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Closing Date: MAY 09, 2011

The College of New Jersey
Project Title: Creating a Team of Highly Qualified Professionals
Consortia Partners: School Districts in Professional Development District Network

Project Abstract

The College of New Jersey (TCNJ)'s project entitled Creating a Team of Highly Qualified Professionals (CTHQP) for English language learners (ELL) proposes to work in consortium with the twenty-one district Professional Development School Network (PDSN) by providing in-service and pre-service programs to its sizable population of K-12 teachers, administrators and counselors. The central goal of this proposed project is to create a highly qualified community of professionals who can provide appropriate instruction and services to ELLs. The project will provide staff development opportunities for in-service teachers, paraprofessionals, administrators, counselor and psychologists, etc., within the PDSN network. It also targets pre-service professionals graduating from TCNJ programs, many of whom remain within the PDSN purview during their careers. The project is distinct in that it aims to develop ELL support both in and outside the classroom. The project will initially focus on six districts in Central and South New Jersey, namely, Ewing, Hamilton, Hillsboro, Lawrence, Piscataway and Trenton districts because of their large ELL populations. The project subsequently intends to expand its model to the rest of the districts within the PDSN.

The project CTHQP arises from a longstanding mandate to support English language learners in public education. To meet this mandate, The College of New Jersey has long provided a number of avenues for teacher preparation and professional development (PD), both through accredited degree and certification programs, through workshops, and through colloquia to in-service professionals. These PD programs have been successful in advocating for ELL support and providing practical skills for educational staff. However, these programs have also experienced challenges, mainly logistical and fiscal, in effectuating a comprehensive transformation of the way in which ELL education is effectuated in New Jersey. The project CTHQP, as funded by the current National Professional Development Grant, would help preempt such challenges, ensuring increased enrollment, more reliable attendance, and more relevant content per the professional needs of the educational staff in catering to their respective student populations.

The content of this PD project will be differentiated per the needs of each school as motivated by recent PDSN survey data. This too is a distinguishing characteristic of the project. Factors determining tailored program content include the following: 1) whether the student population is grades K-5 or grades 6-12; 2) the degree to which there is a need for port-of-entry (non-communicative, newly immigrated students) support; 3) whether instructional content is vocational or academic; 4) the degree to which there is a need to develop professional skills of classroom professionals (content area teachers, teacher aids, in-service teachers, new teachers); 5) the degree to which there is a need to develop awareness, advocacy, and specific job skills for administration and support staff (administrative staff, counselors, psychologists) in creating supportive environments for ELLs.

The proposed project is composed of seven components, detailed below, which meet the following grant competitive preference priorities: Priority 1: Novice Applicants, and 2: Enabling

Project Narrative

A. Introduction

The project entitled Creating a Team of Highly Qualified Professionals (CTHQP) for English Language Learners is a five-year professional development project designed by The College of New Jersey (TCNJ) in consortium with several school districts through TCNJ's Professional Development School Network (PDSN). The Project CTHQP has seven major objectives: (1) to prepare in-service teachers to work effectively with ELLs through an ESL endorsement program, (2) to assist pre-service teachers in earning ESL certification through enrollment in an initial ESL certification program, (3) to prepare academic personnel (administrators, counselors, etc.) to better serve the educational needs of ELLs via a knowledge enrichment program, (4) to provide professional development opportunities for all teachers and academic personnel in the PDSN on ELL issues via the Summer ESL Academy, (5) to improve the TCNJ's teacher preparation programs by including ESL components in more education programs, (6) to create a professional development website, and (7) to disseminate the project's design to in and out-of-state audiences. Through these seven objectives, the project CTHQP will address two competitive preference priorities of the grant: Novice Applicants, Enabling More Data-Based Decision Making, and Invitational Priority 2: Improving Preparation of All Teachers to Better Serve English Learners. The project is distinct in that it aims to develop ELL support both in and outside the classroom and it is able to provide needs-differentiated professional development.

The CTHQP project will build upon operations and relationships that already exist between TCNJ, the Professional Development School Network, and school district partners. It is our belief that use of such resources affords operational efficiencies and maximal effect of grant based funding because, as the idiom goes, the wheel is not being reinvented. Instead, a strong

vision of professional development and a vehicle for its application are already in place. The current grant application exposes past limitations to the existing model, and an action plan to improve and serves a new model for future partnerships in providing high quality in-service and pre-service professional development programs and activities. The following pages will describe in more depth the critical knowledge base, professional development experience, and partnerships that will drive the CTHQP project.

The College of New Jersey (TCNJ)—IHE

TCNJ is a public institution of higher education that is strongly committed to the preparation and sustained training of mainstream and specialized educators that meet the TESOL Standards and NJ ESL Standards. It conducts evolved teacher training programs and partners in a well-established network of professional development for educational professionals. These two functions, along with previous grant experience described in the following paragraphs will provide the basis from which the proposed grant project will operate.

TCNJ has implemented ELL teacher training in several ways that inform the fundamental, theoretical, and practical content for the grant project. The college currently offers four graduate level TESL programs for pre-service professionals: (1) an initial ESL certification program that requires seven courses for pre-service teachers; (2) an ESL endorsement program that requires five courses for teachers with certification in any area; (3) a bilingual certification program that requires four courses for certified teachers with either elementary or secondary certification; (4) an M.Ed. in TESL program that requires ten courses for teachers or pre-service teachers to get ESL certification. These programs disseminate appropriate and current knowledge in the domain of TESL, as well as for sheltered content area and bilingual instruction.

Furthermore, considering the urgent and growing need for quality teachers with an ESL background in urban settings, the TESL program has also collaborated with the Elementary

Education department in designing an urban five-year masters program with dual certifications in Elementary and ESL. Currently, there are about ten elementary majors in the five-year program. All these programs meet TESOL and NJ ESL certification standards and received NCATE/ TESOL accreditation. However, the emphasis has of these programs has been directed towards primary education. The proposed CTHQP project can help elaborate the program and extend it to secondary education.

To instantiate more widespread change to practicing education professionals, TCNJ has also developed long-lasting relationships with school districts and agencies in the professional community through a network called the Professional Development School Network (PDSN), established in 1994. It is a partnership with 21 school districts (See attached PDSN district list) within a 30-mile radius of the college. These districts educate children from speech communities of over 130 different linguistic backgrounds. The proposed CTHQP project intends to capitalize on this existent professional development network, and on its teacher education experience as a means to improve educational services to ELLs.

As an example of past collaboration between TCNJ and the PDSN participants, and also example of previous grant experience, the college TESL program, headed by the current grant applicant, used a New Jersey grant to set up a series of colloquia, a summer academy, and a College ESL Professional Resource Center with the support of grants from NJ in 2002 through 2005. This operation provided staff development opportunities and resources for ESL faculty in colleges, and in the school districts both in and beyond the PDSN focusing on current issues and research in teaching ESL learners. The post survey showed a very positive feedback from the participants on the program and the outside evaluation indicated the grant program met all the objectives. This prior experience can assure the success of the proposed project.

While the operational objectives of the CTHQP project are ultimately expected to

pervade the entire PDSN network in the long term, the 5-year grant project will initially focus on six school districts where the most impact is to be gained: districts that have largest ELL populations. These include Ewing Township School District, Hamilton School District, Hillsboro School District, Lawrence Township School District, Piscataway School District, and Trenton school districts. Combined, these districts service over 1800 ELLs and have observed an increase of 8% in ELL population in the past three years.

School Districts participating in the CTHQP project: LEA

Trenton School District (TSS): Trenton Public School District is located in the capital city of New Jersey. Trenton has a diverse culture populated by over 84,000 people. The district is classified by the New Jersey Department of Education as being in District Factor Group "A", the lowest of eight groupings. District Factor Groups organize districts statewide to allow comparison by socioeconomic characteristics of the local districts. TSD serves over 12,500 students in pre-school through 12th grade. TSD has 16 elementary schools, one middle school, with three high schools. The ELLs number is over one thousand in this district alone.

Piscataway School District (PSD): Piscataway School District is located in a suburban community in central New Jersey. The township has a diverse community, populated by over 50,000 people who represent African-American, Caucasian, Asian, Indian, and Hispanic cultures. PSD, with 504 teachers, serves over 7,000 students in pre-school through 12th grade and about 250 ELLs. In addition to a high school, there are four schools that educate students in kindergarten through third grade, two intermediate schools serving grades four and five, and three middle schools for students in grades six, seven, and eight. The district also operates a grant-funded pre-school for 67 financially eligible children and a tuition-based preschool program. The New Jersey Department of Education recently designated Piscataway School District as a "Highly Effective School District" after evaluating us through its Quality Single

Accountability Continuum, also known as QSAC.

Ewing School District (ESD): The Ewing Public Schools are a comprehensive community public school district that serves students in kindergarten through twelfth grade from Ewing Township, in Mercer County. As of the 2010-11 school year, the district's five schools from K-12 had an enrollment of 3,821 students and 310 classroom teachers. There are 136 ELLs in the district and the number of ELLs in Parkway School has more than doubled in this school year. The district is classified by the New Jersey Department of Education as being in District Factor Group "DE", in the middle of eight groupings in socioeconomic characteristics.

Hamilton School District (HSD): Hamilton Township Public Schools serves students in kindergarten through twelfth grade from Hamilton Township, in Mercer County.
The district is classified by the New Jersey Department of Education as being in District Factor Group "FG", the fourth highest of eight groupings. The district has 16 elementary schools, one middle school, and three high schools. As of the 2001-11 school year, the district's 25 schools have 858 teachers and enrollment of 13,239 students in preschool through 12th grade. The ELLs number is over two hundred in this district.

Lawrence School District (LSD): The Lawrence Township Public Schools are a comprehensive community public school district that serves students in kindergarten through twelfth grade from Lawrence Township, in Mercer County. As of the 2010-11 school year, the district's seven schools from K-12 had an enrollment of 7,899 students and 310 classroom teachers. There are 156 ELLs in the district. The district is classified by the New Jersey Department of Education as being in District Factor Group "GH", in the top of eight groupings in socioeconomic characteristics.

Hillsboro School District (HBSD): The Hillsboro Public Schools are a comprehensive community public school district that serves students in kindergarten through twelfth grade

from Hillsboro Township, Somerset County. As of the 2010-11 school year, HBSD has six elementary schools (K-4), one intermediate school (5-6), one middle school (7-8), and one high school (9-12), with 628 teachers and an enrollment of approximately 7700 students. There are 80 ELLs in the district. The district is classified by the New Jersey Department of Education as being in District Factor Group "I", in the top of eight groupings in socioeconomic characteristics.

B. Extent of Needs for the Project

The College of New Jersey holds an influential position in the state in terms of its relationship to the K-12 educational establishment. This is partly due to the state's small geography, its dense and diverse population, and the college's respected and strong teacher training program. Thus TCNJ represents a pivotal avenue for effectuating broad-based educational change in the state.

Needs of the State: The State of New Jersey continues to grow as a home for thousands of immigrants from around the world. The number of foreign-born persons increased 25 % in New Jersey from 967,000 in 1990 to 1,208,000 in 2000. According to data from the 2006 American Community Survey (ACS) of the U.S. Census Bureau, only two states, New York and California, have a greater percentage of foreign-born persons than New Jersey. The 2006 ACS data also indicated that New Jersey ranks sixth in the percentage of population age five and older who speak a language at home other than English. According to the New Jersey Department of Education for the 2007-2008, there were 279,366 language minority students enrolled in public K-12 schools. Of these students, approximately 22 % (61,904) are classified as limited English proficient (LEP). In the following year 2008-2009, the number increased to 65080, and 3712 more ELLs in the school system a 5.1% increase. These population statistics must be met with an educational body appropriately equipped to meet their linguistic, social, and academic needs.

Research and practice constantly indicated that some key factors that have major impact on ELLs in the US school system, namely, quality of ESL teachers, quality of programs for ELLs, school environment, content area teachers' knowledge and skills of working with ELLs, support from administrators, other educational professional, mainstream students. ESL teacher education has improved in curriculum and instruction and the quality of ESL teachers were steadily improved. However, ESL teachers often find themselves the only person to help ELLs and doing impossible. They and ELLs are in the battle of racing with the time without a strong alliance. To help ELL learners succeed in the school system, all the educators must be involved and ESL educated to form a zone of proximal development. Teachers of mainstream classes are often unprepared to teach ELLs and other educational personals in the school system know too little to work effectively with ELLs or their families. It is important for them to know major factors that impact the ability to acquire competency in a second language and content knowldge: language proficiency in the first language, motivation, life experiences, level of education, school environment, and the strategies that are employed in teaching English as a second language. It is therefore vital to provide special training for them. These are the needs of the student population. Next we consider needs expressed by schools and teachers in meeting their student population on these terms.

Needs of School Districts in the PDSN: Data addressing the needs of school districts within the PDSN stems from two sources. One is a recent survey submitted through the PDSN. Another is a recent program already operating in local school districts. Working with the PDSN, the projector director initiated a conversation with school districts about their professional development needs. Four school districts, namely Hamilton SD, Ewing School District, Northern Hunterdon Regional SD, Trenton School System, and Piscataway SD expressed interests in working with TCNJ to provide flexible activities such as in-service and pre-service programs to

their teachers, administrative staffs and paraprofessionals.

After a set of meetings with directors or coordinator of curriculum and instruction from those school districts, some critical needs of professional development of each school district were identified. Data of all the participating districts on ELL population, number of ESL teachers, paraprofessionals, counselors, psychologists and other supporting professionals were gathered. In addition, urgent and specific needs of the district in professional development were collected and taken into consideration. These needs and considerations included the following: 1) the implementation of teacher training programs, to date, has been hampered at an institutional level by budgetary constraints, and 2) logistical factors also impede individual enrollment and commitment. Participants find it difficult to navigate the constraints of a full workday and then commit to a PD program at a distant location such as the TCNJ campus, especially when travel time detracts from study time.

Last, it was observed that the needs vary according to the population and educational context. Determining factors include the following: 1) whether the student population is grades K-5 or grades 6-12; 2) the degree to which there is a need for port-of-entry (non-communicative, newly immigrated students) support; 3) whether instructional content is vocational or academic; 4) the degree to which there is a need to develop professional skills of classroom professionals (content area teachers, teacher aids, in-service teachers, new teachers); 5) the degree to which there is a need to develop awareness, advocacy, and specific job skills for administration and support staff (administrative staff, counselors, psychologists) in creating supportive environments for ELLs; and 6) socio-economic status of students in the district. These factors have a bearing on the development of relevant professional development (PD) instructional content and advisement.

In response to the needs analysis, a draft of projected CTHQP activities and operating

principles was sent to the districts for feedback and suggestions. Changes were made based on the feedback and all participating districts confirmed their assurance of participation and support. The project as funded by the current National Professional Development (NPD) grant, would help preempt the fiscal and logistical complications, ensuring more reliable attendance of participants through tuition support and in-district instruction as well as sustain needs-based content for the professional participants based on their job description and nature of the ELL population.

PDSN covers school districts in six NJ counties: Mercer, Burlington, Hunterdon, Middlesex, Somerset, and Ocean with a total student population of 470,312 in 885 schools, 29.3 % of the state total enrollment of 1,596,410 in 2010-2011 school year. In the PDSN school districts, there are 142 schools with student population of 87835. Among them, 2373 are classified as ESL students. This figure does not include bilingual students who are also ELLs.

Table 1. Total Student and ELL population in PDSN and Target School Districts

School Districts	# School	# Student	# ELL
Ewing	5	3821	136
Hillsboro	9	7579	80
Hamilton	25	13239	202
Lawrence	7	3899	156
Piscataway	10	7178	248
Trenton	25	12500	1076
Sub-Total	72	40637	**1818**
PDSN Total	142	87835	2373

In the PDSN, 17 out of the 21 school districts have bilingual students and receive bilingual education funds from the state of NJ. Table 1 shows the ELL population in the PDSN and the target school districts. Based on this data, we see a context of need that CTHQP is well positioned to serve.

The Needs of TCNJ: To increase the pool of potential ELL-trained teaching candidates for the PDSN network, TCNJ intends to use the CTHQP project to improve its TESL program and other departments within the School of Education. The grant can help TCNJ to strengthen the newly established five-year elementary Master's program and set up a new five –year secondary master's program with ESL and Secondary certifications so as to get more mainstream teachers involved in ELL education. It can also enhance practicable ELL-oriented components in content-area programs. For example, there is a big gap between TCNJ and school districts in using technology to enhance instruction. Most schools have Smartboards for instruction and interaction between instructors and students. However, instructional learning software and other multimedia materials in language development and content area learning are scarce at TCNJ. As a consequence, the teacher candidates are lack of knowledge and experience in adapting technology in their teaching. The project CHQP could greatly improve TCNJ's teacher education program in this aspect.

C. Project Design and Objectives

The fundamental goal of this proposed project is to create an enduring community of highly qualified educators in all educational areas in the school system to provide appropriate instruction and needed service to ELLs. It will accomplish this by strengthening TCNJ's on campus programs and by localizing specialized professional development programs within the environs of each target school district.

The project CTHQPs is composed of seven objectives, four of which entail programs specially designed and tailored by TCNJ to graduate highly qualified teachers, administrators and counselors who are capable of serving ELLs. The project participants will be composed of two main groups: 1) in-service professionals working in PDSN school districts and 2) pre-service professionals. They will attend the following grant-supported programs: an endorsement program for in-service elementary and secondary teachers, an multicultural education certification program for in-service administrators and counselors, an ESL certification program for pre-service paraprofessionals and new ESL teachers, and a Summer ESL Academy for all educators in PDSN. These four programs are described in relation to program objectives in more detail below. The total estimated participants in the four programs are listed in the following table.

Table 2: Targeted Project Participants

Project Activity	# Participants	Description
Obj. 1:Endorsement ESL Certification Program	50	A cohort of 25 content area teachers (Pre-k-5) A cohort of 25 content area teachers (G6-12)
Obj. 2: Initial ESL Certification Program	50	Two cohorts of New ESL teachers/ Paraprofessionals (25 each)
Obj. 3:Multilingual Education Certification Program	40	Two cohorts of Administrators, psychologists, counselors (20 each)
Obj. 4: Summer ESL Academy	150 (per year)	All participants and other teachers and pre-service teachers at PDSN and TCNJ

Below are specifications of the seven project objectives. Objectives 1-4 apply to teacher training programs, either through on-site professional development or on-campus programs designed to meet the specific needs of PDSN districts. Objective 5 entails the strengthening of ELL training within the college. Objective 6 entails a PD resource website, and Objective 7 entails the dissemination of project information for replication in other institutions.

Objective #1: In-service ESL endorsement program for content area teachers

Description/Outcome: The project will set up an ESL endorsement program for in-service content area teachers. This program has two cohorts with 25 content area teachers each, one for Pre- G5 elementary teachers and the second cohort for content area teachers from G6-12. Participants are required to take five graduate level courses in SLA, L2 learning theories, Curriculum and methods, Structure of English and assessment, and sociolinguistics and cultural foundation of L2 education on site in a district convenient for participants. The courses are offered once a week from 3:45pm to 6:30pm during the regular school year and in a ten-day intensive summer session. **As an outcome of this program**, 50 mainstream teachers will complete the program and receive NJ ESL endorsement certification. The first cohort of 25 teachers will complete their program in the

3rd year and the other 25 will complete in the 5th year of the project respectively. *Effectiveness of this ESL endorsement program will be measured by a project-developed pre and post and self-reported questionnaires, a comprehensive exam on theory and practice of TESL, and classroom observations.*

Objective #2: Pre-service ESL certification program for new ESL teachers and Paraprofessionals

Description/Outcome: This program has two cohorts with 25 participants each. Participants are required to take seven graduate level courses in SLA, L2 learning theories,

Curriculum and methods, English structure and assessment, sociolinguistics and cultural foundation of L2 education, L2 literacy, and practicum. The courses are offered once a week from 4pm to 6:30pm after school in a school district for the convenience of the teachers. Participants will have their field practice in the schools in the participating school districts. **As an outcome of this program**, two cohorts of 50 new teachers and paraprofessionals will complete an initial certification program and receive NJ initial ESL certification in the 3rd year and 5th year respectively of the project respectively. *Effectiveness of this program will be measured by field practice evaluation, self –reflection, a comprehensive exam on theory and practice of TESL, and classroom observations.*

Objective #3: In-Service Knowledge enrichment program for administrators and counselors

Description/Outcome: This program is specially designed for administrators, psychologists, and counselors. It is vital that administrators, psychologists, counselors and other school professionals understand the specific needs of ELLs so that they can provide the right service and guidance in placement assessment, psychological, and mental support, as well as serving as liaisons between the school and the students' families. This program will enrich the knowledge and skills needed for target professionals who are working with ELLs. It has two cohorts with 15 participants each. Participants are required to take two graduate level courses in SLA and sociolinguistics and cultural foundation of L2 education. The courses are either offered once a week from 4pm to 6:30pm after school during the regular semester or in a ten-day session in the summer for the convenience of the participants. Participants will also take three workshops addressing critical issues related to ELLs such as placement procedures for ELLs, counseling strategies for ELLs, creating a proximal development environment for ELLs, ELL parenting, etc. **As an outcome of this program**, it is expected that two cohorts of a total of 30 participants of

administrators, counselors and psychologists will receive a certification of participation in multilingual education. The first cohort of 15 participants and the second cohort of 15 participants will finish the program in the 3rd year and 5th year of the project respectively. *Effectiveness of this program will be measured by a project developed pre and post and self-reported questionnaires, a comprehensive exam on theory and practice of TESL, and a project demonstration and surveys.*

Objective #4: The Summer ESL Academy on issues related to ELL education

Description/Outcome: The three-day Summer ESL Academy with both workshops and colloquiums will be developed and conducted in each summer of the project. The purpose of this Summer ESL Academy is to provide opportunities for all educators working with ELLs to become familiar with current research and issues related to ELLs. It will address the needs of participating school districts. It also offers an important platform for collaboration among ESL teachers, content area teachers, administrator, counselors and TCNJ faculty. In addition, some of the workshops are open to all educators in the PDSN. The topics of workshops include but not limited to the (Sheltered Instruction Observation Protocol) SIOP model; differentiate instruction; collaboration among ESL and mainstream teachers; administrators; parenting strategies; trunks, collocations and other linguistic features; ELL counseling; special education and ELLs. The final topics of the workshops and colloquiums will be determined by a review of the current research and literature, identified needs, and with advice and suggestions from the participating school districts in the PDSN. Recognized leaders and scholars who have documented experience, training, and research in the topical areas will conduct the workshops and colloquiums. The College of New Jersey is committed to continuing the Summer ESL Academy after the grant period based on the continuing need and interest of the PDSN network. **As an outcome of this program**, it is anticipated that over 150 individuals will participate in the Summer ESL

Academy each year. Participants will increase their awareness and knowledge of how to address the needs of the ELLs within their School districts. In addition, it will provide a forum for all teachers and other educators to discuss issues related to ELLs. Workshops and colloquium proceedings will be generated and placed on the Project's web site. *Effectiveness of the Summer ESL Academy will be measured by project-developed feedback form, participant registration data, interviews of participants, and video evaluation.*

In addition to these newly designed programs, other initiatives fostering a qualified community of ELL service will be supported by the grant. These are described in objectives 5, 6, and 7 below.

Objective #5: Improvement of TCNJ's TESL education programs

Description/Outcome: Besides the above-mentioned activities, the TESL education program at TCNJ will be tremendously improved through this project in the following areas: revising and updating the syllabi to meet the needs of participants, increasing enrollment, expending the ESL inclusion to all education majors by strengthening the five-year elementary MAT dual certification (elementary and ESL) program and developing a five-year secondary MAT dual certification (secondary and ESL) program. With the project support, the TESL will be able to get a significant collection of books and instructional materials, especially for teaching ELLs on subject areas. In addition, a small computer lab will be set up with updated instructional software to enhance instructional and learning. **As an outcome of this activity**, the course syllabi will be revised to meet the needs of content area teachers for ELLs, two five-year MAT dual certification programs for both elementary and secondary majors will have an enrollment of 10, 15, 20 students in the 3rd, 4th and 5th year of the project respectively. A small library and computer lab will be set up for the project and future use. *Effectiveness of these three activities will be measured by content analysis of revised syllabi and/or surveys administered to*

undergraduate and graduate students in those courses, program planner of the new program, enrollment data.

Objective #6: Develop of a TESL Professional Development Website

Description/Outcome: A professional website will be created for this project. It serves for multiple purposes. It provides project information to all districts in PDSN: description and schedules of the project and its programs and activities. It also serves as a platform and network for educators in the participating school districts and at the College for professional interaction, discussion, and problem posing and solving. It serves as a professional resource center for all teachers working with ELLs. **As an outcome of this activity**, a permanent professional website is set up for all the educators in the PDSN network to engaging professional activities within the PDSN and with TCNJ. It publishes colloquium proceedings and workshops by teachers and other professionals in PDSN. *Effectiveness of these activities will be measured by the actual website, its usage, its contents, resources and feedback from the project participants.*

Objective #7: To disseminate the project's design and the results for the program replication.

Description/Outcome: To assimilate the accomplishments of the project, participants are required to share with their colleagues their knowledge, skills and reflections obtained in courses and workshops from the project. Participants also are encouraged to submit proposals for presentations at TESOL or NJ TESL conferences or other professional conferences on theory and practice of issues covered in the project. The results of the evaluation of its efficacy will be disseminated through a variety of methods: (1) a project web site will be established to enable all educators in PDSN to view program components, descriptions of workshops and colloquiums;(2) an informational brochure will be developed and disseminated in the PDSN; (3) a presentation of the program components, design and effectiveness will be presented by the Project Director

project organizers and participating SDs at the New Jersey ESL/Bilingual Conference, the PDSN summer academy, (4) and a proposal to the International TESOL Conference will be submitted to share the project results and experience. **As an outcome of this activity**, presentations will be given by participants and TCNJ project organizers at the PDSN network, in the NJ ESL conference (2014-2016), TESOL conference (2013 and 2015, 2017), and other professional conferences. The results and presentations will also be published on the project website. *Effectiveness of these four activities will be measured by the website, presentation proposals, presentations at various conferences.*

D. Management Plan

In order to effectively accomplish the above stated objectives, a detailed management plan has been developed that indicates the activities by objective, person responsible, timelines and evaluation documentation. Project Director, Dr. Yiqiang Wu and coordinator Timothy Hall will be responsible for the administration and management of this proposed grant.

The management plan is provided in Table 3. Each major activity is numbered. The objectives addressed by a given activity are found inside parentheses at the top of each corresponding section; whereas each activity's evaluation evidence appears at the bottom in italics. Each major activity is broken down into one or more sub-activities with its anticipated outcomes indicated by an arrow (®). The person responsible (R) for each sub-activity is identified by the following initials: Projector Director and Coordinator (P), Graduate Assistants (G), Evaluator (E), PDSN (S), Website Consultant (W), and TCNJ faculty (U). A projected timeline (month and year) is also provided for each sub-activity.

Table 3 Project CTHQP Management Plan

Activities, Sub-activities, Anticipated Outcomes, and Evaluation Evidence	R	Timeline (9,'11–8,'16) Month	Y1	Y2	Y3	Y4	Y5
#1 Collaboration with PDSN (Objectives #1, 2, 3, 4,5)							
Diagnosing situation & identifying action plan ® Agenda & list of liaisons	PS	S-D	X				
Correlating activities w/PDSN needs ® Guidelines & recommendations	PS	S Ap	x	x	x	x	x
Recruiting/evaluating applicants ® Criteria & Rubrics	S	S O	x	x	x	x	x
Providing professional development ® Site-based plans	PS	S Ap	x	x	x	x	x
Assuring ESL-trained teacher applicants ® Suggestions for TCNJ	S	S Ap	x	x	x	x	
Evaluation: Names of participants, Meeting agendas/minutes, Emails, etc.							
#2 In-Service ESL Endorsement Program for content area teachers (Objective #1)							
Recruiting® application packets, emails, flyers, websites	G	Ag S	x		x		
Selecting ® selection committee meeting	F	S-D	x		x		
Selecting two cohorts of 50 content teachers® Cohort list	PS	S-D	x		x		
Obtaining commitments ® Signed Letters of Commitment	F	N	x		x		
Processing applications ® admission letter	F	D M Jl	x	x	x	x	x
Course registration ® academic advising & registration	FU	N	x		x		
Implementing courses ® syllabi and student rosters	U	Ja Jl S	x	x	x	x	x
NJ ESL certification application® NJ ESL certificate approval	P	S-D			x		x

Activities, Sub-activities, Anticipated Outcomes, and Evaluation Evidence	R	Timeline (9,'11–8,'16) Month	Y1	Y2	Y3	Y4	Y5
Evaluation: Triangulation of: grade sheets, course binders, student portfolios, course evaluations, surveys, self-reported questionnaires, NJ licensing mandated ACTFL English proficiency tests, project-developed assessments, comprehensive exam. GPRA #3 In-service completers serving ELLs & Employment data at one year of completion							
#3 Pre-Service ESL Certification Program for Paraprofessionals & New Teachers (Objective #2)							
Recruiting ® application packets, emails, flyers, websites	G	Ag S	x		x		
Selecting ® selection committee meeting	F	S-D	x		x		
Selecting two cohorts of 50 content teachers ® cohort list	PS	S-D	x		x		
Obtaining commitments ® Signed Letters of Commitment	F	N	x		x		
Processing applications ® admission letter	F	D M Jl	x	x	x	x	x
Course registration ® academic advising & registration	FU	N	x		x		
Implementing courses ® syllabi and student rosters	U	Ja Jl S	x	x	x	x	x
NJ ESL certification application ® NJ ESL certificate approval	P	S-D			x		x
Evaluation: Triangulation of: grade sheets, course binders, student portfolios, course evaluations, surveys, NJ licensing mandated ACTFL English proficiency tests, project-developed assessments, teaching reflections, comprehensive exam. GPRA #1: Pre-service completers serving ELLs & Employment data at one year of completion; GPRA #2: Pre-service completers meeting NCLB highly qualified & program completion data							
#4 In-Service Enrichment Program for Administrators and Counselors (Objective #3)							

Activities, Sub-activities, Anticipated Outcomes, and Evaluation Evidence	R	Timeline (9,'11–8,'16) Month	Y1	Y2	Y3	Y4	Y5
Recruiting ® application packets, emails, flyers, websites	G	Ag S	x		x		
Select two cohorts of 40 participants to take 3 TESL courses and 3 workshops ® final list of participants	PS	S-D	x		x		
Obtaining commitments ® Signed Letters of Commitment	F	N	x		x		
Doing course registration ® registration list	FU	N	x		x		
Processing applications ® admission letter	F	M Jl S	x	x	x	x	x
Implementing courses ® syllabi and student rosters	U	Ja Jl S	x	x	x	x	x
Meeting each school's needs ® Site-based PD plans	S	Jn Jl Ag	x	x	x	x	x
Providing PD sessions ® workshop agendas and brochure	G	J-D	x	x	x	x	x
Evaluation: Triangulation of: grade sheets, course binders, student portfolios, course evaluations, surveys, a project-developed pre and post and self-reported questionnaires, a comprehensive exam on theory and practice of TESL, and a project demonstration and survey questionnaires.							
#5 The Summer ESL Academy on issues related to ELL education (Objective #4)							
Selecting topics to meet the PDSN needs ® Joint Meetings	PS	S	x	x	x	x	x
Recruiting ® application packets, emails, flyers, website	PS	S	x	x	x	x	x
Selecting 150 participates ® registration form	SF	F M	x	x	x	x	x
Implementation ® agenda and materials	G	Ju	x	x	x	x	x
Participant Satisfaction ® Session evaluation	F	Jl	x	x	x	x	x
Continual improvement ® List of recommended adjustments	U	Ag	x	x	x	x	x

Activities, Sub-activities, Anticipated Outcomes, and Evaluation Evidence	R	Timeline (9,'11–8,'16) Month	Y1	Y2	Y3	Y4	Y5
Evaluation: Agendas, attendance rosters, surveys, pre/post measurements, project-developed feedback assessments, and/or content analysis of interviews.							
#6 Improvement of TCNJ's TESL Programs (Objective #5)							
Revising course syllabi ® the new syllabi meet the PDSN's needs	P	S	x	x	x	x	x
Increasing enrolment ® enrollment data	G	O	x	x	x	x	x
Establishing a 5-year MAT program ® program outline, approval form	P	N	x	x	x	x	x
ESL candidates' knowledge /skills of technology ® Survey	E	N	x	x	x	x	
Evaluation: revised syllabi, interviews with students, enrolment data, approval of the five-year program, technology survey							
#7 Building up a TESL Professional Development Website (Objectives #1, 2, 3, 4, 5)							
Diagnosing needs ® surveys of current users	P	J-D	x	x	x	x	x
Designing enhancements ® list of ideas	W	J-D	x	x	x	x	x
Collecting items® best of work from ESL courses	U	J-D	x	x	x	x	x
Posting enhancements ® website pages	W	J-D	x	x	x	x	x
Evaluation: Actual websites, webpages, links, questionnaires							
#8 Data Collection and Assessment (Objectives # 1, 2, 3, 4, 5)							
In-service cohorts ® surveys, enrollment form, PDSN surveys, list of completion, academic scores, courses grades, test results	E	O	x	x	x	x	x

Activities, Sub-activities, Anticipated Outcomes, and Evaluation Evidence	R	Timeline (9,'11–8,'16)					
		Month	Y1	Y2	Y3	Y4	Y5
Pre-Service cohorts® enrollment form, PDSN surveys, list of completion, academic scores, courses grades, test results.	E	O	x	x	x	x	x
In-Service Enrichment program: ® (See end of Activities #4)	E	J-D	x	x	x	x	x
Summer ESL Academy ® feedback form, interviews	E	Ag	x	x	x	x	x
Evaluation: Post-program & survey, courses, questionnaires, surveys, interviews	E	J-D	x	x	x	x	x
#9 Disseminate the project's design & the results (Objectives # 1, 2, 3, 4, 5)							
PDSN seminars ® surveys, enrollment form, PDSN surveys, academic scores, courses grades, test results	S	O			x	x	x
Participants' successes® conference proposals and presentations	S	M			x	x	x
Program information ® Website posting	G	J-D	x	x	x	x	x
Professional presentations ® proposals to TOESL/NJ ESL conferences by TCNJ and PDSN	PS	M			x	x	x
Evaluation: Publications & Articles submitted to professional Journals	PS	J-D					x

E. Project Personnel

The Project CTHQP will be managed, implemented and evaluated by the following Key Project staff that includes a Project Director, a Project Coordinator, Liaisons from the PDSN school districts, two Graduate Assistants, and an outside evaluator.

Project Director (PD): Dr. Yiqiang Wu. Dr. Wu is Associate professor in the Department of Special Education, Language and Literacy at TCNJ. He holds a Ph.D. in ESL/Bilingual Education from Texas A&M University. He coordinates the graduate TESL and Bilingual programs at the college and its global sites. Dr. Wu has more than 20 years of ESL teaching in higher education and ESL teacher training experience both in the US and many other countries. He participated in a few Title VII grant projects at ARC, Inc. in California in the early 1990s. In 2001, 2002, and 2003-05, he was awarded Education for Language Minority Students Grants for ESL teacher training by Commission of Higher Education, State of New Jersey. In 2008, he successfully launched a collaborative program with Piscataway School District in NJ to offer on-site ESL certification programs for the elementary teachers. Because of the success of the first cohort of teachers who are now ESL certified and made a difference in their teaching to help ELLs, a second cohort is in progress. By the end of this year, about 40 elementary teachers will be ESL certified and ready to serve ELLs. In the past few years, he also worked with Department of Elementary Education at the college and designed a Five-year Urban M.Ed. program with dual certifications. Candidates in the program will receive both ESL and Elementary certifications upon graduation with the specific knowledge and skills for working in the urban schools that have large ELL populations.

Dr. Wu will devote 25% FTE equivalent to the project or three credits of a workload each semester. He will also devote 15% FTE equivalent to the project in the summer. Dr. Wu will be responsible for the overall administration of the project as well as participation in all project activities. His major responsibilities include: oversight of project design, implementation, Dr. Wu will devote 25% FTE equivalent to the project or three credits of a workload each semester. He will also devote 15% FTE equivalent to the project in the summer. Dr. Wu will be responsible for the overall administration of the project as well as participation in all project

activities. His major responsibilities include: oversight of project design, implementation, evaluation and the supervision of the Project coordinator, collaborate with participating school districts and PDSN, outside Evaluator, and disseminate project findings through presentations and through submission of scholarly articles to appropriate professional journals.

Project Coordinator (PC): Mr. Timothy Hall. Timothy Hall, ABD in SLA, at Teachers College, Columbia University and adjunct professor at TCNJ. Mr. Hall also holds M.Ed in TESL from The College of New Jersey and M.Ed. in TESL from Columbia University. He has taught ESL for five years and conducted teacher-training courses at TCNJ and Columbia University for three years. In 2003, he was TCNJ's project coordinator for Language Minority Students Grants for ESL teacher training by Commission of Higher Education, State of New Jersey.

As project coordinator Mr. Hall will effectuate most of the grant activities, including the following: setting up and running courses, workshops, and the summer academy; managing the website; teaching TESL courses; advising graduate assistants; identifying and hire instructors and consultants; coordinating with the PDSN on all the project activities, organizing and supervising project dissemination efforts; preparing and conducting presentations at TESOL and NJESL conferences and/or any other conferences/meetings. Mr. Hall will devote 65% of FTE equivalent to the project.

The PDSN Liaison: Dr. Robert Bartoletti, Director of the Professional Development School Network. He is responsible for communication between school districts in the PDSN and TCNJ on all issues related to the project. He will also help set up summer ESL Academy. He will devote 5% of his time to the project but he will be covered by TCNJ.

Liaisons from Participating PDSN School Districts: Dr. Carolyn Keck, *Assistant Superintendent of Curriculum and Instruction of Piscataway SD*, William Osman, *Supervisor of Funded Programs & Professional Development of Hamilton SD*, Dr. Lisa Antunes, *Assistant*

Superintendent of Hillsboro SD, Crystal Lovell, *Assistant Superintendent of Lawrence Township SD*, Danita Ishibashi, *Assistant Superintendent of Ewing Township SD*, Dr. Heather Jackson, *Interim Executive Director, Office of CI & Assessment*.

Liaisons from the participating districts work with the project to provide information about their districts in terms of ELLs and teachers and administrative and counselors that are working with ELLs. They give suggestions and input for the projects. They are responsible for identifying participants in her school district and coordinating on site courses. They will also conduct assessment of the effectiveness of in-service certification and enrichment programs via classroom observation, survey and presentations by participants at a seminar by the Board of education. After completion of the project, they will help collecting data in a follow up survey to see the improvements of participants in their teaching or services for ELLs.

Graduate Assistants: Two graduate students in the TCNJ's TESL program will serve as project assistants and the project's day-to-day contact person. They are assistants will be responsible for the following: keep and maintain records of enrolment in programs and Summer ESL Academy, collect evaluation data, design and distribute program Flyers, brochures, maintain the website.

External Evaluator: Dr. Frank Tang, Professor of ESL and Foreign language teacher education, is Director of Multilingual Multicultural Studies, New York University. He was awarded many grants funded by Federal Government and NY State and NYC as well as Chinese government in training ESL, Bilingual and Foreign language teachers. He has successfully conducted many grant evaluations. As the Project Evaluator, Dr. Tang will be responsible for the evaluation of Project CTHQP. He will develop assessment tools and assure the reliability and validity of these tools. He will supervise the data gathering that is to be undertaken by graduate

assistants and will contribute to the evaluation portion of the annual reports. He will play a primary role in continuous program refinement doing the annual project assessment and the final project assessment of project CTHQP so that the project will reach and exceed all its objectives.

F. Evaluation Plan

The evaluation plan for the Project CTHQP reflects both formative and summative components that are infused within its design. First, the evaluation inquiries were established based on the goals and objectives of this project to find out how effective the project activities meet the GPRA measurable objectives. Then the primary components of the plan are identified in both the management plan (Table 3) for each objective and evaluation inquiries and procedures are described. The evaluation instruments and data collecting and analyzing procedures were designed in consulting with the outside evaluator. The evaluation of this project will address the completion of objectives/activities and the impact that the project has made on the training participants including mainstream teachers, ESL teachers, paraprofessionals, administrators and counselors. The evaluation evidence of formative data for ensuring ongoing and continuous improvement is provided at the end of each of the other major activities (from Activity 1 to Activity 9). At the end of each project year, the evaluation results are carefully analyzed and discussed for improvement in the next project year. Although information will be disseminated through the project's web site and other methods, those interested in program replication will have the opportunity to participate in the information meeting at the completion of the project. An assessment of the number of participants and the extent of their interest in replication will be measured. In addition, comments, and inquiries which are gathered through the project's website and surveys and interviews will be addressed and/or summarized within the final report.

To assess the overall effectiveness of this project, an outside evaluator will be hired to do a project evaluation. The Project Director will be responsible for collecting data for the outside evaluator to compile/analysis data for the project evaluation. The primary summative evaluation initiative will be a follow up study of participants. This will be conducted at the conclusion of the funding period of the project and will yield information describing the of participants' employment in the field and impressions of the project's impact on their abilities to teach or work with ELLs. The Project Director will submit an annual report and final project report to address outcome of each project activity analyzing them through the evaluation questions indicated below and address but not limited to those questions during each of project years and also over the entire 5 years of the project.

Evaluation Inquiries and evaluation procedures

Some of the evaluation inquires are across several activities or programs. The data source and collect ting process are the same for them. The following are those inquiries and evaluation procedures.

- *How many and who were the participants in this project and how many and who competed the programs and got certified?* ® Demographic Profiles, Registration Forms (on-going)® ESL certification approval list (Project year 3-5)
- *How many and who are teaching or working with ELLs after completion of the programs?* ® Follow up survey (Project year 3-5, & Post project 1-2ys)
- *Which aspects of the professional development activities were described as most beneficial by participants & why?* ® Survey form (Project year 1-5)

- *How did the professional practices of teachers, paraprofessionals, counselors, and administrators' change during their participation in CTHQP?* ® Summative evaluation of changes in teaching or service based on a self-reported questionnaire (After each cohort program).
- *To what extent did ELLs in PDSN, at elementary or the secondary school level, improve in their academic achievement, literacy and language development from the quality professional development received by their teachers?* ® Survey of ELLs and ACCESS Test (2^{rd} -5^{th} project year and 1-3 post project years).
- *To what extent are pre-service and in-service teachers more knowledgeable and better prepared for meeting the socio-cultural and academic needs of ELLs the project CTHQP?* ® Surveys of all participants. (After each course and workshop.)
- *In what ways have completers become more effective in the instructional setting, and more congruent with ESL best practices in the ESL Standards for Pre-K-12 Students?* ® Classroom observations using SIOP, Field practice evaluation (after the programs).
- *To what extent are pre-service and in-service teachers placed in instructional settings serving ELLs within one year of graduation/completion?* Post program follow-up surveys (1-3 post project years).
- *What extent was the training experienced by teachers effective in producing changes in teaching practices that ultimately produced an impact on the academic achievement and English language development of ELLs in K-12?* Interviews and surveys of ELLs, self-reflections (ACCESS(3^{rd} - 5^{th} project year)
- *To what degree are TCNJ pre- and in-service training programs better aligned with K-12 State standards and assessments, including English language proficiency standards and*

content standards? Workshop/colloquium evaluation form, course projects (after each course & workshop)

- *To what extent did the revised TCNJ syllabi and the five-year dual certification MAT program better prepare teachers to provide effective instruction to ELLs?* Interview with candidates (3rd - 5th project years)

All the data for the progress and completion of every activity will be documented to demonstrate achievements of the objectives by the end of each November of the project year. Activity 8 (Data Collection and Assessment) in the Management Plan (see Table 3) provides the timeline for the sub-activities to be conducted by the Evaluator in collecting and evaluating pre-/post-program data and pre-/post-cohort data. The following are the detailed evaluation procedure for each project activity.

#1 Collaboration with PDSN (Objectives #1-5): A good working relationship with the PDSN is the key to the success of this project. The effectiveness of this practice is measured through analysis of meeting agenda, meeting minutes, and interview or survey of the PDSN staff and district Liaisons.

#2 In-Service ESL Endorsement Program (Objective #1): After each given cohort's acceptance into the In-Service program, a self-reported questionnaire is given to find out participants' level of knowledge of working ELLs prior to involvement in EALL. By the end of the program, a post- survey will document participants' level of confidence in using sheltered instruction and other ESL best practices. To ensure each participant' progress, a portfolio assessment is implemented and includes grade sheets, course binders, student portfolios, course evaluations, surveys, self-reported questionnaires, NJ licensing mandated ACTFL English proficiency tests, project-developed assessments, comprehensive exam. The number of participants who receive NJ ESL endorsement is documented to respond to GPRA #5 In-service

completers serving ELLs & Employment data at one year of completion. The impact of the program on participants' teaching is measured by classroom observation by the district direct of Curriculum and Instruction using Sheltered English Observation Protocol (SIOP).

#3 Pre-Service ESL Certification Program for Paraprofessionals & New Teachers (Objective #2): After each given cohort's acceptance into the Pre-Service program, a self-reported questionnaire is given to find out participants' level of knowledge of working ELLs prior to involvement in EALL. By the end of the program, a reflective project will document participants' level of competence in ESL best practices. To ensure each participant' progress, a portfolio assessment is implemented and includes grade sheets, course binders, student portfolios, course evaluations, NJ licensing mandated ACTFL English proficiency tests, and comprehensive exam. The teaching competence of participants is measured by classroom observation by the TCNJ faculty and cooperating teacher through classroom observation and supervision in field practice. The number of participants who receive NJ ESL endorsement is documented to respond to GPRA #1 and #4 Pre-service completers who are state and /or locally certified, licensed, or endorsed in EL instruction. A follow up survey will be conducted to find out the number of program completers who are in the teaching position in the first and third year after the project to reflect GPRA # 2 and 3: completers serving ELLs & Employment data at one year of completion, and completers who are providing instructional services to ELLs 3 years after program completion.

#4 In-Service Enrichment Program for Administrators and Counselors (Objective #3): After each given cohort's acceptance into the In-Service program, a self-reported questionnaire is given to find out participants' level of knowledge of working ELLs prior to involvement in EALL. By the end of the program, a post- survey will document participants' level of confidence in working effectively with Ells. To ensure each participant' progress, a

portfolio assessment is implemented and includes grade sheets, course binders, student portfolios, course evaluations, surveys, self-reported questionnaires, project-developed assessments, a comprehensive exam on theory and practice of TESL.

#5 The Summer ESL Academy on Issues Related to ELL Education (Objective #4): The effectiveness of the academy is measured by two assessments. A survey developed by the outside evaluator is conduced at the end of each workshop or colloquium. Interviews will also be conducted for randomly selected participants for feedback. The results will be shared and discussed by TCNJ and PDSN for improving future workshops and colloquiums.

#6 Improvement of TCNJ's TESL Education Programs (Objective #5): The revised course syllabi will be examined to see if they are aligned with TESL and content K-12 standards and assessments and meet the specific needs of the program participants. The five-year dual certification program description, approval form and enrolment data serve as documentation to show its progress and accomplishment. The effectiveness of the program improvement is also measured by the knowledge and skills the candidates gained in using computer software and smartboards.

#7 Building up a TESL Professional Development Website (Objective #1-5): The website is evaluated by survey and interview of project participants on using the website. The survey questionnaires include but not limited to the following, whether it is user friendly, appealing, whether it has good links, useful information for ELL instruction, platform for professional interaction and exchange ideas, valuable resources, teaching strategies and tips, etc.

#8 Data Collecting and Assessment (Objective #1-5): To ensure all the data needed for evaluation are collected in a timely fashion, a table of data collecting list for each activity is put in a binder with all the instruments, data collecting procedures and timeline. The program assistants are responsible to get the instruments such as survey questionnaires, interview

schedules; classroom observation form, course evaluation forms, etc. ready and distribute them, and then collect them. The collected data are timely entered into the database for analysis. The collected data will be reviewed and analyzed by project director and coordinator and then forward them to the outside evaluator.

#9 Disseminating the Project's Design & the Results (Objective #1-5): The dissemination efforts will be measured for their effectiveness by the following indicators: Publications & Articles submitted to professional Journals, presentations at conferences, as well as the feedback from the audience who attended the presentations.

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