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Project Abstract-REDE

Name of the IHE: University of Colorado, Boulder

Title of the Program: *Rural Educator Development and Endorsement (REDE) Project*

Consortia Partners
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

Project Description
The *Rural Educator Development and Endorsement* (REDE) Project will prepare 40 educators in rural school districts to deliver high quality instruction and assessment to English learners (ELs) in grades K-12, by providing an MA degree leading to Colorado state endorsements in linguistically diverse education and special education. This unique double endorsement 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 is designed to address the contemporary need of knowing linguistically diverse and special education knowledge and skills necessary to provide high quality instruction to all English learners. The project has several key components to meet critical preparation needs:

Rural – REDE will provide much needed educator training for work with ELs in under-served rural areas in Colorado;

Educator Development – Comprehensive training will be provided to REDE teachers, content interventionists, and support personnel targeting ESL instruction in literacy, mathematics and science within a professional learning community (PLC);

Endorsement – Project leads to highly qualified educators in the dual areas of linguistically diverse education and special education generalist as stipulated by the state of Colorado.

Over the five-year project, REDE will bring together two cohorts of 20 educators each (40 total participants), from three rural school districts in Colorado. Cohorts will be comprised of a cross-section of educators including K-12 classroom teachers, content interventionists and support personnel (e.g., school psychologists; counselors; literacy specialists) to best meet the varied needs of ELs in three content areas: reading, mathematics and science. The University of Colorado at Boulder double endorsement program is the most comprehensive MA degree for educators of ELs in the state, meeting Colorado state professional and content standards in the areas of Reading, Linguistically Diverse, and Special Education Generalist. Participants will master EL knowledge and skills grouped within four goals and 11 performance objectives; mastery is evaluated using primarily quantitative data. The four REDE goals are:

Program Narrative: Rural Educator Development and Endorsement (REDE) Project

The Colorado Department of Education (CDE) estimates that over the past several years students with limited English proficiency had a 30% drop-out rate, representing a reality that a significant number of English learners (Els) continue to be at-risk in learning. CDE (2005) also expressed concern with large increases of referrals of ELs for special education, stating a "need exists to better equip educators with current knowledge and skills relevant to the appropriate assessment/education of Limited English Proficient learners" to reduce misplacements of Els.

This was most recently reconfirmed by Rosalinda B. Barrera, Assistant Deputy Secretary and Director, Office of English Language Acquisition, who directly discussed this need on March 7, 2011 during her opening speech at the National Conversation on English Language Learning in Los Angeles. Ms. Barrera stressed the critical significance of ensuring that potential connections between special education and second language characteristics and needs are understood by educators, particularly to avoid misrepresenting learning difference as a disability.

The *Rural Educator Development and Endorsement* (REDE) project is designed to address the contemporary need of integrating linguistically diverse and special education knowledge and skills necessary to provide high quality instruction to all English learners. The project has several key components to meet critical educator preparation needs:

Rural – Provides much needed educator training in ESL to under-served rural areas in Colorado;

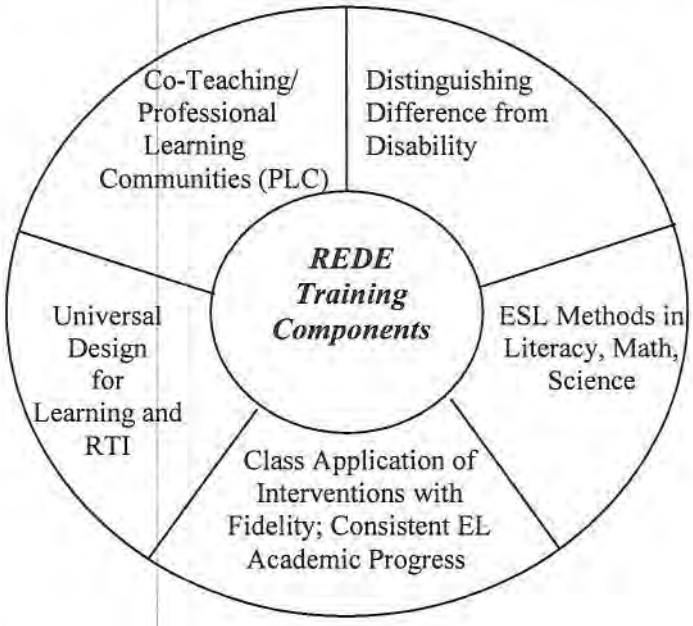
Educator Development – Comprehensive training provided to teachers, content interventionists, and support personnel (e.g., school psychologists, counselors), targeting ESL instruction in literacy, mathematics and science within a professional learning community (PLC);

Endorsement – Project leads to highly qualified educators in the dual areas of linguistically diverse education and special education generalist as stipulated by the state of Colorado.

In regards to content emphasis, a reading achievement gap for ELs in Colorado continues to exist (i.e., a 32-point gap between Hispanic and Anglo fifth-grade students in reading) (Rocky Mountain News, 2006). In addition, participating school districts indicated a strong need for training programs to expand the use of ESL methods in the content areas of mathematics and science, and provide more field experiences; needs directly addressed in this REDE project.

(a) QUALITY OF THE PROJECT DESIGN

REDE project design meets five key training areas illustrated in the Figure below.



(a)(1) The extent to which the goals and objectives are clearly specified and measurable

The Project has four interrelated Goals, eleven associated Performance Objectives, and addresses two *GRPA Performance Measures (1.5 and 1.6)* as summarized in Table 1. Additionally, REDE addresses ***Priority 3*** (Emphasis on STEM content areas), which is directly targeted in Performance Objectives 2.4, 3.1 and 4.1. Each objective is described in greater detail below. *Overall REDE outcome is to improve instruction and progress in content areas for ELs.*

Table 1: REDE Project Goals and Performance Objectives

Goal 1: Increase State-Wide Pool of Highly Qualified Culturally Responsive Teachers

Performance Objective 1.1: Prepare 40 current educators to become highly qualified in linguistically diverse education as defined by the state of Colorado; Select and train 4 Mentor Teachers

Performance Objective 1.2: 100% of Project participants will assume a teaching or supervisory position working with diverse students with or without disabilities upon completion of the program (***GPRA Performance Meas. 1.5/1.6)***

Goal 2: Increase Critical Skill Sets of Scholars to Meet Cultural and linguistic Diversity Needs

Performance Objective 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

Performance Objective 2.2: 100% 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

Performance Objective 2.3: 100% of project participants will demonstrate expertise in abilities to discern learning differences from disabilities

Performance Objective 2.4: 100% 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

Goal 3: Scholars Demonstrate Use of Evidence-based Interventions with Fidelity and Improve ELs Progress in Content Areas

Performance Objective 3.1: 100% of participants demonstrate expertise in use of several ESL evidence-based practices including: ESL methods, Sheltered Instruction; Scaffolding; Direct Instruction; Thematic Instruction; Reciprocal Teaching, Scientific Method, Mathematics Concrete-Semi Abstract-Abstract (CSA), and Reflective Thinking

Performance Objective 3.2: 100% of program participants will demonstrate expertise in using Universal Design for Learning (UDL) by generating and delivering lessons utilizing evidence-based practices within a rigourous UDL structure; 5 UDL observations

Performance Objective 3.3: Improve reading, math and science progress of ELs taught by participants

Goal 4: Increase Scholars' Knowledge and Expertise with Co-teaching and Professional Learning Communities (PLC)

Performance Objective 4.1: Upon project completion, 100% 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

Performance Objective 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

Performance Objective 1.1: Project staff will implement two recruitment strategies (onsite meetings; email announcements) to advertise the project and successfully recruit two cohorts of 20 scholars each who meet or exceed project and graduate school admission requirements. Cohort 1 completes their degree/endorsement in Years 1-4 and cohort 2 in Years 2-5. The Project will select participants within the following breakdown (two cohorts):

a) 28 K-12 classroom teachers and ESL Interventionists (14 in each cohort);

b) 6 Mathematics and Science Teachers and Interventionists (3 in each cohort);

c) 6 Professional support personnel such as school psychologists, counselors, or reading/language specialists (3 in each cohort) Note: *Support personnel will participant in all lesson development and delivery adapted to best fit within their own job responsibilities.*

To meet this objective, the Project will deliver a 13 course, 40 credit-hour comprehensive ESL/bilingual Special Education double endorsement program to the project participants that requires 400 hours of practice through fieldwork (200 hrs.) and practicum (200 hrs.), which include observations, direct instruction, assessment and collaboration activities:

EDUC 5465 (3) *Introduction to ESL/Bilingual and Special Education* – Provides combined overview of linguistically diverse and special education, and introduces issues associated with distinguishing learning differences from disabilities (*15 fieldwork hrs.*)

EDUC 5615 (3) *Second Language Acquisition (SLA)* – Provides extensive coverage of evidence-based methods for acquiring a second language (*15 fieldwork hrs.)*

EDUC 5535 (3) *Diagnostic Testing of ELs* - Addresses assessment strategies, instruments and concerns for ELs, including distinguishing differences from disabilities (*25 fieldwork hrs.)*

EDUC 5505 (3) *Education of Students with Learning/Behavior Problems* – Covers needs of

students with learning/behavior disorders, building on difference-disabilities issues from EDUC 5465: RTI and universal design for learning (UDL) introduced (*10 fieldwork hrs.)*

EDUC 5445 (3) *Literacy for Linguistically Diverse Learners* – Addresses teaching of literacy within the universal design for learning (UDL) framework (*10 fieldwork hrs.)*

EDUC 5515 (3) *Curriculum/Assessment for Special Learners* – Addresses EL and special education assessment strategies, instruments, concerns; Emphasizes reading/writing assessment, AIMSweb; CSAP and distinguishing differences from disabilities (*25 fieldwork hrs.)*

EDUC 5625 (3) *ESL Methods* - Evidence-based ESL interventions in literacy (*15 fieldwork hrs.)*

EDUC 6804 (3) *ESL Methods in Mathematics and Science Instruction* – Applications of ESL methods in teaching mathematics and science to English learners (*20 fieldwork hrs.*)

EDUC 5545 (3) *Strategies for Teaching Students with Special Needs* – Covers Evidence-based interventions for students with special needs in literacy, mathematics and science, including co-teaching strategies, RTI and universal design for learning (UDL) (*20 fieldwork hrs.)*

EDUC 5035 (3) *Parent-Community Involvement for Diverse Learners* – Teaches strategies for involving parents and community within a professional learning community (PLC) in the education of ELs and those with special needs (*20 fieldwork hrs.)*

EDUC 5605 (3) *Research and Evaluation in EL/Special Education* – Explores current research in ELs and special education including literacy, math and science instructional research

EDUC 7105 (3) *Collaboration to Meet Special Needs* – Teaches how to best collaborate with colleagues within a professional learning community (PLC) in RTI models to meet a variety of educational needs for all learners, including those at-risk (*25 fieldwork hrs.*)

EDUC 5555 (4) *Practicum in EL and Special Education (K-12)* – Includes 200 hours of supervised field experiences with ELs, with and without disabilities

Course delivery will use a cost-effective hybrid structure (i.e., some class sessions delivered on-site in partner schools and other sessions online (each course will contain a 60-40 ratio of onsite to online). Upon completion of the program, teacher participants will complete and pass the Colorado PLACE exams for endorsements as K-12 highly qualified educators in linguistically diverse and special education generalist. *Performance Objective 1* also includes selecting and training four Mentors with expertise in EL education. Mentors will be provided a half-day workshop detailing the project, its goals and objectives, and the role of the mentor.

Measurable Performance Outcomes

* 40 project participants are recruited and selected/4 district project mentors selected and trained
* 100% of the selected participants complete all 13 courses obtaining a 'B'or better
* 100% of the selected participants complete the Quality Teacher Inventory (QTI)

Performance Objective 1.2: Upon project completion, all participants will be highly qualified to teach culturally/linguistically diverse learners and will assume a position working with this population. During the last year of the program, project staff will work with district and school administrators to assist participants to secure an appropriate position. Follow-up support will be provided by Project Mentors/Staff. Positions for each participant will be documented/reported.

Measurable Performance Outcomes ***(GPRA Measures 1.5 and 1.6)***

* 100% of the selected participants complete the program and become highly qualified educators
* 100% of graduates in teaching/supervisory positions educating Els (with/without disabilities)

Performance Objective 2.1: The Quality Teacher Inventory (QTI) is a 35-item survey containing items that reflect the Colorado linguistically diverse and special education standards demonstrating knowledge and skills in teaching diverse students, with or without disabilities. The QTI is completed three times during the project (beginning, middle and last semester of the

program), which is delivered via the SurveyMonkey online program (Scale of 1-5; 1=Little expertise; 5=Extensive expertise).

Measurable Performance Outcome

* 100% of participants obtain a minimum average of 3.5 on each of three QTI administrations

Performance Objective 2.2*:* Participants complete the final Comprehensive Portfolio, in which they demonstrate mastery through reflections and artifacts in five areas:

a) *Foundations* - Critical legislation for the education of ELs and those with special needs;

b) *Methods* – Evidence-based interventions incorporating best practices such as universal design for learning (UDL), ESL methods, Direct Instruction or Reciprocal Teaching;

c) *Curriculum* – Abilities to deliver culturally responsive curriculum within response to intervention models to meet diverse needs in literacy, mathematics and science;

d) *Assessment* – Contemporary assessment for measuring EL progress and discerning difference from disability, including AIMSweb and the Colorado State Assessment Program (CSAP);

e) *Collaboration* - Co-teaching skills and application of teaching and learning within professional learning communities (PLC). *Note:* Comprehensive Portfolio is scored by two university faculty members using a rigorous 12-point scale (1=lowest; 12=highest score).

Measurable Performance Outcome

* 100% of participants obtain a minimum average of 8 on each Comps Portfolio section

Performance Objective 2.3*:* Participants will demonstrate ability to discern learning differences from disabilities, thereby reducing misplacement of diverse learners into special education. To demonstrate mastery, participants will complete an extensive research paper on the topic of distinguishing difference from disability. Also, mastery of this concept is found in the Assessment Courses (EDUC 5535; 5515) in which students complete two comprehensive

assessments of a culturally/linguistically diverse student who exhibits learning needs in literacy or mathematics. Each will be scored using the Assessment Benchmark Rubric.

Measurable Performance Outcomes

* 100% of participants obtain a minimum grade of 'B' on the research project

* 100% of participants obtain a 2 or 3 (1-3 scale) on Assessment Benchmark Scoring Rubrics

***Performance Objective 2.4**:* In addition to ESL instruction in literacy (*See Objective 3.1 below*), scholars will acquire expertise in the use of ESL methodology in mathematics and science instruction. To demonstrate proficiency, participants will develop and deliver as a fieldwork component in EDUC 6804 and EDUC 5555, 10 different instructional lessons (5 each in math and science) incorporating ESL methods to teaching ELs' mathematics and science. Students will be observed by the project mentors teaching each lesson, rated on a 5-point Intervention Observation Rubric (1=Ineffective Lesson; 5=Highly Effective Lesson).

Measurable Performance Outcomes

* 100% of participants develop and deliver 5 ESL math lessons obtaining an average score of 4 on the Intervention Observation Rubric

* 100% of participants develop and deliver 5 ESL science lessons obtaining an average score of 4 on the Intervention Observation Rubric

***Performance Objective 3.1**:* Scholars will be provided in-depth instruction, practice and evaluation in the use of several essential evidence-based practices for teaching ELs including: ESL methods, Sheltered Instruction; Scaffolding; Direct Instruction; Thematic Instruction; Reciprocal Teaching, the Scientific Method, Mathematics Concrete-Semi Abstract-Abstract (CSA), and Reflective Thinking. The application of ESL methodology within various content areas (Literacy, Math, Science) ensures proper education of culturally and linguistically diverse

learners. Interventions will be embedded in the various lessons developed during REDE, completed and observed through fieldwork/Practicum assignments in the various classes.

Measurable Performance Outcomes

* 100% of participants will develop and deliver ESL lessons using the targeted interventions

* 100% of project participants will obtain a rating of 4 or higher on the Intervention Observation Rubric used during each observation of the lessons demonstrating use of the interventions

Performance Objective 3.2: Scholars will acquire knowledge and expertise in the universal design for learning (UDL). To demonstrate mastery, participants will develop and deliver ESL lessons specifically reflecting the following three UDL principles: 1) Present or access information, concepts, and ideas (the "what" of learning), 2) Plan and execute learning tasks (the "how" of learning), and, 3) Get engaged--and stay engaged--in learning (the "why" of learning). UDL will be introduced early in the Project (EDUC 5505) with mastery demonstrated by its inclusion in the various ESL lessons completed during REDE, confirmed through observations.

Measurable Performance Outcome

* 100% of participants will obtain 4 or higher on the Intervention Observation Rubric (UDL)

Performance Objective 3.3: An ultimate outcome of REDE is to improve progress of ELs in the core content areas. To measure learner progress the districts use AIMSweb to assess reading and a statewide assessment (CSAP) to assess math and science. REDE will gather these scores annually for students taught by participants to determine project effects on learning (i.e., CSAP baseline in Year 1 and progress in subsequent years; AIMSweb administered on periodic basis).

Measurable Performance Outcome

* ELs will demonstrate consistent improvement in reading, math and science scores as measured by periodic administrations of AIMSweb (e.g., weekly; monthly) and the annual use of CSAP.

Performance Objective 4.1: When teaching the required ESL literacy, math, and science lessons, participants will deliver 25 hours of instruction in a co-teaching situation to be completed sometime during the Project. Participants will be observed for 10 hours of these sessions, rated using a Co-teaching Rubric (scale: 1=Ineffective; 5=Highly Effective) developed for REDE.

Measurable Performance Outcomes

* Participants will receive an average of 3.5 or higher for all co-teaching sessions combined
* 100% of project participants will keep and submit a Co-teaching log recording their 25 hours

Performance Objective 4.2: Participants will develop, implement and evaluate a professional learning community (PLC) within their schools' response to intervention (RTI) frameworks for meeting needs of ELs. This task will be completed in EDUC 7105 in which a school-wide plan is developed and implemented resulting in the application of a PLC. Also, a Parent-Community Model for communication/support will be developed in course 5035. Both models will be scored using the Collaboration and Parent Model Rubrics incorporated into EDUC 7015 and 5035.

Measurable Performance Outcomes

* 100% of participants will demonstrate knowledge about RTI for ELs by incorporating RTI principles into their PLC Collaboration Model and Parent-Community Model.
* 100% of participants obtain a 2 or 3 on the Collaboration and Parent-Community Rubrics

In summary, Table 2 provides an overview perspective of the specific measurement tasks within the project design where participants demonstrate competencies in required coursework.

Table 2: Project Design Targets Demonstrating Mastery of REDE Knowledge and Skills

Key Topical Areas	***Primary Course(s)***	***Targeted Measurement Task(s)*** **
ESL-Literacy	5625; 5615; 5445; 5555	ESL literacy lessons
ESL-Math/Science	6804; 5545; 5555	ESL math/science lessons

Difference vs Disability	5465; 5505; 5515	Assessment Project/Research Paper
UDL	5505; 5545; 5626	UDL lessons
PLC/RTI/Parent Comm.	5505; 5035; 7105; 5545	Collaboration Model; Parent Model
Co-Teaching	5545; 7105; 5555	Instructional Lesson Delivery
Evidence-based Interventions	5625; 5545; 5515; 5555	Various ESL lessons/Observations
Assessment	5515; 5535	Assessment Project
Collaboration	5035; 7105	Collaboration/Parent Models
Foundations	5625; 5615	Research Paper
Curriculum	5625; 5545; 5505	Differentiation Model; SLA Paper

** Each of the Key Topical Areas is also evaluated in the participants' Comprehensive Portfolio

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REDE Consortium Partners and Key Project Contributions

REDE includes a consortium of several partners: (*See Commitment Letters*):

1. Colorado Department of Education (English Learner and Special Education Units)
2. BUENO Center and School of Education at the University of Colorado, Boulder
3. Rural Colorado School Districts (3) (Eagle; Summit; Garfield County School Districts)

The partner districts are located 125-200 miles west of Denver and include the towns of Frisco, Dillon, Breckenridge, Silverthorne, Vail, Eagle-Vail, Avon, Edwards, Eagle, Gypsum, New Castle, and Rifle; encompasses 4,000 square miles; and includes over 18,000 K-12 students. Increases in the number of ELs over the past few years is staggering: Eagle County-Over 40%; Summit County-Over 65%; and Garfield County-Over 55%, with over 30% of students receiving free/reduced lunch (CDE, 2005). Collectively, they serve 10-12% of students in special education with over 20% being Hispanic. This increase in the EL student population, coupled

with over 20% Hispanics placed in special education, create significant burdens on the partner districts leading to this REDE partnership as summarized in Table 3.

Table 3: REDE Consortium Partner Contributions

Partner	***Annual Primary Contributions***
BUENO/Sch of Ed	Deliver program onsite in rural communities; Faculty teach courses
	Implement daily budget and all mentor and management tasks
	Coordinate evaluation tasks; Progress meetings; Participant mentoring
Partner Districts	Provide space for holding classes *(NO cost to project)*
	Assist staff in identifying project mentors; Attend Semester meetings
	Support mentors for time needed for class observations and mentoring
	Actively engage in recruitment activities; Principals support participation
CDE	Support CDE staff members to make guest presentations in selected REDE classes on current content and skill areas *(e.g., statewide RTI efforts;EL Standards; LD and ELs)*
	Support CDE staff to attend Semester project partner meetings to discuss progress and suggestions for identified needed supports

(a)(2) Extent to which design reflects current knowledge of research and effective practice

REDE is specifically designed to take advantage of the most current research in the field of ESL/bilingual special education (e.g., Baca & Cervantes, 2004; Hoover & Klingner, 2011; Klingner, Hoover, & Baca, 2008; NCCRESt, 2011), and partner input as summarized below.

Colorado Teacher Shortages

Escamilla et al. (2003) found that many Colorado rural and urban schools have over 30% of their ESL/bilingual education teachers working under Temporary credentials. During the past

several years, CDE recently reported that districts with high populations of ELs have the lowest percentage of highly qualified teachers (ranging as low as 69%). The REDE Project will directly impact the shortages gap in rural Colorado by endorsing 40 new highly qualified EL educators.

Partnership District Educator Training Needs

While it is obvious that a need for more ESL/bilingual education endorsed teachers exists in rural Colorado, the district REDE planning meetings also identified several training areas to best meet EL needs: 1) differentiating learning *differences* from learning *disorders*; 2) evidence-based interventions; 3) progress monitoring assessment; 4) teaching literacy to ELs; and, 5) methods for effectively teaching English learners in the content areas of mathematics and science. In addition, districts expressed the need for more extensive fieldwork with ELs to better connect university coursework with classroom application. This Project meets these training needs by providing extensive coursework and supervised fieldwork with ELs.

Model for Effective Teacher Preparation

REDE Project incorporates CREDE suggestions for preparing educators of ELs (CREDE, 2000) including field-based service delivery; specific focus on evidence-based instructional and assessment strategies; strong program leadership; inclusion of national and state standards; ongoing collaboration among IHEs, school districts, and state education personnel; parent involvement; ESL content instruction; and regular review and evaluation of activities.

Universal Design for Learning (UDL)

Research indicates that the application of UDL results in the following: a) *Multiple means of representation* to give learners various ways of acquiring information and knowledge; b) *Multiple means of expression* to provide learners alternatives for demonstrating what they know; and c) *Multiple means of engagement* to tap into learners' interests, challenge them

appropriately, and motivate them to learn (Rose & Meyer, 2002). These principles are essential to effective instruction for Els and are incorporated into the lesson design that participants are required to generate and deliver, including those within a co-teaching structure.

Professional Learning Communities (PLC)

To create a professional learning community, educators focus on learning rather than teaching, work collaboratively, and hold themselvs accountable for results (DuFour, 2004). The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. An effective PLC creates structures to promote a collaborative culture for ELs. Even school districts that devote tremendous time and energy to designing the *intended* curriculum often pay little attention to the *implemented* curriculum (what teachers actually teach) and even less to the *attained* curriculum (what students learn) (Marzano, 2003). REDE addresses these educational concerns for teaching Els by incorporating development of PLCs in participants' schools.

ESL Methodology in Mathematics and Science Instruction

Mathematics and science based ESL methodology integrates ESL instruction within these two STEM core content areas. ESL teachers can help their students meet state and national mathematics and science standards through effective content-based ESL instruction. Studies have shown that Els can acquire both mathematics and English simultaneously when they are involved in interactive activities (Wilson, DeAvila, & Inili, 1982; DeAvila & Duncan, 1984). Current approaches to science and second language education based on research/classroom practice also indicate success for ELs (Roseberry & Warren, 2008). Through REDE, participants are taught the application of ESL methods to effectively teach mathematics and science to ELs in grades K-12.

State Highly Qualified Professional Content and Training Standards

REDE participants must meet three types of Colorado Professional and Content Standards: 1) Reading Education Standards (e.g., vocabulary; comprehension; conventions; thinking abilities; 2) Linguistically Diverse Education Standards (e.g., SLA; foundations; cross-cultural communication; content area instruction) and 3) Special Education Generalist Standards (e.g., leadership; collaboration; cognition; assessment) (CDE, 2003). Required courses place particular emphasis on meeting the standards as approved by CDE. The REDE Project incorporates these state professional and content standards into the preparation of participants.

(b) QUALITY OF PROJECT PERSONNEL

(b) (1) Qualifications of Principal Investigator and Co-Directors

Principal Investigator - Dr. Leonard Baca is the proposed PI (10%) at no cost to the project and has over 30 years experience administering funded projects. Dr. Baca is full professor in the School of Education at CU-Boulder and enjoys national recognition as a leader in the field of bilingual/special education. He is the recipient of the 2007 prestigious *Martin Luther King Service Award* presented by the Denver Area Chamber of Commerce consortium. Baca's primary responsibilities: Overall project leadership, Budget oversight and Faculty liaison.

Co-Project Directors (50% Each) – REDE will have two Co-Project Directors, Drs. John Hoover/Rocky Hill. Both are Associate Directors for the BUENO Center and each has 20 years experience directing federal teacher preparation graduate level EL/Special Education programs. Dr. Hoover has over 30 years experience in research/teacher training in multicultural and special education. He has several years of K-12 teaching experience, regularly presents on RTI for diverse learners, conducts workshops on distinguishing learning differences from disabilities, and is co-author of the text: *Methods for Teaching Culturally/Linguistically Diverse Exceptional*

Learners. His responsibilities include: Co-Direct daily activities; Manage budget expenditures; Implement the general project operations; Conduct internal evaluation tasks and oversee the external evaluator. Dr. Hill is also experienced in K-12 EL teacher training activities and his responsibilities include: Graduate level admission of participants; Co-Direct daily activities, Communication among partners/mentors; Oversee mentor activities and class observations.

(b) (2) Qualifications of Other Key Project Personnel

Mentor Teachers - *The qualifications include:* MA degree in ESL/Special Education, Five years teaching ELs, and Experience conducting workshops. Four mentors (TBD) will be employees of the partner districts and will provide support to participants on an on-going basis (i.e., periodic coaching; lesson observations; gathering of achievement data scores).

Administrative Assistant - The 25% project administrative assistant (TBD) will assist with key administrative functions including database management, communication and word processing.

External Evaluator –The proposed evaluator, Dr. Carolyn Haug, is Research Associate Professor of Research Methodology at the University of Colorado, Denver. Dr. Haug has extensive experience evaluating funded projects possessing a doctorate in educational evaluation.

Graduate Assistant - A 25% time graduate assistant (doctoral student in ESL/Bilingual Education) will be included in the project to assist with research and mentoring of participants.

ESL Math/Science Instructor - Joanna Bruno (ABD), an expert in the application of ESL methodology in teaching ELs math and science, will teach EDUC 6804 and assist with 5555.

Other University Faculty - Several CU faculty will teach Project courses: Dr. Baca (Bilingual Special Education; Dr. Kathy Escamilla (ESL and Literacy) Dr. Janette Klingner (Bilingual Special Education); Drs. John Hoover and Raymond Hill (Multicultural Special Education).

Note: All instructors have experience/proficiency in delivery of courses both online and onsite.

(c) QUALITY OF MANAGEMENT PLAN

(c)(1) Management plan achieves objectives on time, within budget, and includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

The 5-year timeline identifies when each cohort is recruited and sequence of 13 REDE classes:

	Cohort I	**Cohort I/II**	**Cohort I/II**	**Cohort I/II**	**Cohort II**
	2012	**2013**	**2014**	**2015**	**2016**
Spring	Recruit	4: 5535	8: 5545/Class 2	12: 7105/Cl 6	Class 10
Sum I	1: 5465	5: 5445	9: 5035/Class 3	13: 5555/Cl 7	Class 11
Sum II	2: 5505	6: 5625/Recruit	10: 5605/Class 4	/Cl 8	Class 12
Fall	3: 5615	7: 6804/Class 1	11: 5515/Class 5	/Cl 9	Class 13

Cohort 1 is recruited in Spring 2012, completes REDE during Year 1 to early year 4 graduating in early Summer, 2015; Cohort 2 is recruited in late Summer 2013, completes program beginning in late year 2 graduating in Fall 2016. Cohort 2 completes the same course sequence as Cohort 1.

Table 4 below describes the overall Management Plan including performance objectives, specific milestones, timeline completion dates, and responsible staff. Completion of milestones associated with the objectives will be directed by one or more of the project staff as shown in the Table; specific evaluation measures to document completion and success with each is also summarized. Additional discussion of the evaluation measures is provided in *Section D.* It is important to note that the management plan is structured so participants systemically complete the project milestones to ensure that all performance objectives are satisfactorily met and evaluated in a timely manner.The Four project mentors will be master level educators from the partner districts to be jointly selected by BUENO and the partner districts: one each from Summit and Garfield County districts and two from Eagle County due to its geographic size and higher number of participants.

TABLE 4: REDE Management Plan

Objective #1.1 Recruit and Prepare 40 Participants; Select and Train Mentors

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. Select 40 Participants/4 Mentors/Train	May 12/Aug 13	Co-PDs	List of selected participants/qualifications
2. Complete Entry QTI Survey/13 courses	June 12/Aug 13	EE	Pre QTI Survey-Both Cohorts
3. Monthly/Semester progress meetings	Ongoing	Co-PDs/Mentors	Course grades, observations, lesson rubrics

Objective #1.2 100% of participants placed in proper educational settings/Provide Follow-up (***GPRA Measures 1.5 and 1.6***)

Milestones to Accomplish Objective	*Completed By*	*Staff Person*	*Performance Measures*
1. Place graduates in appropriate settings	Spr 2015 Chrt 1	PDs, Mentors, EE	Record all placements/List of all Placements
2. Conduct follow-up meetings	Spr 2016 Chrt 2		Interview participants/Written Summary

Objective #2.1 Participants obtain a score of 3.5 or higher on post-administrations of QTI (Two post assessments compared with Pre)

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. QTI post assessments Cohort 1	Dec 13 and 15	EE	QTI results compared using ANCOVA Test
2. QTI post assessments Cohort 2	Dec 14 and 16	EE	QTI results compared using ANCOVA Test

Objective #2.2 100% of participants will score 8 or higher (12-point scale) on each of the five sections in the Comprehensive Portfolio

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. Complete Comps Portfolio – Cohort 1/2	Dec 2015/2016	PI/Co-PDs	Comp Portfolio rubrics collected/analyzed

Objective #2.3 100% of participants will demonstrate knowledge/expertise in differentiating learning differences from disabilities

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. Dif vs Dis research paper (EDUC 5465)	Dec 2012-Chrt 1 Dec 2013-Chrt 2	Course Instructor PDs/EE/Instructors	Grade of 'B' or higher on research paper
2. Assessment benchmark assignments	Spr 2014-Chrt 1 Spr 2015-Chrt 2		Score 2 or 3 on Assess. Benchmark Rubrics

Objective #2.4 100% of participants will develop and deliver 10 ESL lessons in math and science

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. Complete 6804-Deliver 10 ESL Math and Science Lessons	Sum 2014-Chrt 1 Sum 2015-Chrt 2	Instructor Mentors	4 or higher on Intervention Observation Rubric

Objective #3.1 100% of participants demonstrate expertise in project evidence-based interventions

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. Complete various methods courses	Fall 2014-Chrt 1	Course instructors	Course grades on File
2. Deliver each intervention during the	Spr 2015-Chrt 2	Mentors	Score of 4 or higher on the Intervention
methods/practicum courses while	Spr 2015-Chrt 1		Observation Rubric
being observed	Sum 2016-Chrt 2		Scores compiled

Objective #3.2 100% of participants will demonstrate expertise in the use of UDL in ESL instruction

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. UDL included in developed lessons	Sum 2015-Chrt 1	Course Instructors	Score of 4 or higher on the Intervention
	Sum 2016-Chrt 2	Mentors	Observation Rubric (UDL)
2. Deliver 5 UDL lessons being observed	Fall 2015-Chrt 1	Mentors	Scores compiled
	Fall 2016-Chrt 2		

Objective #3.3 ELs make consistent progress in reading, math and science documented through AIMSweb and CSAP Assessments

Milestones to Accomplish Objective	*Completed By*	*Staff Person*	*Performance Measures*
1. Compile AIMSweb Reading data scores 2. Compile CSAP Math/Science scores	Periodic sched. Annual-March	PDs, Mentors, EE	Periodic AIMSwweb progress monitoring and Annual CSAP scores; Charted results

Objective #4.1 100% of participants deliver 25 hours of co-teaching ESL in reading, math or science content areas

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. Deliver 25 hours of co-teaching using lessons designed in REDE courses	End of Project for each cohort	Mentor Teachers Co-PDs	Co-Teaching Log documenting hours/exper. Average 3.5 on Co-teaching Rubrics (10 hrs)

Objective #4.2 100% of participants will develop a Professional Learning Community within their schools/districts' RTI frameworks

Milestones to Accomplish Objective	*Complete By*	*Staff Person*	*Performance Measures*
1. Complete courses 7105; 5035 2. Develop PLC as 7105 Benchmark Assg. 3. Develop Parent-Community 5035 Benchmark Assg.	Sum 2015-Chrt 1 Fall 2016-Chrt 2	Course Instructors Mentors	Score 2 or 3 on Collabor/Parent Rubrics Documented PLC Collaboration and Parent Models

(c)(2) Time commitments of project directors, principal investigator and other key project personnel are appropriate and adequate to meet the objectives of proposed project

Over the past 25 years Drs. Baca, Hoover and Hill have collectively directed and managed over 75 teacher preparation projects similar to or larger in size and scope of this proposed program. They are highly skilled and efficient at directing these types of programs and given their experience and background, projected time is appropriate and sufficient to successfully meet the project goals and performance objectives. In addition, support from the External Evaluator, four Mentors, administrative assistant and GRA further facilitates effective implementation of the project within established timelines and budget. Table 5 provides a more specific breakdown of the tasks associated with each key staff member. Discussion of sufficient time allotment for these tasks is provided below.

Dr. Baca's (PI) 10% time on the project will focus on the four main tasks of budgetary oversight, degree advisement, faculty liaison and comprehensive exam support. Each of these tasks requires attention on a periodic basis throughout the project requiring an average of approximately 4 hours per week/16 hours per month. Drs. Hoover and Hill (Co-PDs) 50% time (20 weekly hrs. each) will focus on the daily tasks required to successfully run the project. This includes for Dr. Hoover, course set-up each term, monthly progress meetings, internal evaluation tasks and daily management of participant/project issues and tasks. For Dr. Hill, this includes coordinating participant/mentor recruitment, semester progress meetings, mentor training/coordinating classroom observations and daily management of consortium partner and mentor issues/needs as these arise. Dr. Haug's evaluator time (12 days annually) includes completion of all external evaluation required tasks and report writing, specifically data analysis of the quantitative scores generated from the various likert-scaled rubrics and surveys. Time allotments for each staff person have been carefully determined and are sufficient for REDE.

Table 5: Management of Key Tasks to Meet REDE Project Goals and Performance Objectives

Management Task	Primary Person	Support Person	Tools and Activities
Recruitment/Mentor Training	Hill	Hoover	Personal district contacts; Advertisements; Informa. Mtgs.
Daily Project Implementation	Hoover	Hill	Manage daily tasks; Degree plans; Mentor activities
Budgetary Oversight	Baca	Hoover	Manage/record budget expenses; Monthly budget meetings
Degree Program Advisement	Baca	Hill	Degree Plan in personnel files; Semester advising
Faculty Liaison	Baca	Hoover	Attend monthly faculty meetings; Share project progress
Monthly Progress Sessions	Hoover	Baca	Staff sharing of experiences and project feedback
Semester Progress Meetings	Hill	Hoover	Semester Advisory meetings; Participant eval. feedback
Mentor Training/Coordination	Hill	Hoover	Conduct half-day mentor training; Develop Obs. Schedule
Course Instruction/Lesson Dev	Hoover	Instructors	Deliver Program coursework/Lesson dev. Requirement
ESL/UDL Lesson Observations	Mentors/Instructors	Hill	Complete lesson observ./Score rubrics; Co-teaching logs
Comprehensive Portfolio Exam	Baca	Hoover	Submit completed Portfolio; Score each section
Secure Teaching Position ***(1.5/1.6)***	Hoover	Hill	Participants identify EL positions; Document placement
Collect Data-Evaluate Participant Knowledge/Skills and ELs Achievement Progress	Haug	Mentors	***Compile/Analyze***: QTI scores; AIMSweb/CSAP scores; Comp Portfolio scores; Intervention Obsr. Rubric scores; Assessment/Collaboration Benchmark Rubric Scores

(d) QUALITY OF PROJECT EVALUATION

The guidelines for evaluation of federally funded programs found in *Writing the Evaluation Report* and the *Practitioner's Evaluation Guide* developed at the Evaluation Research Center at the University of Virginia were used as guides for developing the proposed Evaluation Plan. Also, the program evaluation calls both for internal and external, formative and summative aspects (Fitzgerald, Worthen & Sanders, 2004). The evaluation design consists of a graphic network that attempts to display the functional interdependencies of the program's activities.

This network contains an Input-Process-Output (IPO) description of key Project functions. This process will facilitate ongoing evaluation of all Project milestones and objectives within established timelines. There are three major design levels contained in the evaluation. ***Level I*** (Operations) - program's relationship to its environment, specifically addressing the internal operations of the program and participant job placement coordination. ***Level II*** (Training Components) - deals with the training aspects, lesson design and classroom application. ***Level III*** (Leadership) - deals with site-based leadership through PLC, Parent Model, RTI and EL progress. Annual evaluation results will be summarized meeting all reporting requirements.

(d) (1) Evaluation methods are thorough, feasible, and appropriate to the goals, objectives

The Input-Process-Output (IPO) process reflects key program elements:

INPUT----------PROCESS----------OUTPUT

Program Delivery/	Lesson design/Classroom	School Leadership/
Participant Placement	Implementation with Fidelity	EL Academic Progress

The IPO descriptions are: 1) Resources, 2) Activities, 3) Evaluation Criteria/Tools and 4) Dates Completed By, relative to each objective of the program as illustrated in Table 6.

Table 6: Input-Process-Output Design to Evaluate Achievement of Project Objectives

LEVEL	**RESOURCES**	**ACTIVITIES**	**EVAL CRITER./TOOLS****	**DATES**
I. Operations	*(Input)*	*(Process)*	*(Output)*	*(Completed By)*
Performance Objective 1.1				
Participant Recruitment/	Project Staff (PI/Co-PDs)	Recruit Potential Applicants	Applications received	04/12
Selection/Mentors Selected	WWW/Computers	Distribute Program Inform.	Web postings/mailed flyers	01/12
	Program Flyers	Written Career Goals	Stated Career Goals	01/12
	Application Package	Meeting to Select 2 Cohorts	40 Part./4 Ment. Selected **(Q)**	04/12 & 04/14
Deliver Courses	PI/Co-PDs/Instructors	Course scheduling	Course Grades **(Q)**	Each Semester
Project Feedback	Co-PDs	Monthly/Semester Meetings	Minutes/Proj. Adjustments	Monthly/Sem.
Performance Objective 1.2 (GPRA 1.5 and 1.6)				
Secure Position	Project Staff (PI/Co-PDs)	Contact District People	Applications submitted **(Q)**	Spring 2015
Educating EL	Graduate School Support	Review Available Positions	Interviews requested **(Q)**	(Cohort 1)
Students with/without	District Admin.	ID Potential Positions	Interviews Attended **(Q)**	Spring 2016
Disabilities	Collaboration Network	Apply/Interview	List of Offers/Locations	(Cohort 2)

	RESOURCES	ACTIVITIES	EVAL CRITER./TOOLS**	DATES
II. Training Components	(Input)	(Process)	(Output)	(Completed)
Performance Objective 2.1				
Demonstrate Skills/	Project Staff/EE	Administer Pre-QTI	Database of Rubric scores **(Q)**	04/12 &04/13
Knowledge of EL/Spec Ed	QTI Survey	Administer Post/Post QTI	ANCOVA (Pre-Post-Post) **(Q)**	04/15&09/16
Performance Objective 2.2				
Complete Comprehensive	Project PI & Co-PDs	Comps Assignments	Comps Rubric Scores **(Q)**	06/15 & 12/16
Portfolio (5 Sections)	Program Courses/Instruct.	Attend Comp. Mtgs	Written Reflections	
Performance Objective 2.3				
Difference vs Disability	Project Staff (Co-PDs)	Disability-Diff Resrch Proj	Benchmark Rubric **(Q)**	Terms when
Expertise	Courses/Instructors	EDUC 5465, 5515	Assessment Field Work	EDUC 5465,
		Research sharing	Research Project Grade **(Q)**	5515 taken

	RESOURCES	ACTIVITIES	EVAL CRITER./TOOLS**	DATES
LEVEL	*(Input)*	*(Process)*	*(Output)*	*(Completed*
Performance Objective 2.4				
Increase Knowledge/	Course Instructors	Complete Coursework	Course Grades **(Q)**	When 6804;
Skills in ESL Methods in	Library, Computers	Generate/deliver 10 lessons	Lesson Observations	5545; 5555
Math and Science	and Prof. Conferences.	Attend NABE/CEC Confer.	Interv. Obsr. Rubric **(Q)**	are taken
Performance Objective 3.1				
Increase Expertise in	Project Staff/Instructors	Benchmark Assignments	Benchmark Rubric Scores **(Q)**	Semester that
Evidence-based Interv.	National Organizations	Attend Prof. Conference	Written Reflection about	5505, 6804,
(ESL Methods, Scaffolding,	State Organizations	Field Work/Practicum	conferences attended	5545, 5515,
Reflective Thinking, etc.,)	University Instructors	Develop lessons	Lesson Observations	5555 are
	Program Courses	Generate/deliver lessons	Interv. Obsr. Rubric **(Q)**	completed
Performance Objective 3.2				
Increase Knowledge/	Course Instructors	Complete Coursework	Course Grades **(Q)**	Terms 5505;
Skills in use of UDL	Library, Computers	Generate research papers	UDL Lessons delivered	6804; 5545
In ESL instruction	and Prof. Conferences.	Develop UDL Lessons	Interv. Obsr. Rubric **(Q)**	5515 taken

LEVEL	**RESOURCES**	**ACTIVITIES**	**EVAL CRITER./TOOLS****	**DATES**
III. Leadership	*(Input)*	*(Process)*	*(Output)*	*(Completed)*
Performance Objective 3.3				
Increase ELs' Academic	Ext Eval; Mentors	AIMSweb progress monit.	AIMSweb scores **(Q)**	Periodic
Progress		Annual CSAP Assessment	CSAP Scores **(Q)**	March
Performance Objective 4.1				
Deliver 25 hours of Co-	Project Staff (Co-PDs)	Completed Courses	Completed Lessons	Term Methods/
Teaching ESL lessons	Project Mentors	Co-Teaching Observ.	Co-teaching Rubric **(Q)**	Practicum taken
Performance Objective 4.2				
Increase PLC/Collaboration	Project Staff (Co-PDs)	Dev. PLC Collab. Benchmark	Implement PLC Model	Terms that
Skills-Colleagues/Parents/	Project Mentors	Dev Parent/Com Benchmark	Implement Parent Model	EDUC 5035
Community-RTI	Library/Computer Facilities	PLC Presentations	Mentor Observations **(Q)**	& 7105 taken

**** Q next to item indicates Quantitative Evaluation Data**

The *REDE Program's* external evaluator will adhere to the timelines and criteria in conducting the overall evaluation. The evaluator will use the evaluation tools identified in Table 6 and described below, and will report directly to Co-PD Dr. Hoover. She will work in conjunction with the project staff and participants to gather evaluative information in a timely manner. The external evaluator will conduct the *QTI* administrations, participant interviews, and review and analyze all summative and formative data gathered through use of the various evaluation tools and rubrics. Evaluator will also attend the semester Consortium Partner meetings. The external evaluator will generate and submit brief periodic interim reports as necessary, annual project reports and assist in developing the final project report.

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

The evaluation of the Project focuses on the extent the Performance Objectives and associated Milestones are met, generating both quantitative and qualitative data. The basis for determining project effectiveness is grounded in quantitative data gathered from seven measures:

Quality Teacher Inventory (QTI) – The QTI is a 35-item survey originally developed by the Colorado Department of Education designed to assess educator competencies within key instructional skill areas reflecting state professional standards. The QTI was adapted for REDE to assess proficiency (*Scale 1-5*) in the following EL training areas: Inclusive Education; RTI/Progress Monitoring; EL Evidence-Based Interventions; Communication/Co-teaching; Collaboration/PLC; Parents/Paraprofessionals; ESL Methodology; Difference versus Disability. The QTI will be administered three times throughout the Project (beginning, middle, end).

Assessment Benchmark Rubric – The two assessment courses in the Project include a comprehensive assignment reflecting application of key skills and processes to assess Els'

instructional needs and suspected disabilities. The Benchmarks are scored using a TESOL/NCATE approved 3-point rubric (1-Not mastered; 2-Mastered; 3-Exceptional). Students must obtain a score of 2 or 3 to pass the assignments or they must be revised and resubmitted to pass each assessment course. This rubric will be applied to both assessment course (5535; 5515) benchmark assignments with results recorded and reported.

PLC Collaboration/Parent Model Benchmark Rubrics – Similar to the two assessment classes, courses 7105 and 5035 also include benchmark assignments in which students generate and implement parent-community and PLC models to facilitate collaboration and communication. Procedures for scoring these rubrics are similar to those described above for Assessment classes.

Intervention Observation Rubric – A 5-point observation rubric was developed for REDE observations documenting participant use and effectiveness of the literacy, math and science ESL lessons they developed. A similar rubric also exists for observing the specific UDL and co-teaching lessons. These rubrics range from ineffective to highly effective and will be completed by project mentors in their lesson observations (1=ineffective; 5=highly effective), to determine effects of MA course training in carry-over with fidelity into the classroom for use with ELs.

Comprehensive Portfolio Exam Rubric – Each participant must develop and submit a comprehensive portfolio as a culminating task confirming mastery of knowledge/skills in five topical areas reflecting the coursework and standards: Foundations, Methods, Curriculum, Assessment, Collaboration/Parent Involvement. A 12-point rubric (1=lowest; 12=highest) is used to score each section of the portfolio and students must receive a minimum score of 5 to pass the section for the School of Education. However, the minimum criterion score for participants in REDE is set at 8 or the section will need to be rewritten and submitted. Two readers score each section. Portfolio rubric scores will be tabulated, analyzed and reported.

AIMSweb Progress Monitoring – Criterion-based monitoring program used by the partner districts for measuring and charting progress in reading. Progress monitoring schedules vary from weekly to monthly, depending on learner needs, and results are charted to illustrate student progress. AIMSweb data for all ELs taught by participants will be gathered and analyzed to determine effects of REDE training on student progress.

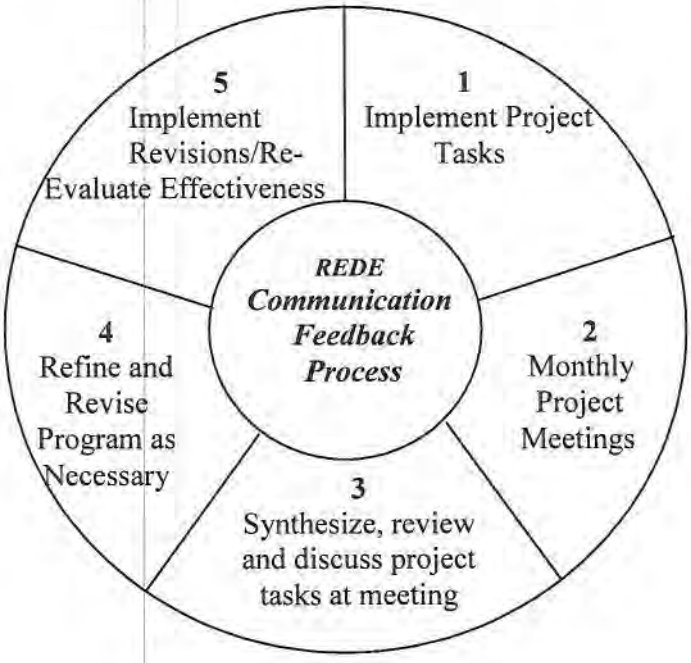
Colorado Student Assessment Program (CSAP) – Statewide standards-based assessment program measuring proficiency in content areas. REDE will gather the math and science scores to determine progress and growth on a year-over-year basis for ELs in participants' classrooms.

Each of these quantitative measures is linked to one or more of the REDE Performance Objectives along with relevant qualitative content. Table 7 summarizes the key tools pertaining to each objective along with a summary of the quantitative and qualitative data and documentation obtained. In addition, during the Spring semester of each year the external evaluator will interview all participants adhering to a semi-structured format to gather annual feedback from project participants relative to several key program aspects: 1) quality of course instruction; 2) relevance of course content and experiences to classroom contexts; 3) quality of program mentoring and advising; and 4) perceived areas for program improvement. Results from the tools identified in Tables 6 and 7 will provide Project staff with periodic feedback from participants in their growth towards increasing their knowledge/skills to meet the performance objectives. This information will be analyzed and summarized into periodic progress reports and used for ongoing program improvements. An Annual "summative report" will be generated as well as a final 5-year "final evaluation" report. Interim and Annual reports will be submitted as required.

Table 7: Project Evaluation Tools, Data and Documentation

Performance Objective	*Primary Evaluative Tools*	*Quantitative Data*	*Qualitative Documentation*
1.1	Participant/Mentor Roster	40 Parts/4 Mentors	Participant Applications/Qualifications of Mentors
	13 course completion sequence	Course Grades/Eval Rubric scores	Course Evaluation Comments; Annual Feedback
1.2	Placement Data ***(GPRA 1.5/1.6)***	Number of Participants Placed	Details of Placements/Educational Settings
2.1	QTI Likert Scores (1-5)	ANCOVA Statistical Analysis	Participant narrative comments from QTI
2.2	Comp Portfolio Scoring Rubric	T-Test Analysis of Raw scores	Narrative reflections for five Comps sections
2.3	Diff vs Dis Research Project	Research Paper Grade	Submitted Research Project
	Assessment Benchmark Rubric	Rubric Likert Scale scores (1-3)	Assessment Benchmark Assignments Write-ups
2.4	Intervention Observation Rubric	Likert Scale scores (1-5)	ESL Math/Science Lessons/Observations
3.1	Intervention Observation Rubric	Rubric scores for each obsr (1-5)	Generated ESL lessons using each intervention
3.2	UDL Observation Rubric	Mean rubric scores for 5 obsr.	Generated ESL lesson plans illustrating UDL
3.3	AIMSweb; CSAP Scores	Trend Anlaysis of scores	Visual charts depicting ELs' achievement progress
4.1	Co-Teaching Rubric/Log	Rubric scores (1-5)/Recorded hours	Log/Narrative reflection of completion of 25 hrs
4.2	PLC Collab. Benchmark Rubric	Rubric Likert Scale scores (1-3)	PLC Collaboration Model write-up
	Parent-Comm. Benchmark Rubric	Rubric Likert Scale scores (1-3)	Parent-Community Model write-up

(d)(3) Adequacy of Procedures for Ensuring Feedback and Periodic Progress Assessment



Looping Communication Process: As shown in above Figure, to facilitate continuous Program improvements staff will meet monthly to discuss and monitor progress; current issues; and upcoming program tasks, events, courses, advising needs, etc. During these progress meetings, issues and concerns will be shared along with discussion of potential needed adjustments. Feedback provided by the consortium partners and participants will also be obtained through end of semester meetings conducted throughout the duration of REDE, in which staff and partner members share and discuss progress, issues or supports that arise as they progress from semester to semester throughout the five-year Program. Also, during each project year, participants will be provided a forum (e.g., course evaluations; annual participant interviews) to share feedback about the performance objectives, fieldwork, and mentor observations, as well as issues, concerns and potential adjustments necessary to best meet their REDE needs. The Program Staff

will follow the above feedback loop for gathering formative information, monitoring progress, and making REDE adjustments based on both the quantitative and qualitative data.

Rubric likert data and annual CSAP scores will be analyzed using Correlational, ANCOVA and T-Test statistical procedures (pre-post-post). AIMSweb data scores are obtained more frequently and will be analyzed statistically using Trend Analysis procedures. The rubric scores for the Benchmark Assignments and the Comprehensive Portfolio will be tabulated and summarized providing summative quantitative feedback to the Program Staff to inform decision-making on a semester and annual basis. The three QTI scores along with the numerous classroom lesson observation rubric scores will be tabulated and correlated with the Benchmarks, AIMSweb, CSAP and Comprehensive Exam scores. Qualitative observation notes, meeting minutes, participant interviews will be summarized and used to interpret and provide context to quantitative rubric, progress monitoring and annual assessment scores.

Therefore, the REDE evaluation facilitates implementation of procedures to maintain continuous project improvement and monitor progress remaining within budget resulting from:

1. Goals and objectives have been carefully planned and entered into the management plan;
3. Evaluation includes use of several quantitative devices including the QTI and various rubrics;
3. Evaluation Plan was carefully designed during the development of this Project to provide formative, continuous feedback to project staff and consortium partners in a timely manner;
4. Project meetings are designed to be held monthly and near the end of each semester;
5. EL achievement scores are gathered and used in Project discussions and adjustments; and,
6. All participants will be interviewed annually and receive a follow-up survey three years after graduation to assess longer term effects of REDE on teaching and job placement.