

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z110104**

**Grants.gov Tracking#: GRANT10864808**

Closing Date: MAY 09, 2011

## ABSTRACT

**Applicant:** Aurora University, Aurora, Illinois

**Title of the Program** **PROJECT JUNTOS: *Together Towards High Quality Professional Development for In-Service Teachers Who Serve English Language Learners***

**Participants:** **PROJECT JUNTOS** will serve 15 in-service Type 29 teachers (who hold a transitional teaching certificate and who are serving English Language Learner (ELL) students in a state approved Transitional Bilingual Education Program) In addition, the project will serve 110 in-service teachers (in the following order of preference: middle/high school Science and Math teachers, K-12 mainstream teachers, and K-12 ELL teachers) in the participant districts. 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 who work in the teacher certification program at Aurora University (AU) will also be served throughout the project.

By the end of **PROJECT JUNTOS**, 15 in-service Type 29 teachers and 110 in-service teachers (as described above) will be served, for a total of 125 in-service teachers from participating districts. In addition, 10 higher education faculty from Aurora University will also be served.

Participants	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
<b>In-service Type 29 teachers</b>	15	15	15	15	15	<b>15</b>
<b>In-service teachers:</b> 1-MS/HS Math & Science 2- K-12 Mainstream 3- K-12 ELL	55	55	55	55		<b>110</b>
<b>Higher Education Faculty at AU</b>	10	10			10	<b>10</b>

**Partners:** Aurora University maintains strong partnerships with school districts across multiple Regional Offices of Education including Kane, and McHenry Counties. These regions are experiencing both an increase in their ELL student populations and a shortage of certified and qualified teachers to meet the linguistic and academic needs of these students. For the purpose of this project, AU will partner with East Aurora School District 131, West Aurora School District 129, School District U-46, Carpentersville School District 300, Woodstock School District U-200 and Harvard School District U-50.

**Project Description:** **PROJECT JUNTOS** is a professional development program designed to increase the number of educational personnel who meet high professional



**PROJECT JUNTOS: *Together Towards High Quality Professional Development for In-Service Teachers Who Serve English Language Learners***

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## **PROJECT NARRATIVE**

Aurora University (AU) in partnership with six school districts in the Kane and McHenry County Regional Offices of Education (ROE) submits this proposal, **PROJECT JUNTOS: *Together Towards High Quality Professional Development for In-Service Teachers Who Serve English Language Learners***, for a National Professional Development program grant through the Office of English Language Acquisition (OELA) and the United States' Department of Education.

The six school districts involved in this application include four in Kane County's ROE: East Aurora School District 131, West Aurora School District 129, School District U-46, Carpentersville District 300, and two located in the McHenry County ROE: Woodstock School District U-200 and Harvard School District U-50. The project described in the application meets Competitive Preference Priority #1, as a novice applicant for a grant under the National Professional Development program for fiscal year 2011; Competitive Preference Priority #2, through the collection and analysis of data on program participant outcomes; Competitive Preference Priority #3, by increasing the opportunities for the professional development of Middle School/High School Science and Math teachers as part of the STEM subjects; and, Invitational Priority #2, by providing professional development to higher education faculty in teacher preparation programs at AU and developing education curriculum aligned to content learning standards and English language proficiency standards for all teacher candidates.

### **Need for the Project**

The language minority student population continues to grow at a rapid rate across schools in Illinois, including the six participating districts in this application. According to the Migration



Policy Institute (2009), the English Language Learner (ELL) student population grew twice as much in many states. In Illinois, the ELL population grew a 99-100 percent. The data also shows that the largest ELL student population is Spanish-speaking. In the Kane County area, where most of the partner districts are situated, the Spanish-speaking population is predicted to account for over 36 percent of the total student population by the year 2020 (Year 2020 Land Resource Management Plan for Kane County).

Each district presents a profile that documents its need for certified ELL teachers. School District U-46, the second largest district in the State of Illinois outside the City of Chicago, saw its bilingual program grow from 4,078 ELL students in 2005 to 6,372 students in 2010, for an average annual growth rate of more than 11 percent in those five years. The Hispanic/Latino population makes up 44.4 percent of U-46's student population. The district has experienced a 20 percent increase in this population during the last six years. In East Aurora School District 131, ELL students comprise 35 percent and Hispanic/Latino students 82.3 percent of the total student population, respectively. West Aurora School District 129's ELL population comprise 16.6 percent and Hispanic/Latino students 44.2 percent of the total student population, respectively. Carpentersville School District 300 identifies 12 percent of its students as ELL students and 32.2 percent as Hispanic/Latinos. Woodstock School District U-200 and Harvard School District U-50 are each experiencing tremendous growth among their ELL student populations which comprise about 11 percent of each of the districts' total student population. Their respective Hispanic/Latino populations are about 27 percent of the total number of students. Five years ago these two districts enrolled virtually no ELL students.

The linguistic and academic needs of ELL students in Illinois are addressed, mainly, through *Transitional Bilingual Education Programs* (TBE) or *Transitional Programs of*

*Instruction* (TPI). Teachers recruited for each of these programs are expected to hold specific certification and endorsements as specified by the Illinois Administrative Code Title 23 (Chapter I, Subchapter f, Part 228). State certification requirements and the increase in the ELL population have created a need for a large number of teachers qualified to teach in TBE and TPI Programs in Illinois. **PROJECT JUNTOS** addresses the shortage of teachers who can meet the needs of the increasing ELL student population in each participant district within the context of Illinois' certification and endorsement requirements. **PROJECT JUNTOS'** strategy is essential at a time when the supply of certified ELL teachers is inadequate to meet the demand

AU will assist these districts through **PROJECT JUNTOS** by increasing the number of certified teachers for ELL students. These districts have limited resources and limited options to increase the number of ELL teachers needed to serve their ELL students. Some of them recruit teachers from Mexico, Puerto Rico, and Spain through the International Visiting Teacher Program. Others focus on bilingual professionals who are changing careers and who are transitioning into education. These teachers qualify for provisional certificates, among them the Transitional Bilingual Certificate or Type 29 certificate.

Staffing and teacher certification data show, that in AU partner districts, more than 40 percent of the teachers in TBE/TPI programs have provisional certificates like the Transitional Bilingual Certificate Type 29, and over 60 percent of the total staff in the districts lack the Bilingual/ESL endorsements required in Illinois. Only 25 to 30 percent of the total staff appears to be fully-certified and qualified to teach ELL students. Most of them are already placed in TBE/TPI programs.

Whether or not teachers serve TBE/TPI classrooms, the education of ELL students is the responsibility of all teachers in a school district. Yet, mainstream teachers in grades K-12

receive very little training, if any, on second language acquisition or on how to work with ELL students in their classrooms. Most professional development is limited to one-day attendance at a conference or workshop. Teachers with provisional certificates or without Bilingual/ESL endorsements need to enroll in teacher certification programs and/or Bilingual/ESL endorsements' programs to become fully-certified and qualified to teach ELL students in Illinois. To pursue these programs, teachers currently travel long distances to attend programs in the Chicago area or in other counties equally difficult to access--approximately 45 miles each way. This distance barrier results in teachers completing courses sporadically, often in the summer and over a number of years. Poor accessibility and cost often prevent teachers from earning credentials that meet the requirements specified by *No Child Left Behind* (NCLB) to work in TBE/TPI programs. **PROJECT JUNTOS** responds to the challenge for both certification and Bilingual/ESL endorsements required in Illinois.

Although other local universities offer degree programs, Aurora University is the only degree granting institution resident in the Kane County and accredited by NCATE to the doctoral level. AU offers, through the College of Education, bachelor and master degrees with certification and various special certificates, state approvals and state endorsements including Bilingual/ESL endorsements. AU certification and endorsement programs are approved by the Illinois State Board of Education. In addition, **PROJECT JUNTOS** will provide the opportunity for AU's College of Education to adapt the curriculum to prepare pre-service teachers to improve the academic achievement and English language development of ELL students.

**PROJECT JUNTOS** will address the following gaps and weaknesses in services:



- Lack of adequate supply of qualified, certified teachers in TBE/TPI programs: This will be addressed through AU Master of Arts with Teacher Certification (MATC) Program and the Bilingual/ESL endorsements' coursework. Teachers with provisional certificates and/ or with no Bilingual/ESL endorsements will be identified by each partner district for the purposes of this project. These certification programs use a cohort model which creates professional learning communities and a partnership with local school districts that supports teachers throughout the program ensuring successful completion. This goal is to increase the percentage of fully-qualified TBE/TPI teachers in each participant district from 25-30 percent now to 40-50 percent by the end of the project.
- Lack of accessible, affordable teacher certification programs: This will be addressed by offering the MATC Program and Bilingual/ESL endorsements' coursework, on site, at convenient times in each participant district, reducing traveling distances for teachers. The cohort model creates professional learning communities with district support to motivate teachers to complete their programs. **PROJECT JUNTOS** will subsidize 85 percent of the tuition cost for each certification/endorsement program. AU will also offer a reduced tuition of \$200 per course, and approved federal funds under the grant sponsoring the project will be used to offset the remaining tuition cost. By reducing traveling distance and tuition cost, teachers can complete the program to meet certification requirements in two consecutive years for each program (MATC Program plus Bilingual/ESL endorsements' coursework).



- Lack of programs tailored to meet the needs of current classroom teachers serving ELL students: The project will provide training to AU faculty focused on the needs of current classroom teachers, best practices and current research on second language acquisition, Illinois English Language Proficiency Standards, and assessment of ELL students that informs instruction in TBE/TPI classrooms. Training will be provided by staff from the Illinois Resource Center, the Center for Applied Linguistics, and the local school districts participating in the project.

### **QUALITY OF THE PROJECT DESIGN**

The following section of the proposal addresses the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

**PROJECT JUNTOS** is designed to improve the quality of teaching for ELL students in the six participating partner districts. The initiative accomplishes these goals by providing specific opportunities for certification and endorsement in bilingual/ESL education to all the teachers in these districts. **PROJECT JUNTOS** will meet stated gaps and weaknesses. It is intended that by increasing the percentage of qualified ELL teachers as measured by certification and Bilingual/ESL endorsements, educators will bring the skills, knowledge and experience necessary to improve the academic achievement and English acquisition of ELL students.

Achievement of this goal can be done by meeting the following three (3) objectives:

- Objective # 1: By the conclusion of **PROJECT JUNTOS** (60 months after the awarding of the grant) 15 carefully selected in-service 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. Measurement includes receipt of degree, acquisition of the Illinois Elementary Certificate (Type 03) and the Bilingual/ESL endorsements. Expectation of Completion: 90 percent graduates with both certification and specified endorsements.

- Objective #2 By the conclusion of **PROJECT JUNTOS** (60 months after the awarding of the grant) 110 carefully selected, in-service teachers (in the following order of preference: middle and high school Science and Math teachers, K-12 mainstream teachers and K-12 ELL teachers) employed by the participant school districts will complete the Bilingual/ESL endorsements. Measurement: Completion of 18 semester hours and 100 hours of clinical experience required by the Illinois State Board of Education. Expectation of Completion: 90 percent participant teachers with both certification and endorsements.
- Objective # 3: By the conclusion of **PROJECT JUNTOS** (60 months after the awarding of the grant) 10 faculty members (including adjunct professors) employed by Aurora University to teach teacher preparation courses (Objective #1) 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. Expectation of Completion: 90 percent.

## Plan to carry out the activities by objective under **PROJECT JUNTOS**

### Objective #1: Activities

- During the first and second year of **PROJECT JUNTOS**, 15 in-service Type 29 teachers will be identified by participant districts. Selected teachers will complete the AU admission process to be able to participate in the project.

In Illinois to achieve elementary certification, candidates must complete a degree/certification program which meets the Illinois State Board of Education's Certification Standards. At AU these standards are met by having candidates complete a 36 semester hour degree program that includes 24 hours of required education courses and 12 hours of methods practicum and internship. Education courses are centered on the educational needs and best practices for teaching diverse learners. The program includes technology-focused objectives throughout the course of studies to further meet Illinois State Professional Standards.

- Candidates will complete their 36 semester hours for the MATC Program during the first two years of the project and the 18 hours of Bilingual/ESL endorsements' coursework during the following two years.

In-service Type 29 teachers will use the Life Experience/Educational Assessment Program to complete the student teaching requirement. These in-service teachers already work full-time in ELL classrooms. Taking them out of the classroom would affect participant school districts which already face a shortage of ELL teachers. Instead, Type 29 teachers with at least two years of teaching experience

with good evaluations and who teach in self-contained classrooms will complete the student teaching field experience in their own classrooms. Each candidate will receive a total of 16 observations with performance evaluations from AU supervisors assigned by AU's Field Placement Director. AU supervisors will be knowledgeable in second language acquisition and best practices for ELL students. Each candidate will also be assigned a mentor chosen from fully-certified and qualified teachers in the school where the candidate works, whenever possible. The role of the mentor will be to provide professional guidance, share resources, and assist the candidate in meeting the expectations of the student teaching field experience. The district representative on the Management Team will assist in the selection of mentors for the teachers in their districts participating in the program.

Professors selected to teach the courses in the MATC program to Type 29 teachers will have background experience and/or certification appropriate to work with ELL students. The Project Director will select professors for the program based on applications from those who express an interest to teach in this program.

Candidates in the MATC program will complete the requirements as a cohort group allowing these teachers to benefit from the supportive and stimulating environment fostered by this approach to learning. Their progress and development will be monitored by the Project Director, who will counsel individuals when necessary, resolve problems, maintain communication with the partner school districts, and, when needed, discuss issues and possible resolutions with the Project Management Team.



The selection of candidates to the MATC program will rely on the following selection criteria: Candidates accepted to the program must show completion of an undergraduate degree or the equivalent to a United States Bachelor's Degree (if their educational background is from another country) with a grade point average of 2.75 or higher; successful completion of the Illinois Certification Testing System (ICTS) Basic Skills test; current contract as an employee in one of the partner school districts with favorable performance review(s); and recommendation by the supervising principal and/or the ELL Program Director in the district for their commitment to the profession and the academic success of ELL children.

Graduates from the MATC program will be eligible to apply for admission to the project activity designed to achieve Objective #2.

The group of participant teachers in the MATC program will complete pre- and post-test versions of the *Surveys of Enacted Curriculum*®: *Survey of Instructional Practices for ESL/ELD Teachers, Grades K-12*, developed and tested at the University of Wisconsin, Madison. This is a self-report on pedagogical practice. In addition, observers will use the *Sheltered Instruction Observation Protocol* to measure teachers' classroom practice. Participant teachers will keep a reflective journal of practice, monitoring their introduction of new classroom practices and how those practices impact their students. The evaluator will also track the teachers' grade point averages. Finally, the teachers will participate in focus groups, offering formative feedback on the quality of the MATC program.

Objective #2: Activities

- During the first two years of the project, a group of 55 teachers from the participant districts will be able to complete the Bilingual/ ESL endorsements' program. Another group of 55 teachers will do the same during the second two years of the project for a total of 110 teachers.

Two cohorts of 20 teachers, each, and one of 15 teachers will be formed during each time frame for a total of six cohorts by the end of the project. The first group will start on Year 1, finishing at the conclusion of Year 2 of the project. The second group will start on Year 3, finishing at the conclusion of Year 4 of the project. Those teachers in Group 1, who cannot complete all the courses during the two years of the program, will be able to take any missing courses on the third year of the project. Teachers in Group 2 can take missing courses in Year 5. The structure of **PROJECT JUNTOS** encourages candidates to complete as many courses as possible with their cohort group and at the same time offers the opportunity to make-up any missing courses to complete all coursework and program requirements. The cohort model will provide consistency and a supportive environment within each participant district. Their progress and development will be monitored by the Project Director, who will counsel teacher participants when necessary.

In Illinois to qualify for Bilingual/ESL endorsements, candidates must complete 18 credit hours and 100 hours of clinical experience. The 18 credit hours are distributed among the following content areas: *Foundations in Bilingual/ESL Education, Assessment of Bilingual Students, Methods and Materials for*

*Teaching ELL Students in Bilingual Programs, Cross-Cultural Studies for Teaching ELL Students, Methods and Materials for Teaching English as a Second Language, and Linguistics.*

Selection of candidates for the Bilingual/ESL endorsements' program is based on specific selection criteria. The following order of preference will be followed: in-service Middle/High School Science and Math teachers who work with ELL students, K-12 Mainstream teachers who also work with ELL students, and K-12 ELL teachers in TBE/TPI Programs working with ELL students. Candidates accepted to the program must have a state teaching certificate at the Elementary (Type 03) or Secondary (Type 09) Level. Candidates already in a bilingual classroom must have their provisional Transitional Bilingual Certificate (Type 29) in addition to their State Teaching Certificate (Type 03 or Type 09). Graduates of the MATC program can apply for the endorsement coursework following completion of their degree. The selection criteria also includes a 2.75 grade point average or higher at the graduate level, to be an employee with favorable performance reviews in one of the partner school districts, and be recommended by their supervising principals and/or ELL Program Directors in the districts for their commitment to the academic success of ELL students, especially those in mainstream classrooms.

#### Objective #3: Activities

- During the second and third year of the project, AU through the leadership of the Project Director will develop a series of five seminars focused on bilingual education (history, theories, research), the academic and linguistic needs of ELL students (best practices, sheltered instruction, the *Sheltered Instruction Observation Protocol* (SIOP) Model,

Total Physical Response (TPR), etc.), and the Illinois English Language Proficiency Standards and assessment of ELL students (state language proficiency tests and academic achievement tests). The Project Director will seek the support of the Illinois Resource Center (IRC), the Illinois State Board of Education's Office of English Language Learners, and the Center for Applied Linguistics in the development and delivery of the seminars. The seminars will be designed to better prepare college level professors in teacher preparation and certification programs at AU regarding the linguistic and academic needs of ELL students.

Participation criteria will be based solely on their teaching teacher preparation courses in the undergraduate and/or graduate certification programs and their commitment to improve their knowledge of second language acquisition, ELL students, and the needs of the teachers in their courses. Five volunteers from among these faculty members will participate in the design and alignment of curricula to the Illinois Learning Standards and the English Language Proficiency Standards in AU teacher preparation courses during the fourth and fifth year of the project.

Professors who complete the seminars will receive a certificate of participation from the College of Education at AU. They will also provide feedback on how the seminars increased their knowledge and skills to better prepare teachers to meet the linguistic and academic needs of ELL students as reflected in their course evaluations completed by their students. In addition, the participant professors will report changes to their syllabi based on their seminar participation and will complete pre and post tests regarding the seminar content.



## Resources and Responsibilities

Aurora University and each partner district will share resources and responsibilities to ensure the success of **PROJECT JUNTOS**. Each participant district will select a representative to **PROJECT JUNTOS'** Management Team. They will announce the name and position of their representatives to the Project Director for the first meeting of the Project Management Team if the proposal is selected for an award. The following tables show the responsibilities and identities of each member of the consortium or partnership for **PROJECT JUNTOS**.

### Partnership Responsibilities

<b>Aurora University:</b>	<b>Participant School Districts:</b>
Offer the certification and endorsement programs specified in the project according to schedule: MATC Program with Bilingual/ESL endorsements', Bilingual/ESL endorsement coursework	Identify and provide a district representative for <b>PROJECT JUNTOS</b> Management Team
Provide student services such as financial aid, admissions, reduced tuition, etc.	Facilitate recruitment and selection of project participants.
Provide project participants with access to the campus library collection.	Provide adequate classroom space and classroom equipment for on-site cohort courses at no cost to AU or participant teachers.
Provide payroll services for project personnel.	Provide cooperating teachers and access to schools for student teaching field experiences.
Provide qualified faculty and professors for the programs under <b>PROJECT JUNTOS</b> .	Facilitate mentoring component by identifying and providing mentors for MATC program participants.
Participate in program evaluation by allowing access to AU data relevant to the project.	Participate in program evaluation by allowing access to district data relevant to <b>PROJECT JUNTOS</b> .
Maintain accreditation status with ISBE and appropriate accreditation agencies.	Facilitate program communications by using the district mail system.
Provide office space for the project.	House some of <b>PROJECT JUNTOS</b> Management Team meetings.
Plan and coordinate the meetings of <b>PROJECT JUNTOS</b> Management Team.	Abide by all the terms and conditions outline in the grant application.
Align curriculum in teacher certification courses to learning standards and English language proficiency standards.	Motivate teacher participants to stay and complete their programs.
Provide all the services expected of the fiscal agent for a federal grant.	
Abide by all the terms and conditions outlined in the grant.	

### School District Partners

School District	Superintendent
East Aurora School District 131*	Dr. Jerome Roberts
West Aurora School District 129	James Rydland
School District U 46	Dr. José M. Tórres
Carpentersville School District 300	Dr. Kenneth Arndt
Woodstock School District U-200	Ellyn Wrzeski
Harvard Community Unit School District U-50	Dr. Lauri Tobias

\*Dr. Roberts provided the letter of support submitted with the this application; signed letters from each partner will be obtained if the grant is funded.

The following section of the proposal addresses the extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The MATC program is approved by AU's College of Education Initial Certification Council and has been in operation for several years. The Bilingual/ ESL endorsements' programs were approved by the Illinois State Board of Education in 2005. The approval process takes into consideration best practices and research findings in the field to determine program effectiveness.

The approaches: Problem Based Learning (PBL) and the *Sheltered Instruction Observation Protocol* are based on research findings and best practices. These approaches are

supported and recommended by institutions such as the Center for Applied Linguistics and the Illinois Resource Center. These two institutions, in addition to the Illinois State Board of Education's Office of English Language Learners, will be used as resources to develop and deliver the seminars for assistant and adjunct professors in the project.

Partner school districts have implemented comprehensive programs aimed to improve teaching and learning, and support high standards as follows: curriculum materials and assessments have been aligned to the Illinois Learning Standards, and in the case of ELL students, to the Illinois English Language Proficiency Standards; the students are assessed and the results are used to make adjustments in instruction and materials used to improve instruction; professional growth programs provide opportunities for teachers to accumulate in-district credit and apply those credits towards advancement on the salary schedule; School Improvement Plans are developed with data-driven goal setting programs aligned to resources, professional development, instruction and support systems to meet state expectations.

AU continues to make comprehensive efforts to improve teaching and learning. The College of Education is bringing all of its programs into line with the Illinois State Board of Education's Content Area Standards for Educators. The university also incorporates the English Language Proficiency Standards in the ESL and Bilingual Endorsement Program to meet State and *NCLB* expectations for ELL students.

#### **QUALITY OF PROJECT PERSONNEL**

The following section of the proposal addresses the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under-represented.



AU is committed to and has a policy to ensure the recruitment and retention of faculty who are members of groups who have traditionally been under-served or under-represented based on race, color, national origin, gender, age or disability. Great effort will be taken to recruit members of those under-represented groups. Positions will be widely advertised in forms likely to reach members of under-represented groups, and preference will be given to bilingual applicants.

The following section of the proposal addresses the qualifications, including, relevant training and experience of the Project Director or principal investigator.

The Project Director has been selected based on her 40 years of professional experience and background in the field of Bilingual/ESL Education as a classroom teacher, district administrator, and college professor preparing teacher candidates to meet the linguistic and academic needs of ELL students.

Dr. Dionnes Rivera, Project Director for **PROJECT JUNTOS**, holds an Ed.D. degree in Educational Leadership. Her dissertation thesis: *Learning to Live in Two Worlds: Transitioning from Bilingual Programs into English Only Classes* helped her develop a better understanding of ELL students' needs to be successful in mainstream classes. Dr. Rivera holds a Superintendent Certificate from Illinois, an Administrative Certificate Type 75, an Early Childhood Teaching Certificate Type 04, and the Bilingual/ESL endorsements. Dr. Rivera worked as a bilingual teacher in the Chicago Public School System for 17 years, where she also provided professional development to ELL teachers. She was the first bilingual Reading Recovery Teacher Trainer in Illinois trained at Texas Women University. Dr. Rivera was Director of Human Resources, Elementary School Principal, Assistant Director and Director of

ELL Programs in District U-46, the second largest school district in Illinois, outside Chicago Public Schools. She has presented at the local bilingual conferences and at the National Association for Bilingual Education (NABE) Conference for many years. She is an outstanding member of NABE and IAMME. She has participated in a training program for Two-Way Dual Language Programs at the Center for Applied Linguistics. She also participated in the development of Illinois English Language Proficiency Standards and the Illinois Spanish Learning Standards. Dr. Rivera developed the Bilingual/ESL endorsements' program for Aurora University, approved by the Illinois State Board of Education, and has taught many of the courses in the program. She is the Chair of Bilingual/ESL Education programs at Aurora University. She is well respected in the ELL community in Illinois and universities where she has presented on topics related to English Language Learners. Dr. Rivera's roles as Project Director impact all areas of **PROJECT JUNTOS**:

Plan and coordinate the implementation of the on-campus degree/certification program (MATC) and the off-campus endorsement programs (Bilingual/ESL endorsements' coursework); conduct the day-to-day management of the project; administer the budget and maintain records/files; work cooperatively with the Program Evaluator; monitor candidate progress; provide professional, academic and program advisement; work cooperatively with and provide leadership within the context of a Management Team; plan for and administer the various teaching positions; and provide leadership in maintaining a quality academic and professional program. These responsibilities are similar to responsibilities she has assumed in previous positions held in and outside AU.

The following section of the proposal addresses the qualifications, including relevant training and experience of key personnel.

The members of **PROJECT JUNTOS'** Management Team are also key project personnel. They will be chosen for their positions and expertise and to ensure a highly functioning coalition between the participant school districts and AU's College of Education. They can include:

1. Official Representatives from AU: Ph.D. or Ed.D. Experience teaching Bilingual and ESL graduate classes; experience with certification programs at AU.
2. TBE/TPI Program Directors – Doctoral or Master's level degrees in Education; ISBE certification in Leadership (Type 75); experience in the administration of Bilingual/ESL programs; experience as Bilingual and/or ESL Teachers in Illinois; and experience teaching Bilingual/ESL graduate classes, whenever possible.
3. TBE/TPI Coordinators – Master's degree in Education; ISBE Certification in Administration (Type 75); experience in supporting and/or coordinating Bilingual/ESL programs; experience as ESL/Bilingual Teachers in Illinois.
4. TBE/TPI Teacher Leaders – Master's or Bachelor degree in Education; Illinois Teacher Certification at the Elementary (Type 03) or Secondary (Type 09) level; Bilingual and/or ESL endorsements; and experience teaching in Bilingual and/or ESL programs with excellent reviews.

Partner school districts understand the importance of their representatives in the Project Management Team. These representatives will be selected based on the positions they hold and their relationship to the project objectives and activities.

Dr. Joan Fee designed and drafted the *Evaluation* presented in this proposal and will be contracted as Project Evaluator. Dr. Fee brings more than 30 years of experience in the research

and evaluation field. She obtained her Ph.D. in Political Science from the University of Chicago (UofC), with a concentration in research methods, and began her research career at the UofC's National Opinion Research Center (NORC), where she served as Associate Study Director. Dr. Fee currently chairs the AU's Ed.D. Program, where she teaches courses in both quantitative and qualitative doctoral research as well as courses in assessment and program evaluation. She chairs the university's Institutional Review Board and serves on the National Association for Bilingual Education (NABE) research advisory board. She has presented both at NABE and at American Educational Research Association (AERA) conferences regarding international bilingual teachers and has published research on that topic. Dr. Fee's most recent evaluation activities include a needs analysis for East Aurora School District 131, evaluating a professional development initiative for the Latino Educational Organization, *Aspira*, and a four-year evaluation of AU's federally-funded STEM-oriented Master's Degree for Middle and Secondary Teachers of Mathematics with Science Connections.

### **QUALITY OF THE MANAGEMENT PLAN**

AU will serve as the fiscal agent. AU's College of Education will implement the project via established, institutionalized procedures that ensure sound administration, academic and fiscal accountability. PROJECT JUNTOS Management Team will consist of eight members: the Project Director, a Representative from each partner school district, and the Project Evaluator. The Project Director will coordinate implementation and will monitor the effectiveness of project activities.

Opportunities to build on existing partnerships with the named school districts as well as individual relationships between teachers and administrators in these districts and AU's faculty



and administrators provide a distinctive strength to the management plan. The management plan also benefits from the close collaboration between the representatives of the partner school districts and Aurora University who serve together on the Project Management Team. The Project Management Team will provide counsel and advice to the Project Director to realize goals and objectives. The Management Team will also serve as an Advisory Group meeting every two months to discuss and direct the details of the project.

The following section of the proposal addresses the adequacy of the management plan to achieve the objectives of the proposed project.

The steps for implementing **PROJECT JUNTOS'** activities are listed below, milestones are indicated, and the responsible agent is identified (enclosed in parenthesis).

Objective #1:

- a. Identify in-service Type 29 teachers from each participant district for the MATC Program (ELL School District Director/Coordinator) Fall 2011-Fall 2013.
- b. Implement the MATC Program for candidates from the partner districts (Project Director in consultation with the Project Management Team) Spring 2012 and Fall 2013.
- c. Monitor candidate progress and conduct annual reviews (Project Director in consultation with Project Management Team) On going - each Spring.
- d. Select cooperating teachers from partner school districts and field supervisors from Aurora University to guide and assess the field experience or teaching internship of each teacher candidate (School District Program Directors, AU Field Experience Director, and Project Director) Fall 2012 – Fall 2013.

- e. Conduct program evaluation (Project Director and Project Evaluator) On- going -with a report beginning late summer or early fall from 2012-2016.

Objective #2:

- a. Identify teachers needing ESL and/or Bilingual Endorsement from each participant district for the Bilingual/ESL endorsements' program (ELL District Director/Coordinator) Fall 2011 and Fall 2013.
- b. Implement the Bilingual/ESL endorsements' coursework at selected sites from the partner districts (Project Director in consultation with the Project Management Team) Fall 2011 and Fall 2013.
- c. Monitor candidate progress and conduct annual reviews (Project Director in consultation with Project Management Team) ongoing each Spring.
- d. Conduct program evaluation (Project Director and Project Evaluator) On- going – with a report beginning late summer or early fall from 2012-2016.

Objective #3:

- a. 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 (Project Director and Project Management Team) Spring 2012.
- b. Invite/attract assistant and adjunct professors from AU to attend the series of seminars (Project Director, College of Education, in consultation with the Dean of the College of Education) Spring 2012.

- c. Implement the series of seminars for AU faculty (Project Director in consultation with the College of Education and the Project Management Team) Fall 2012 - Fall 2013.
- d. Conduct an evaluation on the seminars (Project Director and Program Evaluator) Summer 2013 – Summer 2015.
- e. Assemble a committee to align teacher preparation courses to state learning standards and English language proficiency standards (Project Director and Program Evaluator) Fall 2014 and Fall 2015.

#### **OVERALL PROJECT MANAGEMENT PLAN**

- a. Discuss responsibilities and expectations with the Project Director (Management Team) Fall 2011.
- b. Set up efficient and organized project office (Project Director) Summer/Fall 2011
- c. Hire the project secretary (Project Director in consultation with the Management Team) Fall 2011.
- d. Administer the project office and secretary (Project Director) On going.
- e. Conduct Performance Reviews for Project Director (Management Team and College of Education ) Yearly in the Spring.
- f. Conduct comprehensive program review (Program Evaluator) Late Summer or Fall 2016.

The following section of the proposal addresses the extent to which the time commitments of the Project Director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The Project Director will dedicate half of her full-time position (.5 FTE) to meet the objectives of the proposed project, planning during the summer term and implementing the initiatives of the project during each academic year. Emphasis at the beginning of each semester will focus on recruiting and registering teachers for **PROJECT JUNTOS'** certification and endorsement programs. The priority at the end of each fiscal year will be to collect data to evaluate program effectiveness in cooperation with the Project Evaluator. The Project Director will bring the Management Team together every two months to discuss progress, implementation issues and consider strategies for improvement. Formative and summative evaluation will be emphasized during the last year of the project.

The cohort environment will provide a supportive and stimulating educational and professional development. Teachers in the project will be able to discuss issues and provide feedback in a non-threatening environment.

Surveys and questionnaires will be used to gather data regarding the effectiveness of the program and the impact on teaching practices.

Course evaluations will also be used to gather information regarding the effectiveness of the project and the appropriateness of the courses in meeting the needs of ELL teachers in teaching certification programs at AU.

### **QUALITY OF THE PROJECT EVALUATION**

The following section of the proposal addresses the extent to which the methods of evaluation are thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project

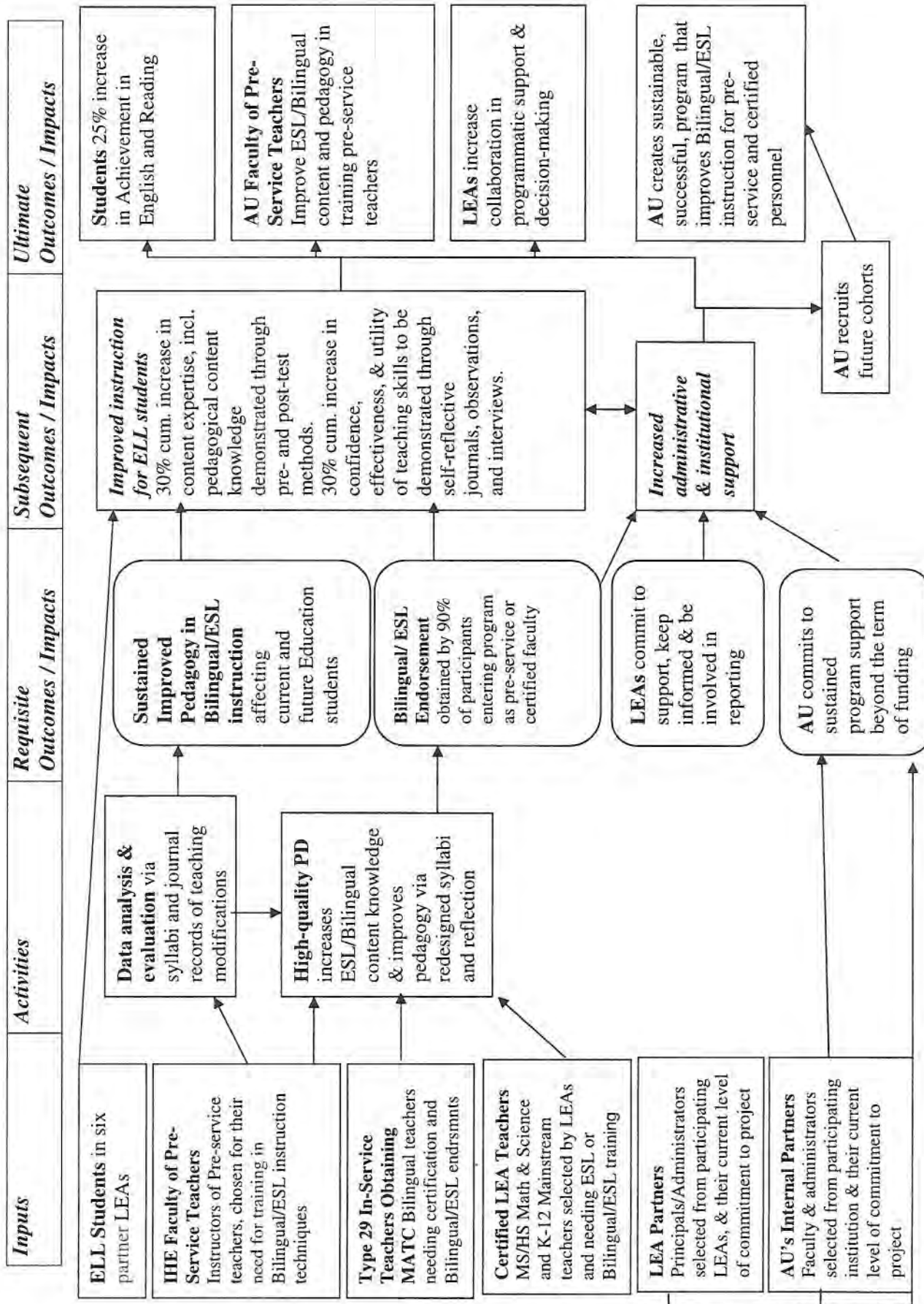
Figure 1 provides a logic model of the proposed project implementation. The evaluator will collect both quantitative and qualitative data, measuring the degree to which the project is meeting its outcomes. The project addresses the following outcome areas:

- Quality of Professional Development
- Change in Teacher Content Knowledge
- Change in Instructional Practices
- Student Achievement
- Sustained Administrative Support

The evaluator will collect both quantitative and qualitative information on each of the outcome areas. The section below describes the evaluation methods and instruments in more detail.

The following section of the proposal addresses the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.





**Figure. 1: Aurora University PROJECT JUNTOS Logic Model for Implementation Years 2011-2016**

Measurement of the attainment of the intended outcomes of the project have been indicated in each of the objectives.

Objective #1: To measure the attainment of these objectives, the graduation and certification rates of the candidates will be collected. Success will be indicated by a 90 percent certified graduates in the MATC program with elementary certification and Bilingual/ESL endorsements.

Objective #2: To measure the attainment of this objective, program completion and the endorsement rate of candidates will be collected. Success will be indicated by a rate of 90 percent of Middle School/High School Math and Science teachers, K-12 Mainstream teachers, and K-12 ELL teachers who start and finish the program.

Objective #3: To measure the attainment of this objective, the number of associate and adjunct professors who attend the seminars will be collected. Eight to ten participants will indicate success.

**Table 1: Data Collection Measures for Program Implementation**

	<b>Type 29 Teachers Obtaining Master's Degree, Certification, and Bilingual/ESL Endorsements</b>	<b>In-Service Teachers Obtaining Bilingual/ESL Endorsements</b>	<b>Aurora University Faculty Members Obtaining Professional Development in ESL/Bilingual Education</b>
<b>Quality of Professional Development</b>	<ul style="list-style-type: none"> <li>• Course/learning experience evaluations by teacher participants</li> <li>• Focus groups</li> <li>• % of Program Completers</li> </ul>	<ul style="list-style-type: none"> <li>• Course/learning experience evaluations by teacher participants</li> <li>• Focus groups</li> <li>• % of Program Completers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning experience evaluations by teacher participants</li> <li>• % of Program Completers</li> </ul>
<b>Change in Teacher Content Knowledge</b>	<ul style="list-style-type: none"> <li>• Pre Post-Tests Administered in Courses</li> <li>• Course grades</li> </ul>	<ul style="list-style-type: none"> <li>• Pre Post-Tests Administered in Courses</li> <li>• Course grades</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Post Test</li> </ul>
<b>Change in Instructional Practices</b>	<ul style="list-style-type: none"> <li>• <i>Survey of Enacted Curriculum (SEC)</i></li> <li>• Instructional log/journal</li> <li>• Summary reflections</li> <li>• Classroom observations using Sheltered Instruction Observation Protocol (SIOP)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Survey of Enacted Curriculum (SEC)</i></li> <li>• Instructional log/journal</li> <li>• Summary reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to course syllabi</li> <li>• Reflections on changes in practice and on students' evaluative comments</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Change in Access test scores over the program years</li> </ul>	<ul style="list-style-type: none"> <li>• Change in Access test scores over the program years</li> </ul>	
<b>Sustained Administrative Support</b>	<ul style="list-style-type: none"> <li>• Interviews of program partners</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews of program partners</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews of program partners</li> </ul>

Qualitative data will be collected through focus groups and course evaluations. The information will be arranged in themes and a description of the results will be added to the quantitative data in the final report.

Table 1 provides more detail on the measures used to monitor the program goals.

The following section of the proposal addresses the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Each of the project objectives and implementation strategies or activities is designed for the purpose of realizing the overall goal for **PROJECT JUNTOS**. The evaluation plan will examine the extent to which the implementation strategies reach each goal. Anticipated analysis of the evaluation data follows in Table 2.

**Table 2: Data Analysis Plan for Each Method of Data Collection**

	Source of Evidence	Analysis Technique
Quality of Professional Development	Course/learning experience evaluations by teacher participants	Descriptive statistics on quantitative data Coding, analysis, and reporting of open-ended responses
	Focus groups	Transcription, coding, analysis, and reporting of responses
Change in Teacher Content Knowledge	Pre-/post-tests administered as part of courses	Paired t-test analysis, noting effect size
Change in Instructional Practices	Course grades	Descriptive statistics
	<i>Survey of Enacted Curriculum (SEC)</i>	Descriptive analysis, noting change over time
	Classroom observations using Sheltered Instruction Observation Protocol (SIOP)	Descriptive statistics and paired t-tests on pre and post observations, noting effect size.
Student Achievement	Nationally and state-normed pre/post tests	Independent t-tests of classes over the years of the study, noting effect size Paired t-tests of any pre and post tests given to same group of students, noting effect size
Sustained Administrative Support	Interviews of organizational leadership	Transcription, coding, analysis, and reporting of responses

The combination of rigorous quantitative and qualitative analysis will provide both formative and summative evidence regarding the program performance. The evaluation plan has been designed to gather and use data to improve project results.