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NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
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Abstract

Applicant: KU Center for Research, Inc. (KUCR)

Title of Program: TELK-Topeka: Teaching English Learners in Kansas – Topeka

Participants and Partners: KU School of Education (SOE) and Topeka Public Schools [Unified School District (USD) 501].

Project Description: TELK-Topeka, a sustainable professional development (PD) program, will improve the quality of instruction for ELs in Kansas. It will deliver Teaching English to Speakers of Other Languages (TESOL)-endorsement courses to pre-service students at KU, to in-service teachers in USD 501 and will provide professional development to paraeducators in USD 501. The project will facilitate a) redesign of 6 university TESOL courses into a blended format of distance learning and on-campus intensive courses and, b) development of a new series of research-based, interactive professional development workshops for paraeducators.

TELK-Topeka responds to the need for an increase in TESOL-endorsed teachers to meet the demands of greater numbers of language minority students in USD 501. More than 1350 English learners (ELs) are enrolled in USD 501 and, of the entire staff, less than 6% are TESOL endorsed. Additionally, there will be an increase in pre-service teachers who receive ESOL endorsement and paraprofessionals who receive enhanced professional development focused on working with culturally and linguistically diverse students.

Goal and Objectives: The goal of TELK-Topeka is to improve the quality of instruction for English learners (ELs) by designing and delivering a blended model of distance learning and intensive summer professional development programming targeting pre- and in-service teachers and paraprofessionals in USD 501, a high-need urban district.

- **Objective 1:** Increase the number of in-service teachers in the district who receive ESOL endorsements..
- **Objective 2:** Increase the number of pre-service graduates who complete the KU TESOL endorsement, who are placed within one year of graduation in instructional settings serving ELs, and who are providing instructional service to ELs 3 years after program completion.
- **Objective 3**: Increase the number of high quality ESOL related in-service professional development hours for paraprofessionals in the district.
- **Objective 4:** Update the existing six courses in the KU TESOL endorsement curriculum into a blended model of interactive distance learning and intensive summer formats.

Invitational Priority #2: With 11 Measurable Outcomes and Supporting Activities, TELK-Topeka meets Invitational Priority #2 *Improving Preparation of All Teachers to Better serve English Learners* by increasing the number of KU TESL endorsed pre-service and in-service teachers.

Competitive Preference Priority #2: Enabling More Data-Based Decision-Making: TELK-Topeka will collect and analyze quantitative and qualitative data at two levels: A) to determine if the strategies for ELs that the professors perceive they are emphasizing in their courses are the

QUALITY OF PROJECT DESIGN

A (1): The extent to which the goal, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.

At a recent staff development gathering of over 150 teachers and paraprofessionals in Topeka, Kansas, the presenter asked, "How many of you are the product of the Topeka Public Schools?" More than half of the audience raised their hands. She went on to ask, "How many of you attended schools with English learners (ELs) in your classes?" Five hands went up—and the average age of those with hands raised was under 30. Then she queried, "And how many of you have ELs in your classes now?" Every hand went up.

Teachers and paraprofessionals in Topeka face significant challenges brought about by a shift in school demographics from a majority white, English-speaking student body to a culturally and linguistically diverse student population. Although the overall K-12 student population in Kansas has risen less than 10% over the past decade (Kansas State Department of Education [KSDE], 2011), the percentage of ELs continues to increase. The increase in the number of ELs in Topeka Public Schools (USD 501) is consistent with the more than 125% growth in the number of ELs across the state over the past decade (Office of English Language Acquisition [OELA], 2010). Not only has the number increased, but reports show that ELs in Kansas do not perform as well on state assessments as their mainstream peers. According to the 2008-2009 Consolidated School Performance Report for Kansas, Limited English Proficient students scored significantly lower than all students in every subject area and across all grade levels. Notably, 10% to 28% fewer ELs attained proficiency in mathematics; 17% to 45% fewer attained proficiency in reading/language arts and 15% to 40% fewer in science (U.S. Department of Education [USDE], 2010). This level of student performance is being manifested in lower

overall student success-- the dropout rate of ELs is 32% higher than that of the overall student population and the graduation rate of ELs is 14% lower (USDE, 2010). It is possible that ELs are under-performing because their teachers are not prepared to meet their educational needs. According to KSDE, there are more than 37,000 ELs enrolled in Kansas schools, yet only 900 teachers statewide have either received their ESOL endorsement or have a plan on file with KSDE to obtain it (KSDE, 2011). While ELs are present in almost every classroom in USD 501, less than 6% of teachers in this district are ESOL-endorsed. Teachers and paraprofessionals in the district are offered little or no professional development on how to work effectively with culturally and linguistically diverse students.

The drastic increase in the number of ELs in USD 501, along with limited funding for professional development, have made it difficult for this district to meet the needs of their teachers and students. **Teaching English Learners in Kansas-Topeka** (TELK-Topeka) seeks to address these challenges by offering a cohesive program of professional development for USD 501 teachers, paraprofessionals and prospective teachers. TELK-Topeka will provide in-service teacher cohorts a three-year program of professional development, including graduate- level courses, collaborative learning, mentoring relationships, curriculum planning, and Praxis II study sessions. Paraprofessionals from the district will participate in interactive workshops on how to work effectively with ELs. Additionally, pre-service teachers will receive financial and advising support in order to increase the number of graduates from the University of Kansas (KU) prepared to work with ELs. These measures will better prepare educators in Topeka to work with ELs and increase the number of ESOL-endorsed teachers and trained paraprofessionals.

Project Partners: TELK-Topeka is a partnership between The Institute for Educational Research and Public Service (The Institute) and USD 501. Both entities have extensive

experience managing professional development grants and have worked together on numerous successful projects including *Topeka Teachers, Today & Tomorrow*, a USDE Title III professional development grant. The Institute is affiliated with the School of Education (SOE) at KU and works closely with KU faculty, KSDE, local education agencies (LEAs) and private foundations to further its mission of providing faculty with infrastructure support for its research and helping schools and other education agencies respond to initiatives that are educationally beneficial to the State of Kansas.

TELK-Topeka Program Components:

- *ESOL Endorsement Courses*: The courses will be designed using a blended distance learning model during the school year and face-to-face instruction during the summer. Courses will be taught by experienced KU TESOL faculty (FAC) with graduate research assistants (GRAs) for teaching support and as discussion leaders.
- *Mentoring/Coaching*: TELK-Topeka participants will be assigned an experienced mentor who will visit them in the classroom to ensure use of best practices for ELs and encourage data-driven decision-making in their lesson planning.
- *Praxis II Study Sessions*: Teacher cohorts will participate in organized study sessions to prepare for the Praxis II.
- *Paraprofessional Workshops*: Workshops will be offered twice every year to train paraprofessionals in skills and techniques for working with culturally and linguistically diverse students.
- *Pre-service Teacher Endorsement Courses*: Pre-service teachers who enroll in ESOL endorsement courses will receive partial reimbursement for their coursework. Advising will be provided by TELK-Topeka project personnel, and students will be placed in

practicum assignments where ELs are present. Students in the program will be reimbursed for the Praxis II upon receiving a passing grade.

ESOL Endorsement Courses: The Teaching English to Speakers of Other Languages (TESOL) endorsement program at KU consists of 6 graduate-level courses (18 hours), a practicum experience, and requirement to pass the Praxis II exam. In recent years, the types of students enrolling in the KU TESOL courses have shifted from those seeking advanced degrees and/or specialization in the field of TESOL to those primarily needing knowledge and skills to better accommodate the ELs in mainstream classrooms. The change in student clientele has necessitated a program redesign to serve these teachers, who struggle to meet annual yearly progress while giving ELs the opportunities they need to develop social and academic language skills. In order to meet the needs of teachers' busy schedules and accommodate various learning styles, some of the ESOL endorsement courses have been modified to a distance learning format, including online and/or Interactive Distance Learning (IDL) courses. In-service teachers from Topeka and pre-service teachers at KU will attend ESOL endorsement courses on campus in the summer for intensive face-to-face classes. Those lectures and discussions will be captured using Echo360 Multiteach™ and will be available on BlackBoard™. Other classes will be entirely online or use IDL. This blended design of ESOL endorsement courses provides pre- and in-service teacher participants a variety of learning experiences while meeting their needs and schedules.

In-Service Teacher Cohort Structure: Three cohorts of 15 in-service teachers will participate over the life of the five-year grant. The start date of the in-service teacher cohorts will be staggered in order to allow the maximum number of participants to complete the program. Cohort A will be recruited in the fall of 2011 and admitted to the University for spring of 2012.

Course work will be completed in 6 semesters by taking one course each semester, and in the spring of 2014, the teachers will prepare for the Praxis II exam. Cohort B will be recruited in the fall of 2012, and Cohort C in the spring of 2014, with this final cohort finishing in the summer of 2016. Over the life of the grant period, 45 teachers will receive their ESOL endorsement upon successful completion of the program.

Pre-service Teacher Program Structure: Pre-service teachers will be able to complete the endorsement courses during the last two years of their initial licensure program by attending class in the summer and increasing their course load (two of the required six courses are already required for graduation).

Paraprofessional Workshops: Paraprofessionals in USD 501 currently receive three days of in-service workshops throughout the academic year, but these offerings rarely cover working with ELs. The TELK-Topeka program will organize and present two interactive workshops per year related to working effectively with culturally and linguistically diverse students as part of the district's professional development offerings.

Mentoring and Coaching: The main focus of the project is to increase the number of ESOL-endorsed teachers and professional development hours of paraprofessionals; however, the project designers also understand the importance of in-class mentoring and coaching for classroom teachers as they seek to put into practice new strategies, methods and knowledge gained in coursework. Experienced mentors will visit in-service teachers in their classrooms and pre-service teachers during their practica, to ensure that they are incorporating the information and knowledge gained from their ESOL endorsement courses into their instruction. Mentors will also assist participants in planning instruction based on data provided about their students. A mentor's role is not to evaluate the teacher participants, but to assist them in implementing new strategies.

TELK-Topeka proposes one goal, four objectives and eleven measurable outcomes to address the six Performance Measures, Competitive Preference Priorities #2 and #3 and Invitational Priority #2 of this professional development grant.

Goal: Improve the quality of instruction for English learners (ELs) by designing and delivering a blended model of distance learning and intensive summer professional development programming targeting pre- and in-service teachers and paraprofessionals in USD 501, a high-need urban district.

Objective 1: Increase the number of in-service teachers in the district who receive ESOL endorsements.

Measurable Outcome 1.1: Three cohorts of 15 teachers enroll in the KU TESOL endorsement program.

Measurable Outcome 1.2: During the grant period, 90% of in-service program participants complete ESOL endorsement and successfully pass the required PRAXIS exam. ***(Meets Performance Measure 1.5)***

Measurable Outcome 1:3: During the grant period, 100% of program completers are providing services to ELs. ***(Meets Performance Measure 1.6)***

Objective 2: Increase the number of pre-service graduates who complete the KU TESOL endorsement, who are placed within one year of graduation in instructional settings serving ELs, and who are providing instructional service to ELs 3 years after program completion.

Measurable Outcome 2.1: Each year of grant years 1-4, five pre-service students enroll in KU TESOL endorsement program and receive TELK-Topeka services. Priority is given to STEM applicants. ***(Meets Competitive Preference Priority #3)***

Measurable Outcome 2.2: During the grant period, 20 pre-service graduates complete the KU TESOL endorsement. ***(Meets Performance Measure 1.1)***

Measurable Outcome 2.3: Within one year of graduation, 100% of pre-service program graduates who are placed in instructional settings are serving ELs. ***(Meets Performance Measure 1.2)***

Measurable Outcome 2.4: Within three years of graduation, 100% of pre-service program graduates currently teaching are providing instructional services to ELs. ***(Meets Performance Measure 1.3)***

Objective 3: Increase the number of high-quality ESOL related in-service professional development hours for paraprofessionals in the district.

Measurable Outcome 3.1: Beginning in the fall 2011, and throughout the grant period, TELK-Topeka offers one interactive workshop per semester to paraprofessionals in the district. ***(Meets Performance Measure 1.4)***

Measurable Outcome 3.2: At the conclusion of each workshop, at least 80% of paraprofessional participants respond that the workshops were very good or excellent in contributing to their knowledge of ELs.

Objective 4: Update the existing six courses in the KU TESOL endorsement curriculum into a blended model of interactive distance learning and intensive summer formats.

Measurable Outcome 4.1: Throughout the life of the grant, 100% of the KU TESOL faculty members receive institutional support in technology and distance learning pedagogy to facilitate course updates.

Measurable Outcome 4.2: At the end of Program Year 3, 100% of the KU TESOL endorsement curriculum exists in a blended learning (BL) format.

A (2): The extent to which the design of the project reflects up-to-date knowledge.

TELK-Topeka involves four professional development strategies, all firmly based in scientific research: (1) effective models of TESOL pedagogies, notably sheltered instruction combined with linguistics and intercultural awareness; (2) best-practices instruction delivered using a blended distance learning model; (3) in-class coaching/modeling/observation to support teachers as they put new TESOL strategies into practice; and (4) on-going professional development for paraprofessionals. The following section details these strategies and highlights the expertise of TELK–Topeka personnel in delivering top-quality, evidence-based instruction.

TESOL Pedagogies: TELK-Topeka project personnel will use the sheltered instruction model to guide instruction. Studies over the last several decades indicate that this content-based approach has been effective in helping ELs achieve in school (Honigsfeld & Cohan, 2008; McIntyre, Kyle & Moore, 2006). When teachers implement the Sheltered Instruction Observation Protocol (SIOP) teaching techniques to a high degree, the academic achievement of ELs (and other students) is increased (Echevarria, Richards-Tutor, Chinn & Ratleff, 2011; Echevarria, Short, & Powers, 2006; Hansen-Thomas, H. 2008). TELK-Topeka project personnel have attended multiple sheltered instruction trainings and the KU faculty embeds its principles and methodologies throughout the endorsement courses. As many districts in the state now use SIOP, the KU curriculum is designed to complement and expand teachers' exposure to the theories, principles and practices of this content-based language instruction. It includes an introduction to a range of research-based models for integrating language and content, much of it informed by Cummins' (1986, 2000) seminal distinction between social language use and cognitive academic language proficiency. While methods are an important component of the endorsement program, an understanding of second language acquisition is critical when working with ELs who are acquiring language and content knowledge (Lucas, Villegas, & Freedson-Gonzalez, 2008) as is

the social-emotional climate of classrooms (Cummins, Brown & Sayers, 2007). These topics are included in the five courses in the program: (1) Methods of ESL and bilingual education with a focus on content-based language instruction; (2) developing intercultural awareness for the education of culturally and linguistically diverse students; (3) second language acquisition theory and practice; (4) diagnosis and remediation of English language learners' linguistic and academic progress; and (5) introductory applied linguistics and language analysis. The final course, Practicum, allows the teachers to put into practice the knowledge they have gained about how to teach ELs.

Paraprofessionals also need to have a basic understanding of the sociolinguistic, sociocultural, and sociopolitical nature of educating ELs in the state of Kansas. To this end, they will participate in interactive workshops focusing on topics that will increase their knowledge of the stages of language acquisition, cross-cultural competencies, the differences between content and language objectives and what the law requires.

Blended Distance Learning: Graham (2006) defines blended learning (BL) as delivery of instruction that combines face-to-face instruction with computer mediated instruction. He claims that, generally, people choose BL for three reasons: improved pedagogy, increased access and flexibility, and increased cost-effectiveness (Bonk & Graham, 2006). TELK-Topeka will utilize various technologies in a blended format to establish a community of learners (Garrison & Kanuka, 2004) including the use of face-to-face instruction during the summer and Interactive Distance Learning (IDL) and/or BlackBoard™ with Echo360 Multiteach™ lecture capture during the academic year. The IDL system provides four-way, full-mesh connectivity, where each classroom is directly connected to up to three other classrooms simultaneously. This type of high-end video conferencing has been found to accelerate engagement between instructors and

participants, and to improve successful learning in distance-education (Akmal & Maring 2004; Peterson, 2004; Ituma, 2011). TELK-Topeka project personnel are experienced using the IDL system of instruction. BlackBoard™, an online course-management system, will be used for sharing and accessing course content (syllabi, handouts, assignments, links, video and audio), enhancing communication among participants (e-mail, discussion boards, and chat rooms), and facilitating assessment (self-monitored progress, digital assignment-submission, and online testing). BlackBoard™, the most widely used system for online delivery in the US, has received high user ratings in overall satisfaction, effectiveness, efficiency, and productivity (Copas, Witherspoon & Reynolds, 2004). Lectures and materials from in-class sessions will be captured using Echo360 Multiteach™ and shared via BlackBoard™. TELK-Topeka will model the following best practices in curriculum delivery: high quantity and quality of student interaction with course content, faculty and other students, which leads to student learning, achievement and satisfaction (Peterson, 2004); varied technologies and media to address multiple styles of learning; and adequate technical support for instructor and students (Akmal & Maring, 2004; Mortera-Gutiérrez, 2006). Because technical support is critical in developing and maintaining effective blended distance learning models (Dennen, Darabi, & Smith, 2007; Akmal & Maring, 2004), both KU and USD 501 will employ technical support personnel who will be available and responsive to TELK-Topeka project needs. USD 501 will employ an Instructional Technology Assistant (ITA) to collaborate with KU and ensure that courses delivered over the IDL network run smoothly.

Coaching/Modeling/Observation: In-class assessment, observation, modeling, coaching and problem-solving are all important elements in putting new knowledge to practice (Echevarria, Short, & Vogt, 2008; Wong, & Nicotera, 2003; Spezzini & Austin, 2010). TELK-Topeka

Instructional Coaches/Mentors will visit participants' classes and provide individualized observation and coaching three times per semester. He or she will monitor the use of research-based best practices for ELs while ensuring rigorous planning for instruction using data-driven decision making in lesson/unit planning. TELK-Topeka project personnel recognize that one-on-one coaching is essential if teachers are to incorporate course information and methodology into daily practice (Li & Chan, 2007; Mittica, 2003; Boreen, Niday, Potts & Johnson, 2009).

On-going Professional Development for Paraprofessionals: Kansas is NOT one of the eleven states that have professional development programs to assist paraprofessionals in efforts to attain highly qualified status (Baber, 2005). Yet, it is essential that paraprofessionals receive on-going support for working effectively with culturally and linguistically diverse students. Numerous studies report a strong and direct relationship between paraprofessional staff development and improvements in student learning (Paule, Bolen, & Stachowiak, 2005, National Education Association, 2005; Casteel & Ballantyne, 2010, Department of Education, 2004). TELK-Topeka's series of paraprofessional staff development workshops on working with ELs will be delivered every semester throughout the grant period. USD 501 staff are committed to ensuring that everyone who works with ELs will attend at least one EL-related session per semester.

QUALITY OF PROJECT PERSONNEL

KU provides an equal opportunity for all qualified individuals to be considered for benefits and conditions of employment, educational programs, and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status or parental status, and will take action to ensure that such individuals are recruited for all employment opportunities. In addition to providing equal opportunity and a discrimination-free community, KU will take specific, result-oriented steps to increase the

number of historically underrepresented persons and overall diversity. For any positions associated with TELK-Topeka, KU will actively seek applications from underrepresented group members—particularly those whose diversity reflect that of USD 501—and will endeavor to provide a positive and supportive environment for staff to thrive and be successful.

Position Descriptions:

Principal Investigator (PI)

- Oversee all aspects of grant management, including budget and scheduling
- Communicate with FAC and KUPC concerning ESOL endorsement courses, paraprofessional workshops and pre- and in-service mentoring
- Report on the use of project evaluation data

Program Evaluator (PE)

- Oversee collection and analysis of data
- Verify project staff use of formative data
- Contribute to reporting, to include annual performance reports and other reports to project staff and USD 501

KU TESOL Faculty (FAC)

- Revise, update and teach courses
- Collaborate in project planning

KU Program Coordinator (KUPC)

- Manage operations at the Institute
- Support project infrastructure
- Serve as the liaison to USD 501
- Conduct pre-service teacher advising

- Organize paraprofessional workshops
- Facilitate reporting, to include annual performance reports and other reports to USD 501 staff

Topeka/USD 501 Local Coordinator (TLC)

- Recruit teachers
- Assist in course registration
- Serve as the liaison with USD 501 administrators
- Coordinate mentor relationships
- Assist in reporting, to include annual performance reports

Graduate Research Assistants (GRAs)

- Serve as liaisons with IT teams and FAC
- Assist in collecting and analyzing data
- Assist the KUPC with management and course delivery

Mentors/Coaches

- Visit participants in their classes
- Assist teachers with lesson plan design and use of data-driven decisions
- Monitor sheltered instruction strategy use

Instructional Technology Assistant (ITA)

- Arrange classrooms for IDL delivery
- Monitor IDL classes in district

B (1): Qualifications, including training and experience of the project director or principal investigator.

Francie Christopher, Ph.D., Principal Investigator (PI), for TELK-Topeka was a classroom teacher for over 20 years before participating in the Fulbright Teacher Exchange program in Mexico. After returning to the US, she earned her doctorate in Curriculum & Instruction-TESOL from the University of Kansas. While at KU she worked as a Graduate Research Assistant on a similar professional development grant for teachers of ELs. Her dissertation focused on investigating the use of EL strategies in mainstream classrooms. During her tenure as an assistant professor, she designed and taught all of the distance learning endorsement courses required for ESOL endorsement in Missouri and has presented extensively on EL issues to teachers, administrators and paraprofessionals at local, regional, national and international workshops and conferences. She has published articles on professional development for mainstream teachers of ELs and is conducting on-going research in that area.

B (2): Qualifications of key project personnel.

John Farrell, Ph.D., Program Evaluator (PE), began his education career teaching ELs in New South Wales, Australia and English as a foreign language (EFL) in Singapore and Hong Kong. As a school administrator in Kansas, he implemented EL programs as well as migrant education programs to meet the needs of the changing demographics of the school district. His work as an administrator included evaluating a variety of programs. He earned his Ph.D. in Educational Administration and Higher Education from the University of Mississippi. He is currently serving on the advisory team of the SOSY District Grant, coordinating 28 states' educational agencies efforts to develop curriculum and instruction material for out-of-school youth in the Title I, Part C Migrant Education Program. He also serves as Director of Special Projects for the State Migrant Education Program in Kansas and serves on several national advisory groups, one of which implements secondary strategies for improving the graduation

rates of migrant students. Dr. Farrell has extensive experience working on federal grant projects, and with school district personnel across the state.

Paul Markham, Ph.D., KU TESOL faculty (FAC), is an associate professor in the Department of Curriculum & Teaching and has taught at KU since 1990. He has taught all of the ESOL endorsement courses and published extensively on ESOL issues. He has participated in numerous professional development grants and strives to help all teachers provide meaningful instruction to ELs. Dr. Markham has been invited to present at regional, national and international conferences on EL issues. He has served as a reviewer for OELA Title III grant applications and as an outside evaluator for Title VII grant programs. He is a longtime member of the National Association for Bilingual Education (NABE).

Lizette Peter, Ph.D., KU TESOL faculty (FAC), is an assistant professor in the Department of Curriculum & Teaching and currently instructs ESOL courses including those for an ongoing professional development project in Southwestern Kansas. She previously coordinated *Transition to Teaching*, a partnership with Kansas City, Kansas Public Schools, and has presented numerous workshops for the Cherokee Nation. She has served as an advisor to a local school district during the transition of one elementary school to the district ESL site. She is a member of the National Association for Bilingual Education (NABE), Teaching English to Speakers of Other Languages (TESOL), American Educational Research Association (AERA), and American Anthropological Association (AAA).

Stephanie Christenot, M.Ed., KU Project Coordinator (KUPC), has been on the staff for the Kansas Migrant & ELL Academy for the past two years. Previously, she worked on the project as a Graduate Research Assistant while earning her Master's degree in Curriculum & Instruction-TESOL from the University of Kansas. Her responsibilities include writing

curriculum for the program, which is designed for regular education teachers of ELs, presenting at the Academy, responding to inquiries from Academy participants about EL-related issues and organizing and preparing materials for the trainers of the Academies. She has taught EFL in China and volunteers as an adult ESOL teacher.

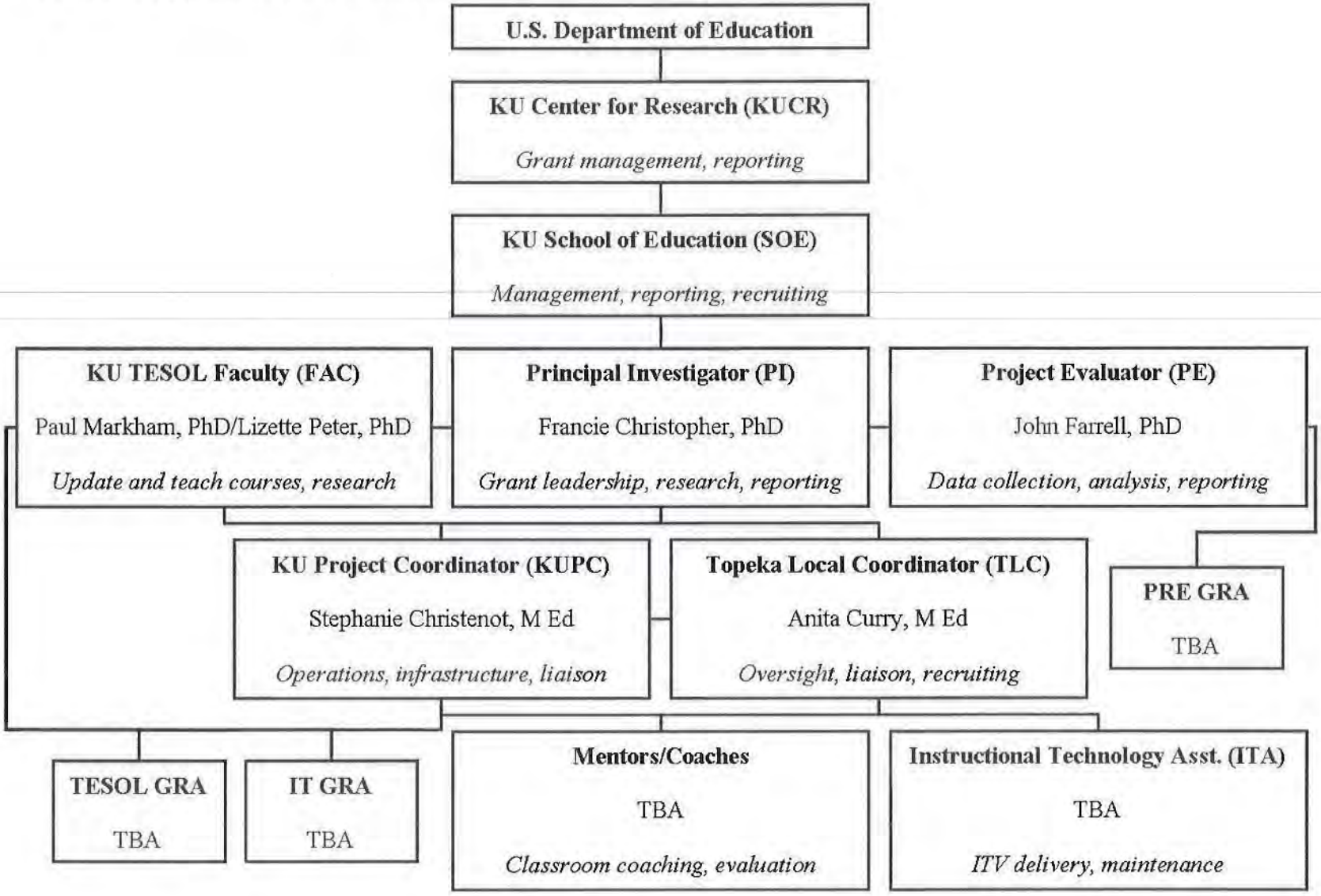
Anita Curry, M.Ed., Topeka Local Coordinator (TLC), has extensive experience with grant management and professional development for teachers. She began her teaching career in USD 501 where she was a classroom teacher. She taught for over 20 years, 12 of which were in a bilingual school. Before returning to USD 501 where she now serves as Director of ESOL services, she was program coordinator at KU for two different ESOL professional development grants. She is passionate about making sure all teachers in the district understand that teaching ELs is everyone's job.

Mentors will hold a graduate degree in education or a related field and their ESOL endorsement, as well as experience coaching and mentoring regular education teachers of ELs. Preference will be given to minority candidates, bilingual candidates, and those with experience working with language-minority students.

Graduate Research Assistants (GRAs) will be masters or doctoral students in TESOL, Educational Psychology & Research (PRE), Measurement, IT, or a related field, and will have experience in a K-12 setting. They will have presentation experience and familiarity with the technology used in the project.

Instructional Technology Assistant (ITA) will work in USD 501 to assist in the delivery of ITV classes.

Figure 1—TELK-Topeka Management Plan



QUALITY OF THE MANAGEMENT PLAN

To ensure that the project's objectives are achieved within budget, TELK-Topeka will rely on the KU Center for Research (KUCR) and The Institute's own grants management staff to oversee its project reporting and the grant budget. The Institute will provide monthly budgetary reports to the TELK-Topeka PI, and manage all personnel and purchasing issues. In state fiscal year 2010, the Institute oversaw 49 federal, state and foundation grants for a total of over $6,600,000 in expenditures. The Institute will work closely with USD 501 administrative staff to ensure project integrity and fiduciary responsibility. USD 501 manages a budget of over $190,000,000 including over $10,000,000 in federal funds.

C (1): Adequacy of the management plan to achieve the objectives of proposed project on time and within budget (responsibilities, timelines and milestones for accomplishing project tasks).

Objective 1: Increase the number of in-service teachers in the District who receive ESOL endorsement.

TELK-Topeka will use an admission rubric to recruit participants to KU targeting STEM teachers ***(Meets Competitive Preference Priority #3)***. The program will pay tuition for TESOL courses, and provide textbooks and advising. Beginning in spring 2012, project personnel will deliver one blended distance learning TESOL course each semester and one intensive course every summer to Cohort A, consisting of 15 teachers from USD 501. Similarly, Cohorts B and C will be recruited in fall 2012 and spring 2014, respectively, in order to bring the total number of teachers who receive ESOL endorsement to 45 throughout the grant period.

Table 1: Proposed Course Cycle

Semester	Cohort A Courses	Cohort B Courses	Cohort C Courses
FA 2011	RECRUIT		
SP 2012	Teaching ESL		
SU 2012	Second Language Acquisition (SLA)		
FA 2012	Diagnosis & Remediation in L2 Education (D & R)	RECRUIT	
SP 2013	Multicultural Education	Multicultural Education	
SU 2013	Linguistics	Linguistics	
FA 2013	Practicum	D & R	
SP 2014	Praxis II	Teaching ESL	RECRUIT
SU 2014		SLA	SLA
FA 2014		Practicum	Teaching ESL
SP 2015		Praxis II	Multicultural Education
SU 2015			Linguistics
FA 2015			D & R
SP 2016			Practicum
SU 2016			Praxis II

TELK-Topeka mentors will support participants through in-class observation and coaching. The Project Evaluator (PE) will be responsible for evaluating delivery of lessons using a rubric based on the components of the SIOP. After completion of the 18 required hours, participants will receive Praxis II review sessions in order to prepare them for the exam. Upon

successful completion of the program and a passing score on the Praxis II, each participant will receive a stipend of $250 to be used for classroom materials.

Table 2: Objective 1 Management Plan

Supporting Activities	Person(s) Responsible	Timeline
Provide KU enrollment assistance	KUPC	Y 1-5 3x/Yr
Pay tuition and purchase textbooks	KUPC	Y 1-5 3x/Yr
Milestone: Participants recruited and enrolled		
In-class coaching/mentoring	Mentors	3x/semester
Participants take 1 course/semester	KUPC, TLC, FAC	Y 1-Y5 3x/Yr
Monitor grades and progress	KUPC, TLC	Y 1-Y5 3x/Yr
Prepare students for Praxis II exam	KUPC, TLC	Y 3-5
Milestone: In-class instruction evaluated		
Collect evidence of completer teaching assignments	KUPC, TLC, PE	Y 3-5
Milestone: Stipends paid for completion		

Objective 2: Increase the number of pre-service graduates who complete the KU TESOL endorsement, who are placed within one year of graduation in instructional settings serving ELs, and who are providing instructional service to ELs 3 years after program completion.

The KU Program Coordinator (KUPC) will make regular presentations to faculty and teacher-education courses in the School of Education (SOE) to recruit pre-service students for admission to the TELK-Topeka program. Priority will be given to STEM applicants ***(Meets Competitive Preference Priority #3***). Once admitted, five students every year will receive enhanced advising and partial tuition reimbursement for ESOL endorsement courses. Project

personnel will work with the SOE to ensure that pre-service participants complete their student teaching in EL-serving schools.

Table 3: Objective 2 Management Plan

Supporting Activities	Person(s) Responsible	Timeline
Present program to SOE faculty & students	KUPC	Y1-Y4 1x/Yr
Milestone: 5 students admitted and enrolled each year		
Pay partial TESOL course tuition	KUPC	Y1-Y5
Provide ongoing enrollment/advising support	KUPC	Y1-Y5
Students take 1 course per semester	KUPC, FAC	Y1-Y5
Participants' grades monitored	KUPC, PE	Y1-Y5 3x/Yr
Prepare participants for Praxis II exam	KUPC	Y2- Y5
Reimburse participants for Praxis II exam fees	KUPC	Y2-Y5 1x/Yr
Milestone: Program completion evidence collected		
Milestone: 5 graduates placed per year in EL settings		
Milestone: Placement evidence collected 3 years out		

Objective 3: Increase the number of high-quality ESOL related in-service professional development hours for paraprofessionals in the district.

A pre-assessment will be developed and administered to all paraprofessionals in the district in order to determine their knowledge about issues relating to ELs. Based on the results of this survey, evidence-based instructional methods and awareness activities will be delivered through interactive workshops for all paraprofessionals who work with ELs during staff professional development days.

Table 4: Objective 3 Management Plan

Supporting Activities	Person(s) Responsible	Timeline
Develop and administer paraprofessional knowledge assessment tool	PI, KUPC	Fall, Y 1
Develop and present interactive workshops	PI, KUPC, TLC	Y 1-Y5 2x/Yr
Effectiveness of workshops evaluated	KUPC, TLC, PE	Y 1-Y5 2x/Yr
Milestone: 2 workshops provided each year, with effectiveness ratings of at least80%.		

Objective 4: Update the existing six courses in the KU TESOL endorsement curriculum into a blended model of interactive distance learning and intensive summer formats.

KU TESOL faculty will update one course each semester for delivery the following semester. TELK-Topeka will hire a GRA trained in distance learning design and intensive course design to work with each faculty member during the update, and will work closely with the PI and PE to assure that the updated courses take best advantage of all the available and appropriate technology components. A second GRA will assist in course delivery.

Table 5: Objective 4 Management Plan

Supporting Activities	Person(s) Responsible	Timeline
Hire GRAs for update activities	PI, KUPC	Fall Yr 1
Trainings: ITV, BlackBoard™, Echo360™	FAC, KUPC, GRA, ITA	2x/Y1-5
Milestone: One update completed per semester, until all courses are updated.		

C (2): Extent to which the time commitment of the project director, principal investigator and other key personnel are appropriate and adequate to meet objectives.

Both the PI and KUPC are currently employed at the Institute working on EL-related projects through state funding. The KUPC will work 75% on TELK-Topeka, if funded, and the PI will devote 25% of her time to TELK-Topeka. The Topeka Local Coordinator (TLC) is expected to devote time to professional development as part of her regular job duties. Mentors, the Instructional Technology Assistant (ITA) and GRAs will be recruited to devote appropriate time to the project. KU TESOL faculty will be compensated for their work through summer salary and/or course buy-outs during the academic year (see Budget Narrative for additional details).

QUALITY OF PROJECT EVALUATION

Dr. John Farrell, assisted by a GRA from the department of Psychology and Research in Education (PRE), will determine if the project meets the intended goals and outcomes. The **Evaluation Plan** anticipates that the project will influence KU TESOL faculty, in-service and pre-service teachers, paraprofessionals and ELs through improved TESOL coursework and improved delivery of instruction. It is hypothesized that (1) increases in the number of ESOL-endorsed teachers, (2) conceptual and technological improvements in TESOL-instruction delivery and (3) increases in professional development for paraprofessionals will improve the quality of instruction.

D (1): Extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives and outcomes of the proposed project.

The goal of this project is *to improve the quality of instruction for English learners (ELs) by designing and delivering a blended model of distance learning and intensive summer*

professional development programming targeting pre- and in-service teachers and paraprofessionals in USD 501, a high-need urban district. To evaluate the effectiveness of the project, TELK-Topeka will develop and administer the following objective assessment tools to measure the impact of the professional development on classroom instruction: **(1) Sheltered Instruction Components Inventory (SI Inventory)** will ask FAC to include which sheltered instruction related components they perceive they covered during each course and will ask students in the course to identify which sheltered instruction related components they understand well enough to apply to their teaching situation. The data from both the FAC and student perspectives will be analyzed to determine if there is a correlation between what the FAC believes he or she is covering and what the students in the class perceive. **(2) SI Strategies Survey (SISS)**, modified from the eight components of SIOP, will be administered annually to measure perceptions of sheltered instruction strategies used from the teacher's perspective. **(3) Stakeholders SI Strategies Survey (SSISS)** will be developed to measure the perceptions of sheltered instruction strategies used in the classroom of other stakeholders including students, observers, administrators, and paraprofessionals. Data from both the teacher and stakeholder perspectives will be analyzed to determine if there is a correlation between what the teacher believes he or she is doing and what the other stakeholders perceive. **(4) Lesson Plan Rubric,** adapted from SIOP (Echevarria, Vogt & Short, 2008), will provide a research-based protocol for evaluating instruction content for ELs. Data will be collected from all volunteering teachers each semester.

Other data that will be collected in order to evaluate project effectiveness includes **TESOL teacher training, licensure and retention** data from pre- and in-service teachers in the TELK-Topeka program. Course grades, ESOL endorsement status and retention in their

positions, will be collected annually. Additionally, **unit grades of ELs** will be collected each semester in the classes of teachers whose lesson plans and delivery of instruction are observed. The grades of the students will be monitored to see if the students are able to master the course content when the teachers successfully implement the strategies and knowledge gained during endorsement courses.

D (2): Extent to which the methods of evaluation include the use of objective performance measures clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

The table below indicates how qualitative and quantitative data from the project relates to the measurable outcomes and will address the GPRA performance measures:

Table 6: GPRA Alignment

GPRA	Outcomes	Methodology	Instrument	Timeline
1.1: Percentage of pre-service program completers who are state and/or locally certified, licensed or endorsed in EL instruction	2.1: Years 1-4, five pre-service students enroll in KU TESOL endorsement program.	Post-course quantitative analysis	Course grades	Y 1-4
	2.2: Twenty pre-service graduates complete the KU TESOL endorsement.	Post-course quantitative analysis	Course grades *SI Inventory* Practicum data Praxis II data	Post-course completion
		Qualitative document review	*Lesson Plan Rubric*	
1.2: Percentage of pre-service program completers who are placed in instructional settings serving EL students within one year of completion	2.3: Within one year of graduation, 100% of pre-service program graduates are serving ELs.	Post-course quantitative analysis	SOE placement data	Post-course completion

Table 6: GPRA Alignment (continued)

GPRA	Outcomes	Methodology	Instrument	Timeline
1.3: Percentage of pre-service program completers providing instructional services to EL students 3 years after program completion	2.4: Within 3 years of graduation, 100% of pre-service program graduates are serving ELs.	Post-course quantitative analysis	SOE alumni data	Post-course completion
1.4: Percentage of paraprofessional program completers who meet State and/or local qualifications for paraprofessionals working with EL students	3.1: Offer one workshop per semester to district ESOL paraprofessionals.	Quantitative document review	Workshop sign-in sheets	2x year-Post-workshop
	3.2: Survey paraprofessionals and have at least 80% respond that the workshops were very good or excellent in contributing to their knowledge of ELs.	Qualitative and quantitative document review	Workshop evaluation	2x year-Post-workshop

Table 6: GPRA Alignment (continued)

GPRA	Outcomes	Methodology	Instrument	Timeline
1.5: Percentage of in-service teacher completer who complete state and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the program	1.1: Three cohorts of 15 teachers are enrolled in the KU TESOL endorsement program	Post-course quantitative analysis	Course grades	Y 1-3
	1.2: During the grant period, 90% of in-service program participants complete ESOL endorsement.	Post-course quantitative analysis	Course grades *SI Inventory* Practicum data Praxis II data	Y3-5
		Qualitative document review	*Lesson Plan Rubric*	
1.6: Percentage of in-service teacher completers who are providing instructional services to ELs	1:3: During the grant period, 100% of program completers are providing services to ELs.	Quantitative document review	LEA data	Y3-5

D (3):Extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The formative assessment allows TELK-Topeka to make adjustments and improvements based on the data collected during the grant, and not only after summative evaluation has been completed. This project includes a number of checkbacks and verifications of project quality and fidelity, including our Quality Assurance Plan (see Table 7). The Quality Assurance Plan (QAP), which allows for data-driven decision making (**Competitive Priority #2**), creates a feedback loop that examines objectives through a series of questions, monitors activities through various instruments, and informs project decisions based on data. The QAP: (1) poses questions about the accomplishments over the project period; (2) indicates the instruments to be used, the person(s) responsible for data collection, timelines, and individuals who will receive feedback; and (3) suggests how the feedback will be used. The evaluator will compile and analyze progress data, prepare summary feedback reports, and submit results to project staff. Adequate checks and balances are built into the system to guarantee the efficient delivery of a quality program.

Table 7: Quality Assurance Plan

Questions About Program Operations	**Monitoring Format**				**Usage**
	Instruments	**Completed By**	**Timeline**	**Feedback To**	
Are teachers learning about sheltered instruction?	*SI Inventory*	FAC	Post-course	PI, PE, FAC, Mentors	Annual reports, Refinements to courses
	SI Inventory	Pre- and In-Service Teachers	Post-course		

Questions About Program Operations	Monitoring Format				Usage
	Instruments	Completed By	Timeline	Feedback To	
Are teachers incorporating what they have learned into their classrooms?	Classroom Observation	Evaluators, & Mentors	School yr	PE, PI, FAC	Annual reports, Mentor feedback
	Lesson Plan Rubric	Evaluators & Mentors	School yr		
Are sheltered instruction components evident to other stakeholders?	Classroom Observation	Evaluators & Mentors	School yr	PE, PI, FAC	Annual reports, Mentor feedback
	SISS	Teachers	School yr		
	SSISS	Students, Mentors, Administrator & PE	School yr		
Do students show success in academic performance?	Unit grades	Teachers & Mentors	End of grading period	PE, PI	Annual reports, Mentor feedback

Questions About Program Operations	Monitoring Format				Usage
	Instruments	Completed By	Timeline	Feedback To	
Are pre- and in-service teachers becoming ESOL endorsed?	SOE completion data	SOE, Praxis II results	Years 2-5 of grant period	PE, PI	Annual reports, Federal APR
Are teachers working in EL schools?	SOE alumni data	SOE	Year 2-5	PE, PI	Annual reports, Federal APR

Integrity of Implementation: TELK-Topeka trained ESOL teachers will be randomly selected to assess the integrity of implementation of their planning, delivery and testing of instruction. Rubrics to evaluate lesson plans and tests will be developed based upon the TESOL training content and methods. The lesson plan rubric will be scored by independent raters from randomly sampled lessons across content areas and grade levels. The rubric will be tested for inter-rater reliability regularly throughout the project. The data collected on implementation integrity will be fed back to the FAC and the TELK-Topeka participants to improve instruction at both levels as a part of continuous quality improvement.

Participant Protection: The methodology for the project and consent forms for all participants will be submitted and approved by the KU Human Subject Committee prior to data collection. All data collected as part of the project will be aggregated to protect the identity of individual participants.

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