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## **APPLICATION FOR GRANTS UNDER THE**

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

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## National Professional Development Program (CFDA 84.365Z)

### Abstract

**Name of IHE:** Western Oregon University

**Title of the Program:** Project SPELL (Sustainable Practices for English Language Learners)

**Consortia Partners:** Salem-Keizer School District; Woodburn School District

#### **Project Description:**

*Project SPELL (Sustainable Practices for English Language Learners)* proposes sustained professional development activities to improve instruction for ELL students and assist district personnel to meet high professional standards. The project will utilize a professional development model that maximizes job-embedded professional learning through Professional Learning Communities (PLC's), university coursework specifically designed to scaffold in-service teachers' prior knowledge with research-based strategies, pre-service teachers placed in classrooms with ESOL endorsed mentors (classroom teachers), and district-based professional development coaches who provide on-going support. *Project SPELL* will emphasize the use of ESOL strategies in the areas of Science, Technology, Engineering and Mathematics (STEM). The collaboration between the university and two school districts will reach almost 20% of the 65,410 ELL students in Oregon (2010 – 2011).

Project SPELL's goals and objectives are as follows:

**Goal 1:** To refine and expand the current ESOL and ESOL/Bilingual endorsement model for in-service teachers. Working in collaboration with two school districts which include the second largest school district in the state and the school district with the most English Language Learners, the project's outcomes for Goal 1 include (a) 140 in-service teachers with ESOL endorsement; and (b) 75% of in-service teacher completers providing instructional services to ELL students.

**Objective 1a:** Development and implementation of an advisory council to refine the current model. In order to address the needs of the districts and the university, an advisory council will be established to provide guidance and assess periodic performance of the overall project.

**Objective 1b:** Expand district-based coaching component. The provision of on-going professional development after completion of an ESOL endorsement is critical. District-based coaching will include modeling of research-based instructional methods, lesson/unit planning sessions, effective observations, and refinement of teaching based on K-12 student learning.

**Objective 1c:** Development and implementation of Professional Learning Communities in the school districts focusing on English Language Learners (ELL). Using DuFour's (2004) model, PLCs will be developed in each district to accentuate job-embedded learning for teachers in instructional methods for STEM content in conjunction with ESOL strategies. Action research projects highlighting best practices will result from the PLCs.

### **(a) Quality of the Project Design**

Oregon has witnessed unprecedented growth in the population of English Language Learners (ELLs) in recent years. During the ten-year period from 1997-98 to 2007-08, the state experienced an increase of over 110% in the ELL school enrollment (*LEP Demographics, Performance, and Programs: Oregon*, 2010). Today, more than 10% of Oregon's PK-12 students are classified as ELL (*The Growing Numbers of English Learner Students*, 2011). Meeting the unique needs of these students has become an urgent priority for school teachers, school administrators and teacher educators alike.

*Project SPELL (Sustainable Practices for English Language Learners)* proposes sustained professional development activities to improve instruction for ELL students and assist district personnel to meet high professional standards. The project will use a professional development model maximizing job-embedded professional learning via Professional Learning Communities (PLCs), university coursework specifically designed to scaffold in-service teachers' prior knowledge with research-based strategies, pre-service teachers placed in classrooms with ESOL endorsed mentors (classroom teachers), and district-based professional development coaches who provide on-going support. A critical focus of *Project SPELL* will emphasize use of ESOL strategies in Science, Technology, and Mathematics (STEM). The collaboration between the university and two school districts will reach almost 20% of the ELL students in Oregon.

#### **(1) Goals, Objectives and Outcomes**

Western Oregon University (WOU) is a comprehensive, master's degree institution with a strong history of providing quality higher education to a diverse student body. Founded in 1856, WOU has continued to adapt and transform itself to respond to the needs of a changing world. Among public master's institutions, WOU ranks among the nation's top 10 institutions for

closing the gap in graduation rates between underrepresented minority students and non-underrepresented students (Engle & Theokas, 2010).

In recognition of outstanding leadership in teacher education, WOU was named the sole 2010 recipient of the Christa McAuliffe Award for Excellence in Teacher Education awarded by the American Association of State Colleges and Universities (AASCU). The award recognizes exemplary models of teacher preparation that link professional training to pupil outcomes. The purpose of the award is two-fold: to recognize excellence in teacher education programs and to advance the field of teacher education by identifying promising practices and critical issues related to measuring the impact of programs on teacher candidate knowledge and the impact of these teachers on pupil learning. WOU's selection for this prestigious award was based on the work conducted by WOU faculty on Teacher Work Sample Methodology (TWSM) which highlights linkages between teacher proficiency and student outcomes.

WOU's ESOL/Bilingual Education program has been in existence for over 15 years and has built a strong reputation in preparing teachers to ensure that English Language Learners succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation, and physical and emotional health. Two endorsement options are offered: the ESOL endorsement and the ESOL/Bilingual endorsement. Students may complete an endorsement program by itself or in conjunction with an undergraduate or graduate degree. The program serves pre-service teachers pursuing an undergraduate degree in education as well as those pursuing a Master's of Arts in Teaching (MAT) degree. Additionally, it serves in-service teachers pursuing a Master's of Science in Education degree, or an endorsement-only option. WOU is a novice applicant for this competition (**Competitive Preference Priority 1**).

The ESOL endorsement requires completion of an 18 credit hour program consisting of six, three-credit core courses (offered quarterly), and successfully passing the Oregon Educator

Licensure Assessment ESOL (ORELA) exam. (The Oregon University System, including WOU, operate on a quarter system and not a semester system.) The ESOL/Bilingual endorsement has the same requirements plus a language requirement and a practicum placement in a bilingual setting. Both endorsements require an additional 3-credit practicum for teachers not normally involved in ESOL or bilingual teaching. The program is accredited by Oregon's TSPC (Teachers Standards and Practices Commission) as well as NCATE (National Council for Accreditation of Teacher Education). Candidates demonstrate competency in the five domains of knowledge identified in the TESOL/NCATE Standards for PK-12 Teacher Education Programs: (1) Language, (2) Culture, (3) Planning, Implementing, and Managing Instruction, (4) Assessment, and (5) Professionalism. Coursework focuses on the history and legal foundations of bilingual and ELL program models; community perspectives and family involvement of culturally and linguistically diverse students; first and second language acquisition and linguistics; and methods for assessment and instruction of ELLs in language, literacy and content knowledge, including strategies to create lessons that include content and language objectives in accordance with Oregon's English language proficiency standards, content standards, and assessments.

The goals, objectives and outcomes of *Project SPELL* are outlined below in detail.

**Goal 1: To refine and expand the current ESOL and ESOL/Bilingual endorsement model for in-service teachers.** Over the past two years (2009 – 2011), WOU has worked in collaboration with the Salem-Keizer School District to develop a more holistic approach to preparing in-service teachers to meet the needs of the school district's increasing ELL population. Salem-Keizer is the second largest school district in Oregon with 39,688 students (2010 – 2011). Approximately 9,000 of those students are ELL; 90% of whom are native Spanish speakers.

The collaboration between the university and the school district resulted in a model that blended university coursework with just-in-time, job-embedded professional development and

sustained through district-based coaches. The university's typical 18 credit hour ESOL coursework and three-credit hour practicum were condensed into an intensive 12-month program in which in-service teachers' day-to-day needs around data-based decision making, sharing and refining research-based strategies, addressing content-based standards, and professional reflection provided the foundation upon which ESOL strategies were layered. Delivered within the district and away from the university allowed both formal and informal professional learning to occur in school-based settings. District-based coaches were able to provide on-going support. By the end of the 12 month period participants were eligible for Oregon's ESOL endorsement. The program has been extremely popular and successful. Two cohorts participated in the 2009-10 partnership and another two cohorts in 2010-11 (for a total of over 100 in-service teachers).

In conversations with Salem-Keizer administrators, three areas of refinement have arisen: (1) the desire to provide a Professional Learning Community (PLC) structure for individuals who have completed the program in order to facilitate on-going professional development; (2) a desire to infuse science, mathematics and technology content areas into the program; and (3) a desire to incorporate pre-service teachers into the model. At the same time, the Woodburn School District, Oregon's school district with the highest percentage of ELL students, expressed interest in replicating the Salem-Keizer model in Woodburn. The Woodburn School District, located in a predominantly farming-focused area, has 5,489 students (2010 – 2011) of which 53% are ELL. Of the 65,410 ELL students in Oregon, these two districts represent almost 20% of the total. *Project SPELL* is the direct result of these conversations and expressed needs.

**Objective 1a: Development and implementation of an advisory committee to refine the current model.** In order to address the needs of the districts and the university, an advisory committee will be established to (a) create a system for collection, analysis, and interpretation of data as the project unfolds; (b) insure input from in-service teachers; (c) provide advice for the

incorporation of STEM content areas; (d) oversee the ongoing development and implementation of the program; and (e) review quarterly evaluation data to monitor performance feedback and permit a periodic assessment of progress. The advisory committee will consist of the Salem-Keizer School District Coordinator, the five Salem-Keizer coaches, the Woodburn School District Coordinator, the three Woodburn coaches, the Principal Investigator/Project Director, the WOU Project Coordinator, the WOU ESOL Content Specialist, the Science Content Specialist, the Mathematics Content Specialist, the Technology Specialist and the External Evaluator. Advisory committee members will meet monthly during Year One to ensure that the STEM content areas are infused throughout the 12-month program. Following Year One, the council will meet quarterly for ongoing model refinement and direction for implementation.

**Objective 1b: Expand district-based coaching component.** It is estimated that five coaches will be identified in Salem-Keizer and three coaches in Woodburn. The coaches will be qualified English Language Acquisition Specialists already working within these districts, some of whom may also be serving as adjunct instructors in the program. During year 1 in Salem-Keizer and year 2 in Woodburn, the coaches will be identified and participate in training from WOU ESOL faculty on the key components of a comprehensive professional development model that is based on self-assessment, critical reflection, and practice refinement (Herrera & Murry, 2011). Specific coaching techniques will include modeling of research-based instructional methods, video studies, lesson/unit planning sessions, effective observations, providing constructive feedback, and refinement of teaching based on assessment of student learning. Coaching sessions will include training on the use of disaggregated student data to determine coaching priorities, setting goals for student achievement, monitoring progress, and sustaining continuous improvement. Relevant data include the number of ELLs in each participant's classroom, and a variety of indicators to assess student progress and compare the

performance of ELLs relative to the general student population, such as data from standardized tests in both English language development and the content areas, formative assessments given throughout the year, and other classroom assessments such as portfolios. WOU STEM content specialists will provide training on the design of STEM lessons that provide high challenge and high support learning opportunities for ELL students. Together, they will develop a model of coaching that is centered on teaching, assessment, observation, and reflection on teacher and student learning (Walki, 2010), focused on lessons that incorporate effective sheltered strategies and direct instruction of academic language specific to STEM subjects.

Each in-service teacher cohort will receive coaching during the year immediately following the completion of the endorsement program. Pre-service teachers placed in these classrooms will also benefit from these coaching activities. In Salem-Keizer, it is estimated that 20 in-service teachers and 30 pre-service teachers will participate in coaching during years 2 - 5 of the project (a total of 80 in-service teachers and 120 pre-service teachers). In Woodburn, it is estimated that 10 in-service teachers and 10 pre-service teachers will participate in coaching during year 3, and 10 in-service teachers and 15 pre-service teachers will participate during years 4 - 5 (a total of 30 in-service teachers and 40 pre-service teachers). By the end of the project, a total of 110 in-service teachers and 160 pre-service teachers will receive coaching.

The expected outcomes for this objective will be measured through the use of the WOU ESOL/Bilingual Observation form (described below) twice per year for each participating in-service teacher, and the systematic monitoring of student data to evaluate student achievement.

**Objective 1c: Development and implementation of Professional Learning Communities focusing on STEM and ESOL.** DuFour (2004) explains that Professional Learning Communities (PLCs) are guided by the belief that the key to improved learning for students is continuous, job-embedded learning for educators. Characteristics of an effective learning

community include shared mission, collaboration focused on learning, collective inquiry into practice and current reality, action orientation, commitment to continuous improvement, and orientation to data-based decision making (Schmoker, 2006). Educators committed to PLC work rely on four guiding questions: (1) what is it we expect students to learn; (2) how will we know when students have learned; (3) how will we respond when students don't learn; and, (4) how will we respond when students already have mastered concepts (DuFour, DuFour, & Eaker, 2005). The establishment of PLCs will allow in-service teachers who have completed the program and received their ESOL endorsement to continue their professional development by working with other in-service teachers focused on English Language Learners, the district-based coaches, and university faculty.

In the years immediately following the coaching year, in-service teachers (together with their pre-service mentees) will participate in the PLCs. The PLCs will provide the teachers an opportunity for long-term, sustained and coherent professional development (Walki, 2010) which involves a systematic process of collaboration focused on improving student achievement on the basis of results. An essential element of the PLC practice is a direct focus on student learning. Participants will engage in an ongoing process of identifying the current level of student performance, establishing goals to improve the current level, work together to reach those goals, and provide periodic evidence of progress (DuFour, 2004). As an integral part of this process, PLC teams will collect, analyze and evaluate student achievement data, and adjust their teaching interventions on the basis of results. With the support of WOU ESOL faculty, PLC participants will meet to discuss issues related to their individual teaching situations, analyze video excerpts of their own classes, read related literature, research possible solutions to challenges, and plan action research to be conducted in their classrooms, which will promote reflective teaching and will give them an opportunity to assess both their students' progress and themselves as teachers.

Participants will focus their action research projects on topics related to STEM teaching. At the end of each year, during a conference held on the WOU campus, participants will present the results of their action research projects in a poster session. Participants will be encouraged to participate in the PLCs for more than one year. In Salem-Keizer, it is estimated that 20 in-service and 20 pre-service teachers will participate in PLCs and action research during years 3, 4, and 5. In Woodburn, it is estimated that 10 in-service and 10 pre-service teachers will participate during years 4 and 5. By the end of the project, it is estimated that 80 in-service teachers from both districts and 80 pre-service teachers will have participated in the PLCs and action research.

The expected outcomes for this objective will be measured through quarterly monitoring of formative assessment data to evaluate K-12 student learning and achievement, the Teacher Work Samples (TWS) completed yearly by in-service teachers and biannually by pre-service teachers (described in Objective 1e), and the action research projects conducted yearly by the in-service teachers, which will provide evidence of teacher learning and PK-12 student progress.

**Objective 1d: Development and implementation of the end of the year ESOL STEM conference.** As a culminating activity each year, a conference will be held on the WOU campus. This will be an opportunity for teachers from both districts to interact with each other and with the pre-service teachers in a professional setting. All in-service and pre-service teachers involved in the project, as well as coaches and adjunct instructors, will be invited to attend. Funds for substitute teachers will be provided to allow for the attendance of in-service teachers. In addition to featuring the poster presentations on action research projects, the conference will include workshops on STEM subjects conducted by the WOU STEM specialists, and sessions on a variety of topics related to ESOL teaching that will be identified by program participants. The conferences will be held during years 2, 3, 4 and 5 of the project. It is estimated that approximately 80-100 participants will attend each year. Conference evaluation forms will

provide data on the effectiveness of the conference sessions and workshops. Analysis of these data will provide information on how to improve the conference each year.

**Objective 1e: Implementation of the revised model.** In order to extend the learning gained from the professional development program and to provide continued opportunities for participants to grow in their practice, reflect, exchange ideas and support one another, *Project SPELL* will offer several opportunities for participants' long-term involvement. Professional development models centered around short workshops are known to have little impact on teachers' practice (Waldschmidt, Dantas-Whitney, & Healey, 2005). *Project SPELL* will implement a model for sustained professional development that allows for varying levels of involvement, provides flexibility and works easily within the realities of public schools. The planned professional development activities will accommodate school calendars and the schedules of classroom teachers. With the guidance of the advisory council, the existing model will be refined to include the above-mentioned components (i.e., coaching, PLCs, ESOL STEM conference). Implementation of the model will start during the first year with the Salem-Keizer School District. During the second year of the project, the refined model will be implemented in the Woodburn School District. In both districts, the focus of instruction will be the areas of Science, Technology, and Mathematics (STEM) and participant selection preference will be given to elementary teachers and STEM content secondary teachers. The professional development model of *Project SPELL* is driven by data related to ELL student performance and by evaluation which takes this data into account. It offers a flexible design for teacher involvement, and provides a system for sustainability beyond the funding period.

*Project SPELL* will provide professional development leading towards the ESOL and ESOL/Bilingual endorsement to a cohort of 20 in-service teachers in the Salem-Keizer School District each year, for five years. In the Woodburn School District, due to its smaller size, 10 in-

service teachers will complete the program each year, for four years. By the end of the five-year project, it is estimated that a total of 140 in-service teachers from both districts will have the ESOL or ESOL/Bilingual endorsement added to their licenses.

The State of Oregon's ESOL and ESOL/Bilingual endorsement requirements are aligned with the TESOL/NCATE standards (see Table 1), and are arrayed around successful completion of six ESOL courses, a 90 contact hour practicum, and passage of the ESOL ORELA. As mentioned above, this model condenses the course and practicum requirements into a 12-month intensive professional development program. University clinical faculty, who already work in the districts as English Language Acquisition Specialists, will provide the professional development program with the guidance and support of WOU ESOL faculty. Because these individuals are embedded within each district and understand the milieu of the community, they also serve as the ongoing professional development coaches.

The expected outcomes of this goal will be measured through data-based evidence: (1) successful completion of all coursework with passing grades for each class; (2) passing scores on both sections of the ESOL ORELA exam (Subtest I: Foundations of ESOL and Subtest II: ESOL Assessment and Instruction); (3) successful completion of a 90-hour practicum; (4) data on teaching effectiveness via observation of teaching; and (5) successful completion of a Teacher Work Sample. Two valid and reliable instruments are used for measuring teacher growth during the program: the WOU ESOL/Bilingual Observation form and the Teacher Work Sample (TWS).

The **WOU ESOL/Bilingual Observation** form (*Practicum Guide for Adding an ESOL or ESOL/Bilingual Endorsement*, Western Oregon University, n.d.) is a rating instrument used for supervision and observation of teacher candidates adapted from SIOP (Sheltered Instruction Observation Protocol) (Echevarria, Vogt, & Short, 2008). It rates candidates in five areas: (1) plan for instruction (e.g., lesson plans with clear content and language objectives consistent with

state standards, appropriate scaffolding and pacing of lessons, student-centered activities that develop listening, speaking, reading and writing); (2) shelter and implement instruction (e.g., strategies for comprehensible input such as visuals, realia and adjusted teacher-talk, strategies for building background such as preview/review and personalization, incorporation of academic language structures, literacy practice and content-related vocabulary); (3) evaluate performance of ELLs (e.g., checking for understanding, monitoring student work, applying a variety of informal and formal assessments); (4) establish a classroom climate conducive to learning (e.g., using predictable routines and sensitive error correction, lowering the affective filter, and providing positive and specific feedback); and (5) demonstration of professional behaviors (e.g., being dependable and conscientious, exhibiting respect, understanding and sensitive toward the cultural heritages and community values, seeking, accepting and utilizing constructive feedback for professional growth). This instrument is used not only as a classroom observation tool during the practicum experience, but also as a lesson-plan checklist and a teacher self-reflection tool in other courses throughout the program. In addition, during the coaching period and in the PLCs, it will be used as a tool for observation, feedback, reflection and goal-setting, as well as an instrument for measuring teacher growth.

Faculty and researchers at WOU have worked for over 30 years to refine and improve **Teacher Work Sample Methodology (TWSM)**, a process by which in-service and pre-service teachers demonstrate proficiency linking pre-instructional assessment and related differentiated instructional planning, post-instructional assessment, analysis of student learning, and reflection on outcomes of teaching (Girod & Girod, 2008; Schalock, Schalock & Ayres, 2006; Maconey & Ayres, 1998; Maconey & Schalock, 1996; Schalock & Myton, 1989; Schalock, 1983). TWSM has been adopted by over 50 institutions, and is recognized as an exemplary practice by NCATE

(Elliot, 2005), leading researchers (Pacheone, 2011; Cochran-Smith, 2005; Tucker & Stronge, 2005), and both the Carnegie Foundation and Corporation.

**Teacher Work Samples (TWS)** provide a frame of reference for designing standards-based in-service and pre-service professional development that prepares individuals to work effectively in standards-based schools. TWSM affords the project a way to demonstrate that participants have the knowledge and skills necessary to provide research-based instruction and services that are aligned with Oregon's PK-12 language proficiency standards, content standards, and result in improved outcomes for students who are English Language Learners. For *Project SPELL*, the TWS will serve as instrument that documents each program participant's ability to meet the needs of ELL students. Additionally, it helps to provide the PLCs a common means of discussing PK-12 student outcomes as they compare the use of evidence-based practices across classrooms and schools. Within the TWS, the ESOL lesson plan template serves as an instrument for participants to demonstrate knowledge and skills in the following areas: (1) coordinating content standards and English language development standards to develop appropriate learning objectives; (2) connecting literacy to oracy, as well as introducing and reinforcing learning strategies (e.g., problem solving, predicting, classifying and summarizing) throughout a lesson; (3) choosing and designing appropriate materials and resources (e.g., visuals, realia, graphic organizers and technologies); (4) grouping students in purposeful and meaningful ways; (5) creating a cohesive and coherent step-by-step procedure for the lesson (i.e., Teaching/Modeling, Guided Practice, Independent Application, and Closure) that includes activities specially designed to improve the comprehension and increase the language proficiency of ELL students; (6) conducting informal and formal assessments, and considering appropriate testing accommodations for formal assessments; (7) evaluating assessment data, gauging student progress toward content and language objectives, and considering opportunities to re-teach

concepts; and (8) reflecting on areas of strength and weaknesses after teaching the lesson and planning for future growth. Table 1 shows the alignment of *Project SPELL* activities with the TESOL/NCATE Standards for PK-12 teachers.

**Table 1: *Project SPELL* features aligned with TESOL/NCATE standards**

TESOL/ NCATE Domain (K = Knowledge; S = Skills)		ED 682	ED 683	ED 684	ED 691	ED 692	CSE 623	ED 609	ORELA	TWS	WOU Obs Form	Coaching & PLCs	Conference
<b>1: Language</b>													
1.a. Describing language				K S	S	S		S	K	S	S	S	K
1.b. Language acquisition & development				K S	S	S		S	K	S	S	S	K
<b>2: Culture</b>													
2.a. Nature and role of culture			K S	K S				S	K	S	S	S	K
2.b. Cultural groups and identify		K	S					S	K	S	S	S	K
<b>3: Planning, Implementing, and Managing Instruction</b>													
3.a. Planning for standards-based ESL and content instruction				K S	K S	K S	S	S	K	K S	K S	K S	K S
3.b. Managing and implementing ESL & content instruction					K S	S	S	K	K S	K S	K S	K S	K S
3.c. Using resources effectively in ESL					K	K	K	S	K	K	K	K	K

and content instruction				S	S	S			S	S	S	S
<b>4: Assessment</b>												
4.a. Issues of assessment for ESL	K		K	K	K		S	K	K	K	K	K
				S	S				S	S	S	S
4.b. Language proficiency assessment		K	K	K	K		S	K	K	K	K	K
				S	S				S	S	S	S
4.c. Classroom-based assessment for ESL				K	K		S	K	K	K	K	K
				S	S				S	S	S	S
<b>5: Professionalism</b>												
5.a. ESL research and history	K		K					K			S	K
	S											
5.b. Partnerships and advocacy	K	K		S	S		S	K		S	K	K
	S										S	S
5.c. Professional development and collaboration	K	K		S	S		S	K	K	S	K	K
	S								S		S	S
ED 682 Sociopolitical Foundations of ESOL/Bilingual ED												
ED 683 Fostering Cultural & Community Connections in the ESOL/ Bilingual Classroom												
ED 684 Language Acquisition & Educ. Linguistics in ESOL/Bilingual Classroom												
ED 691 Curriculum, Instruction, and Assessment Strategies for ELL												
ED 692 Classroom Strategies in Reading and Writing												
CSE 623 Web 2.0 Tools for ESOL												
ED 609 ESOL Practicum												

It is important to note that *Project SPELL* incorporates a focus on the STEM content areas throughout the model (**Competitive Preference Priority 3**). Elementary teachers and secondary teachers who are responsible for providing STEM content will be given selection preference for program participation. The Advisory Council includes both ESOL and STEM content specialists to ensure that appropriate strategies are shared with and implemented by the participants. At the end of each year, an ESOL STEM conference will be conducted in which best practices in both fields are shared as a result of program participants' action research projects. Evidence collected through the WOU ESOL observation tool and the Teacher Work Sample will focus on the STEM content areas as will data on student learning.

**GPRA Measure 1.5:** The percentage of in-service teacher completers who complete State and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the program. TARGET: 100% of program completers receive state ESOL endorsement.

**GPRA Measure 1.6:** The percentage of in-service teacher completers who are providing instructional services to EL students. TARGET: 75% of program completers.

**Goal 2: To provide ESOL or ESOL/Bilingual endorsement for pre-service teachers completing their clinical experiences (i.e., student-teaching for initial licensure and ESOL practicum) in the Salem-Keizer and Woodburn School Districts. (Invitational Priority 2)**

Teitel (2003) offers a useful framework for school-university partnerships that seek to improve student learning. Collaboration, structures, resources, and roles for both partners are essential foundations for learning communities. Experiences that bring together pre-service and in-service teachers are also a vital component. This project will include shared professional development opportunities through coaching, the Professional Learning Communities, clinical experiences, and the yearly professional development conference.

Pre-service teachers seeking the ESOL or ESOL/Bilingual endorsement in conjunction with initial licensure through WOU's Undergraduate Education or MAT (Master's of Arts in Teaching) programs on campus will be placed in classrooms in Salem-Keizer and Woodburn to complete their clinical experiences (student-teaching and ESOL practicum). In selecting program participants, preference will be given to pre-service teachers seeking elementary certification or middle/high certification in the STEM content areas. These pre-service teachers will be placed in classrooms with and mentored by SPELL program completers (in-service teachers) from previous years. Since pre-service teachers' full-time field experience and ESOL practicum takes place on a quarterly basis (fall, winter or spring), it is possible for an in-service teacher to mentor more than one pre-service teacher per year, during different quarters.

*Project SPELL* encourages and provides a vehicle through which pre-service teachers can participate side-by-side with in-service teachers in a variety of professional development activities. In addition to benefitting from the mentoring and collaboration, the pre-service teachers will be encouraged to participate in all other *Project SPELL* activities during their clinical experiences alongside their in-service mentors: the coaching, the PLCs and the yearly conference held at WOU.

**Objective 2a: Select and place pre-service teachers in Salem-Keizer School District.** It is estimated that 30 pre-service teachers will be placed and mentored in Salem-Keizer classrooms during year 2 - 5 of *Project SPELL* (a total of 120 pre-service teachers).

**Objective 2b: Select and place pre-service teachers in Woodburn School District.** In Woodburn, it is estimated that 10 pre-service teachers will be placed and mentored during year 3 of the project, and 15 during years 4 and 5 (a total of 40 pre-service teachers in Woodburn).

The expected outcomes of this goal will be measured through the following data-based evidence: (1) successful completion of all coursework (on campus) with passing grades for each

class; (2) passing scores on both sections of the ESOL ORELA exam (Subtest I: Foundations of ESOL and Subtest II: ESOL Assessment and Instruction); (3) successful completion of a 90-hour practicum; (4) observation of teaching; and (5) successful completion of a Teacher Work Sample. Both the WOU ESOL/Bilingual Observation form and the WOU work sample are described in Objective 1e above. By the end of the five-year project, it is estimated that a total of 160 pre-service teachers will have been placed and mentored in these two districts and will have completed all requirements for licensure with an added ESOL or ESOL/Bilingual endorsement.

**Objective 2c: Assess number of pre-service participants providing instructional services to students.** Pre-service teachers who participated in *Project SPELL* will be surveyed one year after graduation and again three years after graduation to determine (a) whether or not they are providing instruction to English Language Learners; (b) the number of ELL with whom they are currently or have worked; and, (c) evidence of continued educator effectiveness.

**GPRA Measure 1.1:** The percentage of pre-service program completers who are State and/or locally certified, licensed, or endorsed in EL instruction. TARGET: 100% of pre-service program completers receive state ESOL endorsement.

**GPRA Measure 1.2:** The percentage of pre-service program completers who are placed in instructional settings serving EL students within one year of program completion. TARGET: 50% of pre-service completers hired and placed in instructional settings serving ELL.

**GPRA Measure 1.3:** The percentage of pre-service program completers who are providing instructional services to EL students 3 years after program completion. TARGET: 70% of pre-service completers provide instructional services to ELL three years after graduation.

**Goal 3: To improve PK-12 ELL student learning and achievement through data-based decision-making. (Competitive Preference Priority 2).** *Project SPELL* is based on a model of professional development that is focused on learning rather than on teaching. As Dufour (2004)

points out, “the core mission of formal education is not simply to ensure that students are taught, but to ensure that they learn” (p. 8). Accordingly, *Project SPELL* is driven by accurate and relevant data on ELL student learning and achievement. Evaluation of project activities includes a variety of data on ELL outcomes. Progress and achievement of all ELL students within classrooms taught by program participants will be monitored both in ELD (English Language Development) and in the STEM content areas. Outcomes of this goal will be measured by: (1) collection and analysis of standardized testing data, such as ELPA (English Language Proficiency Assessment) scores and OAKS (Oregon Assessment of Knowledge and Skills) Math and Science scores; (2) collection and analysis of classroom-based student performance data gathered through formative assessments; (3) student learning outcomes analyzed through Teacher Work Samples (TWS) developed by both in-service and pre-service teachers during the practicums; and (4) analysis of PK-12 student learning through action research projects.

Table 2 illustrates the timeframe for implementation, the partner responsibilities, and the corresponding project objectives.

### **Up-to-date Knowledge**

The field of education is currently undergoing a paradigm shift. Traditionally the act of teaching has been viewed as “an objectifiable craft” (Gay & Kirkland, 2003), which simply required the mastery of technical skills. Today, with the current emphasis on sociocultural, reflective and critical approaches to learning, we have come to understand that teaching is a much more complex and situated process. Teaching is viewed as a cognitive process, as opposed to a technical endeavor (Hawkins, 2004). Teachers today are viewed as decision-makers who take into consideration the resources, constraints and challenges of their local teaching settings to create an environment where learners can interact and collaborate to build new understandings.

Table 2: *Project SPELL* timeframe for implementation, partner responsibilities, and corresponding objectives

Objective (P = Primary; S = Secondary)	SalemKeizer					Woodburn					WOU				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>YEARS (B = Begin; E = End)</b>															
<u>Objective 1a:</u> Refinement of model through Advisory Council.	B	>	>	>	E	B	>	>	>	E	B	>	>	>	E
Advisory council meetings	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Collection and analysis of evaluation data											P	P	P	P	P
Review of evaluation data	S	S	S	S	S	S	S	S	S	S	P	P	P	P	P
Implementation of changes through performance feedback	S	S	S	S	S	S	S	S	S	S	P	P	P	P	P
<u>Objective 1b:</u> Expand coaching component.	B	>	>	>	E		B	>	>	E	B	>	>	>	E
Selection of coaches	P						P				S	S	S	S	S
Training of coaches	S						S				P	P			
Delivery of coaching for in-service teachers		20	20	20	20			10	10	10		S	S	S	S
Delivery of coaching for pre-service teachers		30	30	30	30			10	15	15		S	S	S	S
<u>Objective 1c:</u> Development and implementation of the PLCs	B	>	>	>	E		B	>	>	E	B	>	>	>	E
Implementation plan developed	P	P					P	P			P	P	P		
Implementation of PLCs for in-service teachers			20	20	20				10	10			S	S	S





*Project SPELL*'s professional development model is firmly rooted in up-to-date research-based practices that are known to raise ELL student achievement. According to a comprehensive study conducted by the Council of the Great City Schools (Horwitz et al., 2009), high quality professional development "ensures that all teachers of ELLs ... provide differentiated instructional strategies, promotes the effective use of student assessment data, and develops skills for supporting second-language acquisition across the curriculum" (p. 5). In a similar vein, a recent report published by the National Clearinghouse for English Language Acquisition (Ballantyne, Sanderman, & Levy, 2008) recommends staff development that is driven by data about ELLs, addresses language skills for the content areas, incorporates the learning styles of ELLs, and creates professional learning communities which bring together content teachers and ELL experts. In accordance with these recommendations, *Project SPELL* includes hands-on, site-based strategies that are situated within the complex daily realities of schools and classrooms.

Learning a second language is a long and complex process. Although many individuals can develop fluency in social conversation in only one or two years, it takes much longer to develop competence in academic language (Cummins, 2001). Academic language is generally more abstract and context-reduced, involves higher levels of conceptualization and critical thinking skills, and must be explicitly taught in school in order to be developed (Díaz-Rico & Weed, 2010). Schleppegrell (2009) reminds us that teaching academic registers means much more than simply teaching new vocabulary. Related to the STEM content areas, students need targeted instruction in academic reading, writing, and oral discourse skills reflected in science and math classes (Kersaint, Thompson, & Petkova, 2009; Short, Vogt, & Echevarria, 2011; Cummins, 2006). *Project SPELL* will prepare teachers to deliver academic content that is "sheltered" or differentiated for ELLs at different proficiency levels. Sheltered approaches provide instruction that is "comprehensible, relevant, and motivating" and that "explicitly emphasizes language and

content objectives” (Herrera & Murry, 2011, p. 271). The project will introduce teachers to different models of sheltered instruction, such as SDAIE (Specially Designed Academic Instruction in English, Cline & Necochea, 2003), SIOP (Sheltered Instruction Observation Protocol, Echevarria et al., 2008), CALLA (Cognitive Academic Language Learning Approach, Chamot, 2009), and GLAD (Guided Language Acquisition Design, Brechtel, 1992), so they can purposefully draw from the rich array of resources that will meet the cognitive and linguistic needs of their individual ELL students (Mize & Dantas-Whitney, 2007). Related to assessment, the project will help teachers understand the role that language and culture play in assessment so they can avoid bias and ensure that content-based tests do not become tests of English language proficiency. Teachers will also work on constructing meaningful classroom-based assessments that include adaptations appropriate for ELL students at different levels (Gottlieb, 2006). Equally important, they will become informed about critical issues related to ELL student inclusion in standardized tests (Basterra, Trumbull, & Solano-Flores, 2011), as well make use of appropriate accommodations that may be available for students in different testing situations (Willner, Rivera, & Acosta, 2009).

In sum, *Project SPELL* will encourage teachers to engage students in academically rigorous curricula that provide rich opportunities for content learning and language development while celebrating their cultural identities and values.

#### **(b) Quality of the Project Personnel**

##### **(1) Qualifications, training and experience, of the principal investigator/project director**

*Project SPELL*’s Principal Investigator will serve as its Project Director. **The Project Director** (0.33 FTE) will be responsible for the overall project management, leadership and direction to staff; oversight of operation and finances; collaborative oversight with LEA site coordinators of district-based coaches; liaison with Advisory Council (Goal 1) to ensure

implementation of modifications based on performance feedback and monitoring of project's progress in meeting outcomes; facilitation of administrative team meetings (see Management Plan below); collection of TWS, observation, and ORELA data; and, oversight of technical and financial reporting deadlines. **Dr. Maria Dantas-Whitney, WOU Associate Professor and Coordinator of ESOL/Bilingual Education**, will serve as *Project SPELL's* Principal Investigator and Project Director. Originally from Brazil, Dr. Dantas-Whitney taught ESL for over 15 years in Colorado, North Carolina and Oregon. From 1990 to 2004 she taught ESL and teacher education courses at Oregon State University. While at OSU, she directed two Eisenhower grant projects involving school-university partnerships that provided ESOL professional development for elementary and middle school mainstream teachers in four districts. Dr. Dantas-Whitney is the recipient of the AERA Outstanding Dissertation Award in Second Language Research and the TESOL/College Board Award for Teacher as Classroom Researcher. In addition, she has served as a senior Fulbright scholar in Mexico. She is a former president of Oregon TESOL and ORATE (Oregon Association for Teacher Educators), co-editor of *Authenticity in the Language Classroom and Beyond* (two volumes, TESOL, 2009-2010, with Rilling) and *Intensive English Programs in Postsecondary Settings* (TESOL, 2002, with Dimmitt). She currently serves as series co-editor for the 15-volume TESOL's *Classroom Practice Series*. Her publications and presentations focus on linguistically and culturally responsive pedagogy in teacher education, critical reflective practice, and classroom ethnography.

## **(2) Qualifications, including relevant training and experience, of key project personnel**

The **WOU Project Coordinator** will coordinate the offering of professional development in the districts. These arrangements include all pay documents and evaluation of instructors, class location, program and licensure advising, preparation for ESOL ORELA test, confirmation of students meeting endorsement requirements for WOU and TSPC. **JoNan LeRoy, Director**

**Division of WOU Extended Programs**, was a K-12 classroom teacher for 20 years in both public and independent schools and six years as Headmaster (Principal) for an independent elementary school embedded in a rural Hispanic community. JoNan has developed partnerships with school districts in the Willamette Valley to meet professional licensing needs of teachers.

The **LEA Site Coordinators** will be responsible for collaborative oversight with WOU Project Director of district-based coaches, participation on the advisory council, monitoring of district-based professional development, and oversight of pre-service teacher placements. **Robin Farup-Romero, Salem-Keizer Elementary Instructional Services Coordinator**, coordinates the program implementation and support for culturally and linguistically diverse students in 45 elementary schools. She oversees implementation of the Literacy Squared research project in 13 schools, and 7 in-district, K-12 dual language program in 6 schools and Focused and Integrated ELD in all 45 schools. Robin is committed to effective practices for English Language Acquisition, biliteracy, bilingualism and cultural competency. **Sonia Kool, Woodburn Language Program Director**, is responsible for placement and identification of all students entering the Woodburn school system through the district's "Welcome Center." She is also the director of the following programs: Title III (*English Language Learners Acquiring English*), 1-C (*Migrant Program*), and Title X (*McKinley Vento Act – Homeless*). Sonia has been an elementary teacher, an instructional coach, a bilingual coordinator, and vice principal.

The **External Project Evaluator** will be responsible for the analysis of all data including TWS scores, observation scores, ORELA scores, K-12 standardized assessment scores, in-service and pre-service teacher feedback, and conference evaluations. Information will be summarized and shared with the Administrative Team monthly (as available) and with the Advisory Council quarterly (as available). **Dr. Ella Taylor, Associate Research Professor, Teaching Research Institute**, has a 20+ year background in educational program evaluation.

She has been the program evaluator for a national technical assistance and dissemination center, several national projects funded through the U.S. Office of Special Education Programs (OSEP), numerous state projects (Oregon Department of Education, Florida Department of Education), and has served as an evaluation consultant for joint university-SEA/LEA projects in 27 states. She is a co-editor of *Professional Issues in Special Education*, has co-edited several chapters, and presented at numerous national conferences.

The **ESOL Content Specialist** will be responsible for ensuring that research-based practices will be incorporated and utilized throughout the district-based professional development, embedded within the PLCs, and emphasized in coaching sessions between and among in-service and pre-serviced teachers. The ESOL specialist will work closely with the STEM content specialists to reflect a merging of the two. **Dr. Carmen Cáceda, WOU Assistant Professor in ESOL**, prepares and supervises pre- and in-service teachers. Supervising informs her classes, particularly the rationale, tools, strategies, and resources these professionals need to meet ELLs' linguistic outcomes. Dr. Cáceda has been in education since 1982; teaching middle and high school level until 1994 and preparing EFL/ESL teachers for the last 17 years. She has published in the ESL field and has been a member of the Editorial Board of the Colombian *Profile* Journal since 2001. She has also presented in national and international conferences. Her research interests are on teachers' language beliefs, biliteracy, and teacher development.

The **STEM Content Specialists** will be responsible for incorporating and demonstrating, in collaboration with the ESOL Content Specialist, best practices in STEM and ESOL strategies. The Content Specialists will assist PLCs with the development of action research focused on STEM content areas. **Dr. Mary Bucy, WOU Associate Professor Information Technology**, is the coordinator of the Master of Science in Education: Information Technology program and coordinates the technology requirements for pre-service teachers. Dr. Bucy teaches face-to-face,

online, and hybrid courses focusing on technology in the classroom, emerging technologies, new media, information design, instructional design, and other topics related to the intersection between technology and learning. Her current research interests focus on effective use of technology in the classroom, technology for teaching in remote locations, and new media to support education. **Dr. Rachel Harrington, WOU Assistant Professor Mathematics Education**, is the MAT program coordinator. Dr. Harrington taught high school mathematics for five years prior to pursuing her doctoral studies. She is the project director on a FIPSE sub-award entitled “Algebraic Thinking Project: Utilizing Research and New Technologies to Overcome the Research Barrier” which focuses on the use of research based practices, formative assessment, and project-designed apps for tablet technologies. Dr. Harrington was named the 2009 Mathematics Education Fellow by the National Technology Leadership Initiative **Dr. Adele Schepige, WOU Professor of Science Education**, has served as Undergraduate Program Coordinator, cohort team leader and Teacher Education Division Chairperson. Dr. Schepige is the recipient of several NASA Climate Education grants as well as numerous state grants focusing on environmental education. Dr. Schepige is currently the state wide coordinator for the international environmental curriculum Project Water Education for Teachers (PWET). She is the Oregon Partner for the international environmental Global Learning and Observation for the Environment (GLOBE) Program.

### **(c) Quality of the Management Plan**

#### **(1) Adequacy of the management plan to achieve the objectives of the proposed project**

It is critical that a project of collaborative partnerships have an efficient and effective means of management with an administrative system that provides the oversight, support, linkages, networking and resources to complete the objectives of the project and to achieve the best outcomes possible. The proposed project has designed a management system that is responsive to the needs

and issues by developing effective, outcome-based strategies. These include: (1) an administrative structure that is guided by partners with specific accountability based on formative evaluation and data-based decision-making across all objectives (see Evaluation section); (2) extensive breakdowns of timelines and monitoring across all activities (see Table 2 and Table 3) that are reviewed quarterly by the Administrative Team (Project Director, Project Coordinator, Salem-Keizer School District Coordinator, Woodburn School District Coordinator, and the External Project Evaluator); (3) use of an Advisory Council (described in Objective 1a) that will meet quarterly to review performance feedback, monitor the project's progress in meeting outcomes, and provide continued recommendations in planning, implementation, and evaluation of project; and (4) use of an outside evaluator to monitor fidelity of design, assess the quality of the professional development and training activities, and review periodic assessments of performance data on the project's progress in meeting its outcomes. Approximately 74% of grant funds will benefit the two school districts directly through tuition stipends, sub-awards and the direct services of the ESOL Content Specialist and the STEM Content Specialists. A person-loading chart (Table 3) shows staff time by objective as well as administrative function.

## **(2) Extent to which the time commitments are appropriate and adequate**

It is critical for reviewers to note that *all* of the key staff have expertise in the area of teacher education and ESOL teacher education. Time commitments of the staff demonstrate a commitment to the improvement of professional development and to the improvement of skills for English Language Learners. Whereas all of the proposed staff have either additional administrative or teaching responsibilities, they also have expertise to carry out the activities of this project. The Project Director will receive a one-course/term release to direct and oversee all project responsibilities. The ESOL Content Specialist will receive a one-course release across three terms to oversee development and implementation of both the professional development and coaching

**Table 3: Person-loading chart (230 workday year)**

Staff	Total	Admin	Obj 1a	Obj 1b	Obj 1c	Obj 1d	Obj 1e	Obj 2a	Obj 2b	Obj 2c	Obj 3	Eval
Name	days											
M. Dantas-Whitney	76	10	4	4	4	4	3	10	6	6	10	13
J. LeRoy	23	10	4	1	1	1	1	6	0	0	0	0
C. Caceda	56	5	2	5	5	5	5	8	8	8	2	0
E. Taylor	35	0	2	0	0	0	0	0	0	5	0	28
M. Bucy	12	0	2	2	2	2	2	4	0	0	0	0
R. Harrington	12	0	2	2	2	2	2	4	0	0	0	0
A. Schepige	12	0	2	2	2	2	2	4	0	0	0	0
J. Keen	35	26	0	0	0	0	5	0	2	2	0	0
R. Farup-Romero	23	5	4	2	2	2	2	2	1	0	3	2
SK Coaches (each)	20	0	2	3	5	5	0	8	2	0	0	0
S. Kool	23	5	4	2	2	2	2	2	0	1	3	2
Woodburn coaches	20	0	2	3	5	5	0	8	0	2	0	0

activities. Each of the LEA Site Coordinators have a percentage of their district time assigned to oversee and manage project responsibilities within their own district. The commitment of the two school districts is evidenced through their letters of partnership (Appendix A).

#### **(d) Quality of the Project Evaluation**

##### **(1) Extent to which methods of evaluation are thorough, feasible, and appropriate.**

The evaluation of the project will adhere to the Program Evaluation Standards (2011) developed by the Joint Committee on Evaluation Standards. Following the eight standards for *Utility* (by serving the needs of the intended user), the four standards for *Feasibility* (by being realistic, prudent, diplomatic and frugal), the seven standards for *Propriety* (by acting ethically, legally, and maintaining the dignity of the participants), the eight standards for *Accuracy* (by revealing and conveying technically accurate information) and the three standards for *Accountability* (by focusing on adequate documentation and a focus on improvement) will ensure that the methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of this project. The overall evaluation of the *project* serves three purposes: (1) to evaluate the implementation of individual project objectives for purposes of ongoing performance feedback and improvement; (2) to evaluate the proposed project as a whole in progress toward achieving its intended outcomes; and (3) to support all reporting and accountability requirements.

##### **(2) Extent to which the methods of evaluation use objective performance measures.**

Objective performance measures and targets will focus the operation and evaluation of the project. The overall array of performance measures for the *project* include the three pre-service GPRA measures (number to be served, number to complete, number providing service to ELL) and the two in-service GPRA measures (number to be certified, number to provide instruction to ELL). *Project SPELL* also includes 21 project-specific measures to assess in-service, pre-service

and K-12 student data. The GPRA and project-specific measures are provided in Goal Attainment Scale (GAS) in Table 4. According to Kiresuk, Smith & Cabrillo (1993) the development of goal attainment scales “might be done in quantitative terms of frequency, percentage or intensity of occurrence ....Additionally, it could be a qualitative judgment about some state” (p. 9). The GAS includes objective measures that are clearly tied to the intended outcomes of the project. As a formative tool, it will be used to determine ongoing progress toward meeting the outcomes as outlined in the timeline. As a summative tool, it will be used to provide both quantitative and qualitative performance measures, verify progress on achieving identified outcomes, and provide a benchmark for judging strategy effectiveness.

The evaluation design demands a strict approach to data collection, analysis and reporting. The data collection scheduled will follow a quarterly, biannual or yearly interval consistent with both reporting requirements and naturally occurring time periods.

**Table 4: Goal Attainment Scale Measures**

**Goal 1: Refine and expand current ESOL endorsement for in-service teachers.**

**Yearly measures**

**GPRA 1.5:** 100% of the in-service teacher completers receive ESOL endorsement

**GPRA 1.6:** 75% of in-service teacher completers are providing instructional services to ELL students during Years 2 – 5 (Year 2 = 15 ; Years 3 – 5 = 23/year)

**Project:** 140 in-service teachers are served through the program (Year 1 = 20; Years 2 – 5 = 30/year)

**Project:** 95% of the 140 in-service teachers complete the program (Year 1 = 19; Years 2 – 5 = 29/year)

### **Biannual project measures**

- 100% of in-service teacher participants are observed in classroom setting
- 100% of program completers receive satisfactory rating on WOU ESOL Observation tool
- 100% of program completers complete TWS
- 100% of program completers receive satisfactory score on TWS
- 50% of program completers present action research project (Years 3 – 5)
- 100% of in-service teacher completers receive passing score on ORELA

### **Quarterly project measures**

- 95% of program participants complete professional development evaluation at end of term
- 90% of Advisory Council attends quarterly meetings

## **Goal 2: Provide ESOL or ESOL/Bilingual endorsement for pre-service teachers.**

### **Yearly measures**

**GPRA 1.1:** 100% of the pre-service teacher completers receive ESOL endorsement (Year 2 = 29; Year 3 = 38; Year 4 = 43; Year 5 = 43)

**GPRA 1.2:** 50% of pre-service program completers are hired and placed in instructional settings serving ELL students within one year of the program

**GPRA 1.3:** 70% of pre-service program completers are providing instructional services to ELL students three years after program completion.

**Project:** Number of pre-service teachers served by the project (Year 1 = 0; Year 2 = 30; Year 3 = 40; Year 4 = 45; Year 5 = 45).

**Project:** 95% of the 160 pre-service teacher participants complete the program (Year 2

= 29; Year 3 = 38; Year 4 = 43; Year 5 = 43)

#### **Biannual project measures**

- 100% of pre-service teachers are observed in classroom setting
- 100% of pre-service teacher completers receive satisfactory rating on WOU ESOL Observation tool
- 100% of pre-service teachers complete TWS
- 100% of pre-service teacher completers receive satisfactory score on TWS
- 100% of pre-service teacher completers receive passing score on ORELA

#### **Goal 3: Improve PK-12 student learning and achievement.**

##### **Yearly measures**

**Project:** 50% of ELL students in program participants classrooms meet or exceed OAKS benchmarks in Science or Math during Years 2 - 5

**Project:** 60% of ELL students in program participants classrooms make progress in language proficiency based on ELPA in Years 2 – 5

**Project:** 80% of ELL students in program participants classrooms show improvement in language ability as evidenced through formative, classroom-based assessments

**Project:** 80% of ELL students in program participants' classrooms show increased achievement in science and math as shown through formative assessments

Analysis will be conducted using SPSSx (when needed) and Excel to produce monthly reports for the Administrative Team, quarterly reports for the Advisory Council and yearly reports for federal reporting purposes. The **Project Director** will be responsible for collection and analysis of all TWS and observation data. This data will be shared with the external project evaluator. The **External Project Evaluator** will review all reports and data collected and will develop an

independent performance report showing progress on achieving intended outcomes and which will be shared with the Advisory Council and Administrative Team. Both will review the performance feedback obtained through these periodic analyses and will determine any modifications that need to be made in any aspect of the project including curriculum, instructional delivery, mentor supervision or assignment, as well as collection and/or analysis of data. This type of performance feedback not only permits the periodic assessment of progress toward achieving intended outcomes, but also ensures a rapid response to correcting variation in achieving the intended outcomes.

A variety of quantitative and qualitative data will be collected. Quantitative data will include simple dichotomous, categorical and continuous variables in the form of demographic information, progress status through the 12-month program, program completion status, endorsement status, TWS sub-scores and overall score, ESOL Observation sub-scores and overall scores, status of program completers providing instruction to ELL students, ORELA scores, OAKS scores, ELPA scores, and ESOL STEM conference evaluations. Qualitative data will include contextual and reflective components of the TWS, participant narrative generated through open-ended evaluation questions, and K-12 student achievement documented in the TWS and action research projects.

**(3) Extent to which the evaluation includes performance feedback and periodic assessment.**

Numerous procedures are used to ensure feedback and continuous improvement. Multiple forms of output and outcome data are collected. These data are analyzed to determine strategies for improvement. The *Goal Attainment Scale* is used to determine if: (a) timelines are being met (Table 2), (b) milestones are met (Table 3), (c) resources need to be re- allocated, (d) shifts need to be made in instruction and/or coaching, or (e) there is such a shift from the intended outcome that communication with the Project Officer is necessary. As Table 3 illustrates, some measures occur

more frequently than others. Measures have been divided into GPRA measures which are collected and analyzed yearly and Project measures which are collected and analyzed biannually or quarterly. During the first year of the grant, when significant piloting and refining are occurring, this performance feedback loop will be evaluated at each monthly meeting to ensure maximum responsiveness. During the second year of the grant, this process will occur quarterly to allow for optimum implementation in the Woodburn School District. During Years 3 – 5, the Advisory Council will be provided this information for consultation on overall progress toward outcomes on a biannual basis (at the end of the fall and spring terms). The Advisory Council reviews the performance feedback by examining the project's attainment of targets identified through the Goal Attainment Scale (Table 4) and advises the Administrative Team about necessary modifications in implementation. The strength in this type of periodic performance assessment lies in the feedback loop between the Administrative Team (including the external project evaluator) and the Advisory Council.

### **Conclusion**

Working in collaboration, the Salem-Keizer School District (the second largest school district in Oregon), the Woodburn School District (the largest percentage of ELL students in the state), and WOU will prepare 140 in-service teachers and 160 pre-service teachers to provide instruction to ELL students in the STEM content areas through the five years of *Project SPELL*. All program completers, both pre-service and in-service, will exit with an endorsement in ESOL or ESOL/Bilingual as recognized by the State of Oregon. This collaborative project has the potential to impact almost 20% of the over 65,000 ELL students in Oregon. Both quantitative and qualitative data will be collected on a quarterly, biannual, and yearly basis to document progress on the intended outcomes and impact of the model on both practitioners and PK-12 students.