teaching and Research for English Learner Achievement (ESTRELLA II)		

Award Year	2012
Grantee Representative	Kathryn Henn-Reinke
Education Personnel Served	<ul style="list-style-type: none"> • Preservice teachers • Inservice teachers • Counselors • Administrators • Arts and science faculty
School Levels Served	<ul style="list-style-type: none"> • Elementary • Middle • Secondary
Partnerships	<ul style="list-style-type: none"> • Wisconsin Cooperative Educational Service Agency • Appleton Area School District • Clintonville Public Schools • Fond du Lac School District • Green Bay Area School District • Kaukauna School District • Manitowoc Public School District • Menasha Joint School District • New London School District • Omro School District • Oshkosh Area School District • Ripon Unified School District • Sheboygan Area School District • UW Oshkosh Head Start
Priority Areas	<ul style="list-style-type: none"> • Enabling data-based decision making • STEM • Training for all teachers • Improving high school graduation rates

Project Description

The University of Wisconsin Oshkosh, College of Education and Human Services started ESTRELLA II (Excellent Schools: Teaching and Research for English Learner Achievement) to meet the needs of English learners in the Fox Valley of Wisconsin. The activities of the grant have been woven together through use of the SIOP Model, a proven research-based approach, to guide preservice and inservice teacher preparation to work with ELs and for use as an evaluation tool to measure growth toward teaching goals. UW Oshkosh is licensing 80 inservice and 40 preservice teachers, with a special emphasis on educational assistants, in ESL and/or bilingual education. Participants will secure ESL/bilingual positions and offer instructional services to ELs upon completion of their programs. In addition, 15 bilingual educators are completing graduate degrees in Curriculum and Instruction, Reading, Educational Counseling, or School Administration to be placed in educational settings serving ELs.

Project Goals and Objectives

Goals	<ol style="list-style-type: none"> 1. Increase the number of classroom teachers additionally licensed in ESL and/or bilingual education serving consortium districts to improve classroom instruction for ELs and assist educational personnel working with ELs to meet high professional standards. 2. Collect, analyze and use high-quality and timely data to improve instructional practices, policies and student outcomes in elementary or secondary schools. 3. Increase the opportunities for high-quality preparation of professional development for teachers and other educators of STEM subjects. 4. Improve achievement and high school graduation for rural districts. 5. Support parents and caregivers in guiding their children to succeed academically, complete high school and pursue post-secondary education. 6. Enhance understanding of effective education of ELs for all faculty in the College of Education and Human Services. 7. Increase the success of consortium LEP students in areas of instruction as measured by performance on state-level standardized tests of content and language, as well as rates of high school graduation, and post-secondary education.
Objectives	<ol style="list-style-type: none"> 1.1 Eighty PK-12 inservice teachers in consortium districts will be trained and licensed as highly qualified teachers in ESL and/or bilingual education and placed in instructional settings serving EL students within one year of program completion. 1.2 Forty preservice teachers, with a special focus on educational assistants, will be trained and licensed as highly qualified teachers in ESL and/or bilingual education, and placed in instructional settings serving EL students within one year of program completion. 1.3 Fifteen bilingual individuals will complete graduate degrees in Curriculum and Instruction, Educational Counseling, Reading, or School Administration and be placed in instructional settings serving ELs within one year of program completion. 2.1 Twenty Education and L&S faculty will complete a two-year cycle of professional development, while partnered with a PK-12 EL teacher.

Project Goals and Objectives

- 2.2 All inservice and preservice teachers in the ESL/ bilingual program will have their performance assessed with SIOP protocol (including student self-assessment) in field and student teaching experiences.
- 3.1 Fifteen inservice teachers will be trained in both ESL and science/math through one of the following C&I graduate programs: Math and Science for the ESL/ Special Education Teacher or RtI for the Classroom Teacher.
- 3.2 Twenty teachers will participate in C2STEM, Sr. math/science and ESL workshops.
- 3.3 Thirty-two pre-education students will participate in a two-year C2STEM, Jr. cycle to strengthen skills in math and science and to be accepted into the College of Education as preservice teachers and select math or science and ESL as minors.
- 3.4 Ten students (women, students of color, or students whose first language is not English) from the C2STEM, Jr. program will select math, science, and/ or ESL as minors in the course of the grant.
- 4.1 Three rural school districts will form a consortium to work collaboratively to fully meet the needs of these districts in relation to education of English learners.
- 4.2 ELs in the rural consortium will improve academic achievement, high school graduation rates and post-secondary enrollment.
- 5.1 Five family projects will be funded each year through schools or community organizations aimed at supporting parents and caregivers to help ensure academic success, high school graduation and post-secondary education for their children.
- 5.2 Five hundred parents and caregivers of LEP students will participate in workshops and institutes designed to promote partnership in their children's academic success.
- 6.1 One thousand preservice teachers and IHE faculty will participate in courses, institutes, and workshops to learn strategies to support academic achievement of LEP students in mainstream classrooms.
- 6.2 Project implementer and co-director will actively participate in and guide integration of more course and field experiences related to effective education of ELs for all preservice teachers in the redesign process in the College of Education and Human Services.
- 7.1 Through teacher training, professional development, and workshops, consortium districts will increase the success of EL students in academic areas of instruction, as measured by their performance on state-level content and language tests.
- 7.2 The percentage of LEP students graduating from high school and pursuing postsecondary education will steadily increase each year.