# U.S. Department of Education

**Washington, D.C. 20202-5335**

# APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**
**CFDA # 84.365Z**
**PR/Award # T365Z110042**
**Grants.gov Tracking#: GRANT10863660**

Closing Date: MAY 09, 2011

## PROJECT ABSTRACT

**Name of the IHE:** Edgewood College, Madison, Wisconsin

**Title of the Program:** Online Professional Development and Certification Program to Improve Academic Achievement of ELLs in Rural Wisconsin, Integrating STEM Approaches, IHE Curricula, and a Web-Based ESL Resource Agency

**Consortia Partners:** Four rural Cooperative Education Service Agencies (CESA 2, 4, 5, 11) and their associated Local Education Agencies (LEAs); Madison Metropolitan School District (MMSD), Wisconsin Department of Instruction (WDPI), World Class Instructional Design and Assessment (WIDA)

**Grant Priorities Addressed:** Competitive Priority 2 – enabling more data-based decision making; Competitive Priority 3 – promoting STEM education; Invitational Priority 1 – improving achievement and high school graduation rates in rural LEAs; Invitation Priority 2 – improving preparation of all teachers to better serve English learners.

**GPRA Measures Targeted:**

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| GPRA 1.5 | N/A | N/A | 4 | 8 | 13 |
| GPRA 1.6 | N/A | 80 | 90 | 100 | 100 |

**Project Description:** The Project has four goals with outcomes that directly correspond to the aims of the grant priorities.

**Goal One: Increase the number of rural Wisconsin K-12 teachers who can provide effective instructional practices consistent with STEM approaches for ELL students.**

Edgewood College has established partnerships with four rural CESA districts in Wisconsin. The organization of school districts in Wisconsin is such that the legislature recognizes the need for a service unit between the school district and the state superintendent. The cooperative educational service agencies are designed to serve educational needs in all areas of Wisconsin by serving as a link both between school districts, and between school districts and the state. There are twelve (12) CESA districts in the state, each of which provide leadership, coordination, and education services to school districts.

Nearly half (46 percent) of all ELL students are spread across 302 small or rural school districts in Wisconsin which have populations too small to qualify for categorical aid funding from the state. Of the approximate 26,000 ELLs in rural Wisconsin, more than half (13,556) reside in the four CESA districts we have chosen to partner with.

Under a current National Professional Development (NPD) grant, Edgewood College has developed and now offers a highly effective professional development series called, 'Connecting Teachers of English Language Learners' (CTELL), that has directly contributed to improved instructional practices of Madison area secondary content teachers and is associated with higher achievement gains for ELLs. Between 2008-2011, ninety-one (91) teachers from MMSD have participated in the program. During the same short period, ELL proficient scores on the state

## INVITATIONAL PRIORITIES

Edgewood College is the lead applicant and fiscal agent for this National Professional Development (NPD) proposal in partnership with four Wisconsin Cooperative Education Service Agencies (CESAs) and their associated rural local education agencies (LEAs), the Wisconsin Department of Public Instruction (WDPI), Madison Metropolitan School District (MMSD), and World Class Instructional Design and Assessment (WIDA), a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners (ELLs). This proposal addresses the following NPD program priorities. The priorities correspond to the order of our grant goals.

**Invitational Priority 1: Improving Achievement and High School Graduation Rates in Rural LEAs.** In the past ten years, the percentage of ELLs has doubled in Wisconsin and, according to a 2010/11 Policy Brief published by Wisconsin Council on Children and Families; 'English Language Learners in Wisconsin Rural Schools', nearly half (46 percent) of all ELL students are spread across 302 small or rural school districts in Wisconsin which have populations too small to qualify for categorical aid funding from the state. Many rural administrators and general education teachers have not historically needed skills related to teaching ELLs and are unlikely to have the research-based information and strategies necessary to instruct and evaluate these new students, leading to significant academic achievement gaps and dropout rates. Information from the same policy brief indicate that ELL students are 50% more likely to drop out of rural schools than non ELL students and they are less likely to graduate from high school (79% vs. 90%). Furthermore, professional development (PD) opportunities for rural teachers are limited, often inaccessible and financially prohibitive with the decline in state education budgets.

In response to these urgent needs, the grant proposal aims to accelerate learning and promote improved high school graduation rates for ELL students in rural districts. Currently, Edgewood College, under support from the existing OELA grant, offers a highly effective, 6 graduate credit, PD series called, 'Connecting Teachers of English Language Learners (CTELL), that has directly contributed to improved instructional practices of Madison area secondary content teachers and is associated with higher achievement gains for ELLs. Between 2008-2011, ninety-one teachers from MMSD have participated in the program. During the same short period, Wisconsin Knowledge and Content Exam (WKCE) proficient scores for ELLs in 10th grade have increased by 11% in Reading and 10% in Math. The program is currently delivered to local Madison area school districts in a hybrid fashion with 60% of instruction being face to face and the other 40% online. Demand is high; the number of program completers is more than twice what was targeted in the grant. To capitalize on these achievements, the project, under this new grant proposal, aims to expand the impact of CTELL professional development to rural educators. Through partnerships with rural CESA districts, Edgewood will develop an accessible, online version of CTELL for both elementary and secondary rural K-12 content teachers that will address the unique contextual and instructional needs for ELLs in rural regions ("CTELL-Online"). Of the approximate 26,000 ELLs in rural Wisconsin, 13,556 reside in the four CESA districts we have chosen to partner with.

Furthermore, the current CTELL program is beneficially designed so that participants can apply the 6-credit PD series towards a full, similarly effective, face-to-face ESL/bilingual licensing program. In order for this advantageous element of CTELL to exist for rural educators, Edgewood College additionally proposes in the grant to develop a full *online* ESL/bilingual certification program to meet the needs of isolated rural educators and school districts.

**Competitive Priority 3. Promoting STEM Education.** In his welcoming remarks at the WI STEM Summit (2010), Tony Evers, State Superintendent, claimed that STEM-related job openings in Wisconsin will more than double between 2008 and 2018, and that in the 21st century all careers will require some facility with STEM. The grant partners have included the promotion of STEM education as a priority based partially on the WKCE results of students in grade 10 Math, which show disparities of 76% of Non-ELL students scoring advanced or proficient compared to 37% of ELLs. The same is true for 10th Grade Science where 76% of Non-ELLs scored advanced or proficient compared to 27% of ELLs. Recent information from a Univ of WI Research Brief shows that only 17.2% of Science and Engineering bachelor degrees in Wisconsin are awarded to students from under-represented populations, with lesser figures specific to ELLs.

For purposes of clarity, grant partners define STEM education in the following way. Although the acronym stands for Science, Technology, Engineering, and Math, the grant makes a distinction between the subjects of STEM and STEM approaches associated with STEM education. We believe that STEM approaches when combined with best practices in ELL instruction, is very promising for improving the performance of ELL students and likely to increase their involvement with STEM subjects. STEM education aims to revolutionize the teaching of subject areas such as, but not limited to, math and science by integrating technology and engineering into regular curriculum. STEM education encourages curriculum that is driven by authentic problem solving, discovery, exploratory learning, innovation, and creativity. By adopting a STEM philosophy, educators are attempting to transform the traditional approach of treating subjects as separate entities into an understanding of the integral nature and role subjects play in students' ability to innovatively solve problems, create solutions, and communicate

discoveries. The grant proposal, therefore, makes a distinction between STEM subjects and STEM approaches that involve a particular philosophy of teaching and learning.

The proposed grant project aims to promote pre-service and in-service teacher preparation for ELLs in STEM education at Institutes of Higher Education (IHEs) as well as LEAs by 1) developing and piloting IHE curricular materials for teacher preparation courses that integrate STEM approaches and align with English language proficiency (ELP) standards, and 2) incorporating STEM approaches aligned with ELP standards into our current CTELL program as well as the proposed CTELL Online program for rural educators.

**Invitational Priority 2: Improving Preparation of All Teachers to Better Serve English Learners.** Unlike for special education, Wisconsin law requires no training for the instruction of ELL students, even though the proportion of culturally and linguistically diverse students is much higher than that of students with disabilities. A Government Accountability Office (GAO, 2009) study found that administrators of teacher preparation programs don't apply stiffer requirements for teachers to be trained to work with ELLs mainly because their state standards don't require it. Surveys by National Center for Education Statistics (NCES, 2001) indicate that nationwide only about 3 percent of all teachers of ELLs (ie. any teacher with at least one ELL in his/her classroom) have received formal preparation and certification and only 12.5 percent of all teachers nationwide have had a day or more of professional development related to ELLs in the past three years. Furthermore, according to a 2010/11 Policy Brief by Wisconsin Council on Children and Families, the largest producers of new teachers in Wisconsin – the University of Wisconsin System – does not require courses specific to teaching ELL students in its general education degree.

The School of Education at Edgewood College currently does require, as part of its Core licensing sequence for ***all*** pre-service teachers, a full designated course, ED 307 "Teaching ELLs in the General Education Classroom," which specifically prepares pre-service teachers to work with culturally and linguistically diverse students. The advanced foresight of this requirement, uniquely positions the College to assume a leadership role for improving IHE teacher education programs in WI to better prepare ***all*** candidates in this field. The proposed grant aims to accomplish this by 1) partnering with WIDA to develop and pilot curricular materials through IHE faculty that improve the preparation of all candidates to better serve ELLs and that align with both state content standards and ELP standards, 2) providing IHE faculty trainings on the developed curricular resources, and 3) partnering with WDPI, WIDA, and other Wisconsin IHEs on a statewide level to, a) determine effective IHE practices that are currently preparing ***all*** teachers to better serve ELLs, and b) provide scholarly recommendations that will lead to improved preparation in these areas for Wisconsin educators in the future.

**Competitive Priority 2: Enabling More Data-Based Decision-Making.** Currently, Wisconsin does not have a statewide clearinghouse for data and research-based resources and professional development opportunities that promote the academic achievement of ELLs. Individual educators, schools and districts, especially in the rural areas, find themselves continually reinventing the wheel and turning to other states for advice on ELL programming and instruction. Therefore, the grant proposal aims to establish a project that is designed to collect high-quality, research based resources to be used for decision-making purposes that lead to improved instructional practices, policies, and ELL student outcomes throughout the state. By partnering with WDPI, state education affiliates, and experts in the field, the project aims to

establish a web-based ESL clearinghouse for PK-Adult research based resources and professional development opportunities that address the specific needs of Wisconsin educators.

## A. QUALITY OF THE PROGRAM DESIGN

### A.1. Extent to which goals, objectives and outcomes are clearly specified and measurable

The proposed project design is built around four distinct goals that align with the OELA priorities described above. Table 1 indicates the outcomes and GPRA measures that align with each goal and its accompanying objectives. Immediately following this table are the program components to be implemented in pursuit of the goals and objectives.

| **Table 1: Alignment of Project Goals & Objectives to Outcomes & GPRA Measures** | |
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| **Goal 1** | ***Increase the number of rural K-12 teachers who can provide effective instructional practices consistent with STEM approaches for ELL students, through completion of the CTELL Online professional development program***<br>• **Objective 1.1:** To establish partnerships with four rural Wisconsin CESAs to promote the CTELL Online Program and begin serving educators in Summer 2012.<br>• **Objective 1.2:** By the end of Year 5, at least 170 K-12 rural teachers have completed professional development through CTELL Online within the 4 original CESA partnerships plus an expansion into two further CESA districts in Year 3.<br>• **Objective 1.3:** By the end of Year 5, at least 200 K-12 teachers in local Madison area school districts have completed professional development through the CTELL hybrid program. |
| **Goal 1** | Significant improvement in effective instruction for ELLs, indicated by 370 in- |

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| **Outcomes** | service completers who appropriated effective ELL teaching and curriculum design principles consistent with STEM approaches for ELL students. **GPRA 1.6** |
| **Goal 2** | ***Increase the opportunity for K-12 content area teachers to obtain ESL or bilingual licensure through an online certification program***<br>• **Objective 2.1:** By the end of Year 2, all current ESL and bilingual licensing coursework at Edgewood College will be available for delivery online<br>• **Objective 2.2:** By the end of Year 5, twenty-five K-12 teachers will complete ESL or bilingual teacher licensing online at the graduate level. |
| **Goal 2 Outcome** | Increased number of K-12 ESL/bilingual licensed teachers, as indicated by 25 in-service teachers becoming highly qualified, ESL/bilingual certified teachers. **GPRA 1.5 and 1.6** |
| **Goal 3** | ***Partner with WIDA to develop and pilot materials consistent with STEM approaches for IHEs that support the preparation of all teacher candidates to promote academic achievement for ELLs throughout Wisconsin***<br>• **Objective 3.1:** By the end of Year 1, Edgewood faculty will partner with WIDA to develop materials for use in IHEs that promote educational equity and academic achievement for ELLs<br>• **Objective 3.2:** By the end of Year 2, at least six (6) Edgewood faculty will receive training (Year 1), pilot new curricular materials, and fully integrate them into the teacher education program (Year 2)<br>• **Objective 3.3:** By the end of Year 3, Edgewood will hold a statewide conference convening WDPI and IHE faculty in teacher education programs |

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|---|---|
| | to determine state needs, current practices, and recommendations for improving preparation of teachers working with ELLs |
| **Goal 3 Outcome** | Significant increase in preparation for ***all*** pre-service teachers' ability to provide effective ELL instructional practices indicated by a) IHE curricular development b) 6 faculty piloting and implementing materials, c) statewide IHE recommendations on practices for preparing pre-service teachers to work with ELLs. |
| **Goal 4** | ***Develop the Wisconsin Alliance for Cultural and Linguistic Diversity (WISACALD) to provide statewide assistance to PK-Adult teachers and administrators serving culturally and linguistically diverse students***<br>• **Objective 4.1:** By the end of Year 1, an advisory board consisting of members from the grant partnerships (CESAs, WDPI, WIDA), and other PK-Adult stakeholders, will meet quarterly to develop a statewide service agency called WISACALD.<br>• **Objective 4.2:** By the end of Year 2 and onward, WISACALD will establish and maintain a web-based clearinghouse of resources and professional development services that specifically assist Wisconsin educators with developing effective learning environments for English language learners. |
| **Goal 4 Outcome** | Collaboration amongst grant partnerships, WDPI, other IHEs and experts in the field; resulting in the creation of a statewide ESL service agency that will provide educators with research-based resources and professional development opportunities specific to Wisconsin |

**PROGRAM DESIGN GOAL 1:** "Connecting Teachers of English Language Learners Online" (CTELL Online) is a ten-week, 6 graduate credit, PD program that aims to address the academic progress of K-12 ELL students throughout rural Wisconsin. An emphasis on STEM educational approaches as they align to state content and ELP standards runs throughout the program. Groups of rural educators, preferably teams within the same school, will collaboratively engage in an online PD opportunity that addresses instructional practices, curriculum design, and assessment for culturally and linguistically diverse students. A highly effective and heavily demanded version of CTELL already exists at Edgewood College for local area content teachers in a hybrid format. The expansion of CTELL through online delivery will make this PD opportunity accessible to educators in rural districts throughout Wisconsin. Regional cohorts of teachers established through partnerships with rural CESA districts will commit to a two-semester Edgewood College course sequence that includes the following:

- A three credit graduate level Summer Institute comprised of an initial face-to-face regional orientation with 4 additional weeks of coursework online.
- A three credit graduate level fall semester course comprised of an initial face-to-face regional orientation with 4 additional weeks of coursework online.

***CTELL-Online Summer Course:*** The first course includes a one-day face-to-face regional orientation, taught by Edgewood faculty and hosted by the local CESA district, that serves as both a program launching point and a community-building experience for teacher cohorts prior to continuing their online experience. The course is divided into two sections; one for elementary teachers and the other for secondary teachers. During the orientation educators will:

- Review course syllabi and hold beginning discussions on pre-course reading packet

- Engage with in-depth technology training for successful involvement with online course components; online portfolio, collaborative wiki discussions on key readings, creating blogs, and uploading videos, powerpoints, links etc.
- Participate in community and team-building activities that will support further collaborative work in CTELL online environments
- Complete an ESL Awareness Index for baseline data evaluation purposes

The remaining online portion of the summer course includes four weekly curricular modules that are differentiated for elementary and secondary educators and aligned with the National Council for Accreditation of Teacher Education (NCATE) Teachers of English to Speakers of Other Languages (TESOL) Standards as well as the Seven Wisconsin ESL/Bilingual Teacher Standards and their accompanying knowledge, skills, and dispositions. Through course readings and assignments educators will:

- Learn about the contextual history and demographic trends of immigration in the U.S.
- Explore sociolinguistic aspects and social capital of bilingual students and compare surface and deep cultural norms (of both themselves and their students)
- Develop and use strategies that promote culturally responsive literacy and discourse practices relevant to STEM subjects and approaches
- Implement school and classroom practices that encourage culturally and linguistically diverse students and engage bilingual families

***CTELL-Online Fall Course:*** The second course includes a one-day face-to-face session, taught by Edgewood faculty and hosted at the local CESA district, and four ensuing online curricular modules. The initial face-to-face session provides initial course instruction and further technology training for program use plus advice on how to integrate this technology into K-12

classroom practices, and serves as a continued networking experience for rural teachers prior to the online portion of their course.

The additional online curricular modules are again differentiated for cohorts of elementary and secondary teachers. This time however, secondary curricular modules are *further* divided into specific content areas for teachers of Math, Science, Social Studies, and English Language Arts; leading to 5 specific content area classes (1 elementary and 4 secondary; math, science, social studies, language arts). Each class will be designed and taught by an Edgewood faculty member.

Online curricular modules for each class are designed to, a) develop teacher knowledge of STEM approaches and supportive instructional practices for ELLs, b) provide a structure for teachers to apply what they have learned, and c) reflect on the effectiveness of their changed practice in relationship to student achievement. Each module includes both individual and collaborative key assignments that support the design purpose and which can be uploaded onto an online candidate portfolio for future reference as well as for program evaluation purposes. In addition, the online portfolios will house cumulative program resources and will remain with the candidate once the program is complete.

Curricular modules are aligned with the Seven Wisconsin ESL/Bilingual Teacher Standards, WIDA ELP standards, plus Common Core Standards for Math and English and the Wisconsin Model Academic Standards for Science and Social Studies. Instruction in STEM awareness and approaches will be integrated into curricular modules. Through course readings and practical assignments, educators will:

- Explore language learning and the language structures and vocabulary specific to their academic content area/s

- Develop content specific curriculum that aligns with ELP standards and integrates STEM approaches
- Implement research based instructional practices that support ELL academic achievement and encourage STEM approaches
- Identify assessment issues and uses that inform instructional practices for ELLs

**Specific responsibilities and contributions of the IHE and its partners in planning, implementing, and evaluating the project:** The ultimate success of the project will require substantial and sustained support from rural CESA districts. Partnerships between Edgewood and CESA Districts 2, 4, 5, and 11 have been established to design and plan an effective professional development project. CESA representatives understand the unique instructional needs, demographics, and programmatic challenges their individual regions face in alleviating barriers to academic achievement for ELL students. Their input in program design, curriculum development, hosting of regional face-to-face orientations, and assessment of curricular modules for program impact in rural areas, is crucial throughout the grant period.

CESA partners strongly indicated that ongoing support from rural administrators would be key to program success. As part of the program design, starting in the Summer of 2011, each CESA Director will announce the CTELL Online program and grant partnership to all of its regional district superintendents during one of their monthly Professional Advisory Committee (PAC) meetings. In turn, the superintendents will communicate their support of the program to district principals who will inform area teachers about the PD opportunity. Furthermore, the initial face-to-face sessions for the summer and fall courses will include a much needed and uniquely designed two (2) hour PD opportunity for district administrators that specifically addresses instructional practices, policies, and program needs for ELLs.

An Online Curricular Module Council (OCMC) comprised of the Project Coordinator, current CTELL faculty, CESA representatives, Edgewood's Director of Online Faculty Development, and a STEM curriculum expert from the Madison School District, will design each of the 7 (2 Summer – elem/sec, 5 Fall – elem and 4 content specific secondary) online curricular modules plus the administrator workshop during the planning phase of the grant period (Fall 2011-Spring 2012). Members of the OCMC will support curriculum development by providing input on the integration of STEM approaches, alignment with ELP standards, and appropriate contexts and needs for rural educators. Upon completion of each CTELL cohort, the OCMC and External Evaluator will assess the effectiveness of each module by reviewing data showing impact on improved instructional practice, through online portfolios, surveys, and exit interviews (see Evaluation section) in order to make informed and appropriate improvements to the program.

To summarize, CESA representatives will have the following specific roles; 1) provide on-going input for the development and assessment of curricular modules at OCMC meetings, 2) support marketing and recruitment of rural educators through PAC meetings with regional superintendents, 3) support hosting of initial face-to-face class sessions, 4) provide support regarding program inquiries made at CESA offices, and 5) assist in program evaluation regarding impact in rural districts and suggestions for improvement. Each CESA district will receive $5,000 per funded grant year for their services and involvement.

STEM representatives will be responsible for attending OCMC meetings to provide input on STEM subjects and integrating STEM approaches and practices into CTELL curricular modules. The Director of Online Faculty Development at Edgewood will be responsible for, 1) providing professional development for CTELL faculty in online course design and delivery and,

2) supporting the development and assessment of online curricular modules at OCMC meetings. Edgewood's CTELL Faculty will be responsible for, 1) participating in online faculty development, 2) developing online curricular modules, 3) teaching online courses to CTELL participants, and 4) evaluating CTELL Online courses for overall program improvement during OCMC meetings. The External Evaluator will be responsible for, 1) assisting in the development of key assignments and evaluative questions for surveys and exit interviews, 2) analyzing and sharing data at the OCMC meetings for program improvement.

By the end of Year Three, two additional CESA partnerships will be established and involved in cohort recruitment, program implementation, and evaluation processes.

**PROGRAM DESIGN - GOAL 2:** As part of our effort to increase the number of certified ESL/bilingual elementary and secondary teachers in rural Wisconsin, this project will enable participants who have completed the Online CTELL Program to opt to ***continue*** coursework ***online*** leading to an add-on WDPI ESL or bilingual education license. Participants may apply the six graduate credits they obtained through CTELL toward a graduate level add-on ESL/bilingual licensing program at Edgewood College. Edgewood currently offers a high quality face-to-face licensing program and proposes, through the grant application, to develop the full ESL/bilingual certification program online. The grant will support efforts in Years 1 and 2 to develop 7 additional courses within our certification program to an online format and will provide tuition support for licensing candidates throughout the grant period. All teacher certification programs at Edgewood College adhere to a transitionally structured assessment system (see Evaluation section), align with the Wisconsin State Teacher Standards, are approved by WDPI, and accredited by NCATE.

**Specific responsibilities of the IHE and its partners in planning, implementing, and evaluating the project:** Edgewood College has recently made substantial investments towards its capacity for online program delivery by, 1) purchasing the latest Blackboard 9.1 course management system, 2) contracting with Foliotek for e-portfolio work and program assessment, 3) hiring two new full time positions; Director of Online Learning and Director of Online Faculty Development with substantial experience in online programming, 4) creating a solid business and implementation plan that ensures for online coursework to maintain the same high quality standards and rigor that Edgewood College is known for.

As part of the program design, all faculty who are either developing or shifting their course to an online format for CTELL or the ESL/bilingual licensing program will work directly with the Director of Online Learning and the Director of Online Faculty Development at Edgewood. Instructors will receive ongoing, individual training and financial stipends to develop or transfer their course to an online format ensuring for high quality pedagogical practices, student retention, and attainment of learning outcomes. Initial trainings and course development in Years 1 and 2 will be funded through the grant and Edgewood College will fund the ongoing and required online faculty development for the remaining grant period. The institution will provide instructors with an online course template, online portfolio assessment structure, and an online course assessment system administered by the Director of Online Learning. By the end of Year 2, all licensing courses will be made available online.

To further promote the increase of high quality ESL/bilingual educators in rural Wisconsin, Edgewood College, if awarded, will substantially reduce the current tuition cost per course from $2,157, to $600 per course for CTELL and $1,200 per course for the remaining licensing coursework (any annual percentage increases will be comparable to overall tuition

increases). Courses are three credits each and the rates will apply to *all* candidates in our licensing program. Four additional courses are required for ESL licensure (beyond CTELL) and five courses are required for bilingual licensing (beyond CTELL). Tuition for program participants will be funded through the grant and the reduced tuition costs will allow for, 1) more funded participant enrollment, and 2) additional grant money to be used for PD stipends specific to rural CTELL completers. All CESA participants will receive $200 for their time and travel expenses to regional face-to-face orientations upon completion of each CTELL course. Table 2 below, shows program progression from CTELL to license completion plus timelines for online program development along with grant funded tuition rates and stipends.

**Table 2: Program Progression**

| Program | ESL/Bilingual Licensing Course Title and Number of Developed Sections | | Year Online | Funded Tuition | Rural Stipend |
|---|---|---|---|---|---|
| CTELL | Paradigms of ESL/Bilingual Education (2) | | Year 1 | $600 | $200 |
| | Language Acquisition in Content Areas (5) | | Year 1 | $600 | $200 |
| ESL/Bilingual Licensing | Applied Linguistics for ELL Teachers (1) | | Year 1 | $1200 | |
| | ESL/Bilingual Program Development (1) | | Year 1 | $1200 | |
| | ESL License ↓ | Bilingual License ↓ | | | |
| | ESL Curr & Assmt(1) | Bilgual Curr & Assmt(1) | Year 1 | $1200 | |
| | | Bilteracy Devlpmnt (1) | Year 2 | $1200 | |
| | ESL Field Exp (1) | Bilingual Field Exp (1) | Year 2 | $1200 | |

Partnerships with CESA representatives will allow us to identify and employ highly qualified Teacher Supervisors within each region to assist with the on-site field experience and

evaluation components of the licensing program. The State of Wisconsin requires all cooperating teachers to complete a supervision course (available online) and Edgewood College provides training and faculty development for Teacher Supervisors involved in its program.

**PROGRAM DESIGN - GOAL 3:** In preparation for the grant proposal, Edgewood College established a partnership with WIDA to develop long-range goals that will lead to the design, piloting, and implementation of pre-service teacher preparation materials that improve instructional practices for teaching ELLs. Grounded in WIDA's guiding principles of language development and aligned with state content and ELP standards, the materials aim to provide IHE faculty with instructional resources that promote the preparation of *all* teachers to provide equitable education for ELLs in, 1) STEM subjects and, 2) general education classrooms. The materials will be developed through WIDA and the grant project will support faculty training and stipends for piloting the materials in ED 307 "Teaching ELLs in the General Education Classroom" as well as in Math and Science method courses for elementary and secondary pre-service teachers. Once piloted, the School of Education (SoE) at Edgewood College will implement class units and key assignments as appropriate based on the developed curricular resources and align these with required components of its portfolio assessment system; thus reforming its practice of preparing teachers to work with ELLs.

In addition, during Year 3, Edgewood will convene a statewide conference for IHE teacher education faculty and WDPI to develop an initiative for improving the preparation of ***all*** Wisconsin pre-service teachers to work with ELLs. Edgewood faculty will share findings from the pilot project at this time and curricular materials will become available for a national audience through WIDA. WIDA ELP Standards have recently been found to strongly associate

with the content expectations of the Common Core State Standards in Math and English Language Arts.

**Specific responsibilities of the IHE and its partners in planning, implementing, and evaluating the project:** Beginning in Summer 2011 a design committee consisting of Edgewood faculty, a STEM curricular expert and ESL support teachers from MMSD plus the External Evaluator will form and work strategically with WIDA personnel to plan activities that will achieve the project goal and objectives. During planning in Year 1, the committee will develop IHE curricular materials and design a pilot project, with support from the External Evaluator, to identify core data for assessing the materials and impact on student preparation (see Evaluation section). The curricular materials will address topics that include but are not limited to: 1) ELL demographics and policy; 2) culturally relevant pedagogy, 3) academic language development and an overview of WIDA ELP Standards as they apply to instructional supports for ELLs; 4) Literacy, lesson planning, and instructional strategies for ELLs consistent with STEM approaches for Math and Science method courses; 5) Assessment literacy that enables teachers to better interpret and apply assessment results for improved instruction for ELLs. Upon completion of curricular development in Year 1, appropriate Edgewood faculty will receive training on the materials.

In Year 2, Edgewood faculty will begin piloting the curricular materials. Quarterly faculty forums will take place during which time the instructors will meet with members from the original design team to discuss findings regarding assessments of core data. Recommendations for curricular improvements will be documented and implemented at these times.

In Year 3, Edgewood College will partner with WDPI's Division for Academic Excellence; Teacher Education, Professional Development and Licensing office to hold a statewide dialogue

to determine how current Wisconsin IHEs are preparing ***all*** teachers to advance the academic achievement of and provide equitable education for ELLs. To establish an initiative in this area, teacher educators from around the state will convene to share perceived needs, current practices, and future recommendations for the state in this area. During the conference, Edgewood faculty will present on their findings and recommendations from the curricular pilot project and the resource materials will made available through WIDA. Following the conference, the Project Coordinator will assemble the input gathered from IHEs and create a report to the state summarizing the identified needs, current practices, and recommendations. This report will be housed on the WISACALD website (see Goal 4) and an IHE strand will be established. In Years 4 and 5, the grant will fund the development of a specific IHE strand on WISACALD that adds such components as further research based resources, an electronic forum, and PD announcements.

**PROGRAM DESIGN - GOAL 4:** Due to the historic nature of local public school authority, declining education budgets, and limited WDPI staff, Wisconsin does not currently have a statewide clearinghouse for research based resources and professional development opportunities that address the specific needs of Wisconsin's educators. To fill this detrimental gap, the project will establish the beginnings of a web-based clearinghouse of research-based resources and professional development services that will specifically assist Wisconsin educators with developing effective learning environments for ELLs based on data driven evidence. The web-based agency will be used by LEA administrators and teachers, WDPI, and IHE faculty, to support informed decision-making in regard to ELL practices, policies, and student outcomes in PK-Adult levels. In preparation for the grant proposal, a number of prominent stakeholders met

to envision and design a project that would lead to the establishment of a web-based service agency, called the Wisconsin Alliance for Cultural and Linguistic Diversity (WISACALD).

**Specific responsibilities of the IHE and its partners in planning, implementing, and evaluating the project:** In Year 1, established grant partners and stakeholders with expertise in the field from other PK-Adult organizations will meet quarterly to develop the beginning mission, vision, selection criteria, structure, and bylaws of WISACALD. The External Evaluator will assist the committee in developing a progress report evaluation system that will adequately capture the achievements made toward the goal and objectives (see Evaluation section) for each quarter. The Project Assistant will be responsible for collecting progress data and writing the reports. The grant project further supports the establishment of the website through funding the Project Assistant. This person will be responsible, under committee guidance, for developing the service agency website which will, 1) act as a clearinghouse for research based resources that support the development of effective learning environments for ELLs and, 2) as a portal for related PK-Adult professional development events and/or services offered regionally around the state.

During Year 2 and onwards, the website will be made available for statewide use and will be managed by the Project Assistant and WISACALD board. The board will be comprised of members representing WDPI, early childhood, K-12 public schools, adult learning, and IHEs. Each board representative will be charged with providing the Program Assistant with research based materials and services for update and inclusion on the website. Contact information for each board representative will be provided on the website in order for contributions to be received from stakeholders around the state. Approval of website content will be based on a set of pre-determined criteria and selections will be made during quarterly board meetings.

Corresponding updates on the website will follow. Grant supported resources will be added to the website; including links to CTELL registration, resources from administrator workshops, information on WIDA IHE materials, and IHE recommendations for teacher preparation programs. WDPI will provide a link to WISACALD from their website and will inform educators of the existence of the service agency through their list-servs and communications with educators around the state.

During Year 1, the website will act as an independent site with no association to Edgewood College, WDPI, or other affiliate organization. Being aware of the urgent need and undeniable potential of such a site, the board will determine, in Year 2, whether the future structure of WISACALD should remain independent or continue its growth through association with additional support and commitment from Edgewood College or other entity. The support role of the Project Assistant will continue throughout the grant period. At the time of this proposal, WDPI has agreed to explore the possibility of providing continued support to WISACALD through Title III funds.

**A.2. Extent to which proposed projects reflect current research and effective practice**

The established partnerships used research-based models and findings to frame the development of this proposal. The project reflects current research in the design of all components and proposed initiatives.

***A.3.i. Effective Professional Development in STEM Approaches for ELLs***

Research literature indicates that three factors are influential in the achievement and retention of ELLs in STEM education; 1) contextual, 2) cognitive, and 3) cultural. Contextual factors capture how students perceive their surrounding environment, cognitive factors include self-efficacy beliefs, and cultural factors encompass students' ethnic sense of belonging, pride,

and security (Byers-Winston, A. 2008). The summer CTELL course and IHE curricular materials are designed to directly address these factors by a deep focus on culturally relevant pedagogies. Furthermore, the proposal's definition of instructional STEM approaches coincides with the Center for Research on Education, Diversity, and Excellence's (CREDE) five standards for effective research based pedagogy; 1) joint productive activity, 2) language development, 3) contextualization, 4) challenging activities, and 5) instructional conversations. For mainstream students the standards describe the ideal conditions for instruction; but for at-risk students, the standards are vital (Tharp. R 2008). Classrooms that support STEM instructional approaches are highly engaging to students who in other situations might likely feel marginalized. Such classroom practices that are designed to engage students in exploring the potential meanings and functions of their own ideas, and communicating these, resulted in high levels of participation and academic performance by diverse students (Rosebery and Warren, 2009). By integrating STEM approaches into the fall CTELL curricular modules and WIDA IHE materials, we believe the impact of teacher preparation will increase high school graduation rates and academic achievement of ELLs.

### *A.3.ii Effective Online Professional Development and Learning*

Key findings from the U.S. Department of Education; Evaluation of Evidence-Based Practices in Online Learning (Means, B. 2010) support our expansion to online delivery methods by showing that, 1) students in online conditions performed modestly better than those learning the same material in a face-to-face environment, 2) blended and purely online learning conditions implemented within a single study generally result in similar student learning outcomes, 3) online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflections, and 4) instruction combining online and face-to-face

elements had a larger advantage relevant to purely face-to-face instruction. Successful online courses demand students to be active knowledge-generators who assume responsibility for constructing and managing their own learning experience. Further research shows the benefits of engaged learning through established online learning communities (Conrad & Donaldson, 2004); something we are establishing during our initial face-to-face classes.

## B. QUALITY OF PROJECT PERSONNEL

### B.1. Extent to which job applications are encouraged from under-represented groups

Two positions at Edgewood College will be created by this project, a full time ***Project Coordinator*** and a part-time ***Project Assistant***. In accordance with Edgewood's Strategic Diversity Initiative, the Human Resource office has developed hiring guidelines that are an essential component of the College's plan to develop a campus climate of inclusion. The guidelines contribute to the achievement of a tangible goal of having a workforce that is representative of the community we serve. All position searches will follow the hiring guidelines checklist found in the 'Excellence and Inclusion in Hiring Handbook.' In addition, every search committee is required to have one person of color serve during the search process. The Human Resource Office maintains an updated file of applicant documents from people from under-represented groups.

### B.2. Qualifications of the Project Director (in-kind)

The Dean of the School of Education (SoE) at Edgewood College, Dr. Jane Belmore, will serve as the in-kind Project Director. Beyond her role as the SoE Dean and current OELA grant Director (2009-present), Dr. Belmore has had extensive LEA experience as the Assistant Superintendent for MMSD where she supervised Directors of Title I and Title II grants (2000-2005) and Co-Directed a statewide Wallace Foundation Grant for improving urban school

leadership (2006-2009). She will oversee all project implementation, including budgets and supervision of project staff and faculty, to ensure that all project activities are carried out in an effective and timely manner. She is well suited to act as an ambassador for the project with other high level Edgewood faculty and administration and to the community at large.

**B.3. Qualifications of the other key project personnel**

***B.3.i. TESOL Director (in-kind).*** Sheila Hopkins, TESOL Program Director at Edgewood College, directs the ongoing development and management of both ESL and bilingual licensing programs, an institutional Dual Immersion Certificate, and Master programs in both TESOL and Bilingual Education. She assesses all licensing portfolio transition points and certifies that all ESL/bilingual certification requirements have been met. She has served in this capacity for 7 years and was the primary NPD grant writer for the original CTELL program. She is well qualified to advance statewide partnerships with CESAs, WIDA and LEAs as well as facilitate reform efforts in the SoE to ensure that our proposed grant goals are met.

***B.3.ii. Project Coordinator (grant funded).*** This individual will have extensive experience in teacher training with specific expertise in ESL/bilingual teacher training programs. She/he will hold at least a Master's degree in TESOL or related field and have the technology skills and experience necessary for high quality online program development. Strong management and leadership skills are necessary to oversee progress toward project goals. The Project Coordinator will collaborate with the External Evaluator and be responsible for partnership development, CTELL management, facilitation of project councils (OCMC, WISACALD, faculty forums), curriculum development, and overseeing project evaluations and events.

***B.3.iii. Project Assistant (grant funded).*** This individual will have strong communication and organizational skills related to project administrative needs, data collection, and reports. A Bachelor Degree and experience with web design and/or graphic arts is required. Responsibilities include administrative and clerical support to assist the Project Coordinator, event coordination, communication with students, faculty, and grant partners, and designing and managing the WISACALD website.

***B.3.iv. External Evaluator (grant funded).*** This individual will have a strong background in research design, program assessment, and statistical data analysis. Previous experience with designing assessment measures for program evaluation is required, and specific experience with NPD grant projects is preferred. Responsibilities include designing appropriate assessments for specific grant goals and collecting, analyzing, and reporting on data for purposes of program improvements. He/she will assist the Project Coordinator as needed with grant report writing.

***B.3.v. Project Partner Personnel (contractual).*** All project personnel will have extensive experience in working with ELLs and/or STEM education, a strong background in curriculum design and assessment, an understanding of rural environments, and strong leadership skills. Partners will be responsible for identified roles in project objectives and will hold appropriate positions; Director of Title III or Education Consultants from CESA districts, Assistant Director of Curriculum and Instruction from MMSD (STEM), Director of Professional Development and Lead Assessment Trainer from WIDA, and Title III Education Consultant from WDPI. Responsibilities mainly include collaboration on curricular development and assessment plus support with CTELL project coordination for CESA partners.

***B.3.vi. Project Faculty (in-kind).*** All instructors for CTELL and ESL/bilingual licensing courses are required to hold Terminal or Master Degrees in TESOL or a related field. Edgewood College requires instructors who teach online to engage in substantial training for best pedagogical practices in online course development and delivery. A majority of current instructors are adjunct faculty who hold prominent, relevant positions at WIDA, WDPI, or local school districts. This combination of full and part time faculty ensures that our research-based programs prepare teachers for the realities of the classroom.

## C. QUALITY OF THE MANAGEMENT PLAN

### C.1. Adequacy of management plan to achieve objectives on time and within budget

The project management plan described in Table 3 shows how each project objective will be achieved on time and within budget by clearly defining staff responsibilities, timelines and benchmarks for accomplished tasks. Further management plans identifying key evaluation points and timelines are presented in the Evaluation section. Responsible party notations in Table 3 are as follows: TESOL Director (TD), Project Coordinator (PC), Project Assistant (PA), CESA Representatives (CESA), WIDA Representatives (WIDA), Edgewood Faculty (EF), External Evaluator (EE); Online Curricular Module Council (OCMC), Online Faculty Developer (OFD), WISACALD.

| **Table 3: Summary of Project Management Plan, Timelines, & Milestones** | | |
|---|---|---|
| **Timeline** | **Objectives, Milestones, and Responsible Parties** | |
| **Goal 1 w/ Objectives 1.1 - 1.3: CTELL-Online** | | |
| End Yr 1 | PC and PA hired | (PD, TD) |
| | 4 CESA partnerships established | (PC, PA, CESA) |
| | 7 Online Master CTELL modules developed | (EF, OCMC, OFD, PC) |

| | | | |
|---|---|---|---|
| | Online faculty training (ongoing) | (EF, OFD) | |
| End Yr 2 | 30 CTELL Online Completers | (PC, EF, CESA) | **GPRA 1.6** |
| | 50 Local CTELL Completers | (PC, EF) | **GPRA 1.6** |
| End Yr 3 | 40 CTELL Online Completers | (PC, EF, CESA) | **GPRA 1.6** |
| | 50 CTELL Completers | (PC, EF) | **GPRA 1.6** |
| | 2 additional CESA partnerships created | (PC, PA, CESA) | |
| End Yr 4 | 50 CTELL Online Completers | (PC, EF, CESA) | **GPRA 1.6** |
| | 50 CTELL Completers | (PC, EF) | **GPRA 1.6** |
| End Yr 5 | 50 CTELL Online Completers | (PC, EF, CESA) | **GPRA 1.6** |
| | 50 CTELL Completers | (PC, EF) | **GPRA 1.6** |
| | **Goal 2 w/ Objectives 2.1 - 2.2: ESL/Bilingual License Online** | | |
| End Yr 2 | ESL/Bilingual Cert courses developed online | (TD, EF, OFD) | |
| | Online faculty training (ongoing) | (EF, OFD) | |
| | Certification courses offered online | (EF) | |
| End Yr 3 | 4 Online Certification Completers | (EF, TD) | **GPRA 1.5 & 1.6** |
| End Yr 4 | 8 Online Certification Completers | (EF, TD) | **GPRA 1.5 & 1.6** |
| End Yr 5 | 13 Online Certification Completers | (EF, TD) | **GPRA 1.5 & 1.6** |
| | **Goal 3 w/ Objectives 3.1 - 3.3: IHE preparation for all teachers** | | |
| End Yr 1 | WIDA IHE materials developed & integrated into ED 307 and Science and Math method courses | (PC, WIDA, EF, STEM, EE) | |
| | Pilot Project designed | (PC, WIDA, EF, STEM, EE) | |
| | 6 Edgewood faculty trained | (PC, WIDA, EF) | |
| End Yr 2 | WIDA IHE materials piloted and implemented into courses | (EF) | |

| | |
|---|---|
| | Quarterly faculty forums (PC, WIDA, EF, STEM, EE) |
| End Yr 3 | Statewide conference to promote ELL teacher preparation (PC, PA, DPI, WIDA, EF, IHEs)<br>IHE materials available nationally and linked to WISACALD (WIDA,PA)<br>Faculty presentation on pilot project findings/recommendations (EF)<br>IHE recommendations established for the state (DPI, PC, PA, IHEs) |
| End Yr 4 | WISACALD IHE strand (PA, IHEs) |
| End Yr 5 | WISACALD IHE strand (PA, IHEs) |
| **Goal 4 w/ Objectives 4.1 - 4.2: WISACALD** | |
| End Yr 1 | Quarterly WISACALD Advisory Board Meetings (PC, PA, WISACALD)<br>Establishment of WISACALD service agency website (PA) |
| End Yr 2<br>Yr 3, 4, 5 | Maintenance of WISACALD service agency website (PA)<br>Quarterly WISACALD Board Meetings each year (WISACALD, PA) |

**C.2. Extent of time key personnel will adequately devote to meet project objectives**

As shown in Table 3, the Project Coordinator will work 100% time on the project and will focus on the development and ongoing management of all program operations in Goals 1, 3, and 4. The TESOL Director, as part of her current job description, will devote 10% time on ensuring that licensing requirements and procedures are met in Goal 2. The Director of Online Faculty Development, as part of her current job description, will devote 20% time on online course development and faculty trainings. In addition, the licensing program has a full time program advisor/coordinator to assist with student support. The Project Assistant will provide 100% grant-supported time to office and communication support as well as web development for Goal 4. Edgewood ESL/bilingual faculty will be heavily involved upfront with online course

trainings and development with ongoing expectations to teach only 1-2 program courses per year. The College will need to hire an additional 3-4 part time adjunct faculty for CTELL Online. The Project Director will have minimal involvement, mainly to oversee major budgetary decisions and key evaluation points. The External Evaluator will be heavily involved upfront, with 80% grant-supported time spent designing evaluation systems and analyzing data in Year 1 & 2; with 20% ongoing expectations for program review and recommendations.

## D. QUALITY OF THE PROJECT EVALUATION

The project evaluation model consists of both summative and formative evaluations for each project goal based on a comparison of baseline and post-program data. The evaluation design for each goal is summarized in Table 4 and specific methods are described in the following narrative. Responsible party notations are the same as in section C. Project evaluation activities and all data collection within the project will comply with FERPA regulations.

**Table 4: Summary of Project Evaluation Plan**

| Assessment Points | Timeline | Evaluations & Responsible Parties |
|---|---|---|
| **Goal 1 – CTELL Online** | | |
| Curricular Modules | Year 1 | STEM/ELP alignment rubric (OCMC)<br>Effective Online Pedagogy rubric (OFD) |
| LEA Student Outcomes | Year 1 repeat | WIDA Data Trainings (WIDA, CESA, PC)<br>and LEA Data Reports (CESA, PA) |
| Summer CTELL course | Year 2 repeat | Online Assessment Portfolio (EF,PC,OFD)<br>ELL Awareness Index Survey (EE, PC) |
| Fall CTELL course | Year 2 repeat | Online Assessment Portfolio (EF,PC,OFD)<br>ELL Awareness Index Survey (EE, PC) |

| | | |
|---|---|---|
| Administrator Workshop<br>CTELL Completers | Year 2 repeat<br>Year 2 repeat | Workshop Evaluations (PC)<br>Completer Exit Interviews (EE, PC) |
| **Goal 2 – ESL/Bilingual**<br>Online courses developed<br>License Completers | <br>Year 2 repeat<br>Year 3 repeat | <br>Effective Online Pedagogy rubric (OFD)<br>SoE Transitional Assessment System (TD)<br>Edgewood Alumni Survey (EE, PC) |
| **Goal 3 – Prep *all* teachers**<br>Curricular Materials<br><br>Faculty Trainings<br>IHE Conference | <br>Year 1 & 2<br><br>Year 1<br>Year 3 | <br>Curricular Pilot Projects (EE, WIDA, EF, PC) and report for Conference Presentation<br>Training Evaluations (WIDA, PC)<br>IHE Report to the State (PC) |
| **Goal 4 – WISACALD**<br>Web-based Service- Agency developed | <br>Year 2 repeat | <br>Progress Reports (PA, PC)<br>Participant Survey (EE, PC, PA) |
| **Annual NPD Reports** | Annual | GPRA Measures 1.5 and 1.6 |

**D.1 Extent to which methods of evaluation are thorough, feasible, and appropriate to objectives and goals <u>plus</u>**

**D.2. Extent to which evaluation methods use objective performance measures producing quantitative and qualitative data**

Descriptions of the following assessments explain each evaluation method, quantitative and qualitative data produced, and the appropriateness towards its corresponding objective.

**<u>GOAL 1 EVALUATION</u>: (CTELL Online)**

***Curricular Module Rubrics; STEM/ELP Alignment and Effective Online Pedagogy.*** Prior to designing curricular modules, the Director of Online Faculty Development and the STEM curriculum expert will create a set of pre-determined criteria and an accompanying three point scoring rubric in which to assess development and evaluation of curricular modules. A partial list of criteria would contain, 1) inclusion of effective online pedagogy, 2) teacher preparation and awareness of STEM approaches, and 3) ELP/content alignment. Course content will be reviewed by the OCMC and must, when developed, meet qualitative target levels at least 100% of the time based on pre-determined criteria.

***Student Achievement Outcomes.*** It is important for the program to help establish an ongoing comprehensive data picture of ELL students and the possible relationships to this project. Towards this end, during Year 1, the project will fund WIDA Data Analysis Trainings for each CESA district and participating schools that will focus on training educators to collect, analyze, and use student and district data specifically for ELLs. In this way CTELL participants will become data literate. Consequently, educators will have the skills needed to collect and analyze ELL student data which, when shared, will help inform our project. Starting in Year 2 and onging, representatives from each CESA will gather ELL student data from a minimum of six school districts (3 having CTELL participants and 3 not) including scores from WKCE and ACCESS and high school graduation rates. CESA representatives will provide the data to the Project Coordinator and External Evaluator who will summarize it and compare student outcomes from districts participating in CTELL with non-CTELL districts. Data is available for public view on Wisconsin Information Network for Successful Schools (WINSS) website.

***Online Assessment Portfolio.*** The OCMC will use CTELL candidate online portfolios for both process and outcome program evaluation purposes. Portfolio content will be used to

provide formative feedback during program implementation and summative feedback linking program activities with outcomes. The developmental portfolio will include pre-defined, discerning key assignments and accompanying ratings that will be used as evidence toward related program objectives; including increased knowledge of technology and instructional skills that lead to improved academic achievement of ELLs within STEM areas. Both qualitative reflections and quantitative ratings from the portfolios will provide insights into program strengths and limitations and will encourage collaborative data analysis among OCMC members resulting in sound recommendations for program improvement.

***ELL Awareness Index Survey.*** The External Evaluator will design for each CTELL course, a pre/post ELL Awareness Index survey. Likert scale survey questions will be designed to provide learning outcome data on teacher knowledge and implementation of instructional practices for ELLs and STEM initiatives. The data will be quantified by the External Evaluator to assess for an increased awareness of effective instructional practices for ELLs and STEM education. Comparative data will be collected before and after each course, starting with the first cohort in July 2012 and administered annually for analysis. Surveys administered at the end of each CTELL program will identify those completers who are actually providing instructional service to ELLs for GPRA measure 1.6.

***CTELL Exit Interviews.*** Members of the OCMC will use random exit interviews with rural CTELL participants to better understand how their performance is related to intended outcomes of the project. The External Evaluator will assist in designing exit interview questions that focus on program outcomes and that generate concrete examples from participants of observed changes and abilities to improve academic achievement of ELLs in STEM areas within their classrooms. Qualitative results will illuminate program strengths and limitations and will

provide a better understanding of pathways to achieve program outcomes. Data from the interviews will be collected and analyzed by OCMC members.

**GOAL 2 EVALUATION: (ESL/Bilingual License Online)**

***SoE Transitional Assessment System.*** The project will use the established WDPI and NCATE accredited system for monitoring student performance in certain key areas. These areas include Wisconsin PI-34 requirements that all certified candidates *adding* an ESL or bilingual license must successfully complete, (a) all coursework with a 3.0 GPA, (b) the Praxis II – 0361 English to Speakers of Other Languages, (c) a faculty-rated assessment portfolio based on the Seven Wisconsin ESL/Bilingual Teacher Standards, (d) a semester of supervised field experience. The academic TESOL advisor will advise candidates through the program and the TESOL Director will sign off on evidence for each transitional step. Faculty in the SoE review all candidate transitional step applications and determine admission. The final certification step will identify program completers for GPRA measure 1.5.

***Edgewood Alumni Survey.*** Edgewood College currently administers an alumni survey to all graduates in which they assess quality of preparation based on Wisconsin Teacher Standards. The survey will identify program completers who are placed in instructional settings for ELLs for GPRA measure 1.6. The Project Assistant will individually contact non-respondents of the survey to obtain accurate placement information for annual reporting.

**GOAL 3 EVALUATION: (IHE Preparation for all Teachers)**

***Pilot Project Assessment System:*** During Year 1, project faculty, WIDA, and the External Evaluator will design a pilot project that identifies core data and ratings to assess IHE curricular materials. Core data will include, but is not limited to, 1) material accessibility and use, 2) effectiveness in terms of providing pre-service teachers with knowledge in language

acquisition, effective instructional practices for ELLs, and integration of STEM approaches and ELP standards, and 3) enhancement of professional collegiality and dialogue around the practice and provisional nature of the resources. Faculty forums will be held to discuss findings and recommendations for the curricular materials with WIDA and the PC and ratings of core data will be collected at this time. Qualitative data will be analyzed by WIDA, the PC, and faculty to make program improvements.

***IHE Report to the State.*** During Year 3, a statewide conference for WDPI teacher licensing personnel and IHE education faculty will be held to discuss the needs, current practices, and recommendations for improving the preparation of ***all*** pre-service teachers for teaching ELLs in Wisconsin. The quantitative and qualitative data gathered from this conference will be summarized in an IHE report to the state by the Project Coordinator.

**GOAL 4 EVALUATION: (WISACALD)**

***WISACALD Progress Reports.*** During Year 1, the External Evaluator will assist WISACALD with establishing an evaluative progress report design for documenting progress in performance measures that relate to intended project outcomes. Reports will contain quantitative data on 1) how many resource items the website is populated with and 2) the number of user hits. Qualitative data will document challenges and problems encountered in the project including but not limited to, 1) time, staffing and cost requirements, 2) organizational procedures, 3) resource selection criteria, 4) interest from sponsors. WISACALD board members will analyze progress reports during board meetings and address challenges by modifying procedures.

***User Surveys and Website Suggestions.*** Prior to the end of Year 2, the Project Assistant will distribute an electronic survey, developed in collaboration with the external evaluator, to targeted educators inquiring about the usefulness of the website in regard to awareness of

research-based, data-driven resources, accessibility and ease of website functions, and impact on policy and practice. Results from the survey will be analyzed at board meetings and used to determine program improvements. In addition, the website will contain an area for user suggestions that will be collected and analyzed for further program improvements.

**D.3. Extent to which evaluation methods provide performance feedback and progress assessment**

All of the above-mentioned evaluation methods provide performance feedback and progress assessment for both program participants (pre-service and in-service teachers) and for project partners (including CESA representatives, WDPI, WIDA, Edgewood College faculty and grant personnel).

Individual performance feedback for program participants is provided throughout their period of participation, through such components as SoE Transitional Assessment System approvals, pre- and post-ELL Awareness Index measures, and peer and faculty reviews of their Online Assessment Portfolios. All of these are deliberately designed to provide periodic progress assessments to participants.

Ongoing progress measures and feedback for the overall project, as well as for collective program components (CTELL modules, Online Licensing Program, IHE Curricular Materials, and Service Agency Website), are provided throughout the grant period through such components as annual CTELL Exit Interviews, annual Alumni Surveys, annual review of student outcome data, quarterly IHE faculty forums, quarterly WISACALD Progress Reports and annual survey results, and on-going feedback among partner agencies statewide involved in the project.