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## Godsman/Literacy Squared: Language and Biliteracy Model School

### Abstract

The BUENO Center for Multicultural Education at the University of Colorado, Boulder is submitting an application for funding under Title III, National Professional Development programs. The project, "*Godsman/Literacy Squared: Language and Biliteracy Model School*," was developed and is being submitted in partnership with Godsman Elementary School in the Denver Public Schools. Denver has the largest number of English Learners (ELs) in the state.

The Principal Investigator for this project will be Dr. Kathy Escamilla, a full professor in the School of Education at the University of Colorado, Boulder. The goals and objectives in this project address **Competitive Preference Priority 2** that funds projects that collect, analyze, and use data on program participants' outcomes to enable more data-based decision making to improve instructional practices and student outcomes in schools serving ELs. The project also addresses **Invitational Priority 2** that funds projects to prepare teachers to provide instruction that accelerates EL's acquisition of language and literacy. This proposal focuses on language and biliteracy development in the implementation a model school.

The project will have **two** overarching goals and **seven** specific and measurable objectives. **Goal 1, Objectives 1-4** proposes to modify the existing 24-credit hour Linguistically Diverse Educator (LDE) Endorsement program to include fieldwork components in classes in order to connect what is learned in the university courses directly and concretely to classroom practice. The project will then select teachers to participate in the revised program. Peer observations of field-based experiences have been built into each course. Courses in the LDE program meet Colorado K-12 content standards and are matched to the World-Class Instructional Design & Assessment (WIDA) ESL standards.

**Goal 1, Objectives 5-6** proposes to develop and offer a 12-credit hour leadership program for principals and other school leaders working in schools with large numbers of ELs. The state of Colorado currently does not have any course work in its administrative credential program relating to second language acquisition and cultural diversity. Participating administrators will earn a certificate in "Leadership in English Learner Education."

**Goal 2, Objective 7** proposes to connect participation in the specially designed LDE endorsement program to improved classroom instruction for ELs at Godsman/Literacy Squared School and correlate these activities to student academic outcomes in language. This project is unique in its proposal to connect content in the LDE program to student outcomes.

The project proposed herein establishes a language and biliteracy model that provides the setting for teachers to apply university course work in real classroom settings with peer support. Selected teachers will earn an LDE endorsement. The administrator certificate program provides school leaders an opportunity to learn to be more effective instructional leaders. The model school environment will connect university course work to teacher practice to student academic outcomes. As a result of this project, the University of Colorado, Boulder will endorse 32 teachers and 12 administrators over a five-year period.

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## **Godsman/Literacy Squared: Language and Biliteracy Model School**

### **Part III - Narrative**

#### **(a) Quality of the project design**

This project is written to address **Competitive Preference Priority 2** that funds projects that are designed to collect, analyze, and use high-quality and timely data, including data on program participants' outcomes, in accordance with privacy requirements to enable more data-based decision making thereby improving instructional practices, policies, and student outcomes in elementary school programs serving English Learners (ELs). The project also addresses **Invitational Priority 2** that funds projects designed to prepare all teachers to provide instruction that accelerates ELs' acquisition of language, literacy, and content knowledge. In this proposal the focus is placed on language and literacy, specifically biliteracy development, in the design, implementation, and evaluation of an innovative model language and biliteracy school named Godsman /Literacy Squared school.

Godsman/Literacy Squared will utilize the mission and vision of the Denver Public School's (DPS) English Language Acquisition department in combination with Literacy Squared<sup>®</sup>, a paired biliteracy instructional model in the design of this model school, "Spanish sooner, English longer". When fully implemented, it is anticipated that this school will be the model language and biliteracy model for the Denver Public Schools. The vision and mission for Godsman/Literacy Squared is, "To prepare all students to be college ready and globally competent". Godsman/Literacy Squared will prepare students for success in school and life by developing high achieving, multilingual students who engage in and contribute to culturally diverse communities. All Godsman/Literacy Squared students will have the knowledge, dispositions, and skills they need to connect, collaborate, and compete in a highly interdependent

world.

In preparation for the writing of the application, a planning committee, consisting of the principal of Godsman Elementary School, Ms. Patricia Hurrieta, met with University of Colorado faculty and staff from the BUENO Center for Multicultural Education at the University of Colorado, Boulder to develop the program's goals and objectives listed below.

**(a)(1) The goals, objectives, and outcomes are clearly specified and measurable.**

This project will be situated and implemented in collaboration with Godsman Elementary School in DPS. Godsman has a student body that is representative of other schools in Denver. DPS enrolls 76,000 students of whom over 24,500 are ELs and 53,000 qualify for free or reduced priced lunch. Further, there are 4,555 designated teachers of ELs in DPS of whom only 2,336 (51%) are fully qualified. DPS has the highest concentration of ELs and poor students in the state of Colorado, and Godsman Elementary is no exception.

Godsman Elementary proposes to provide a high quality innovative model language and biliteracy program to a neighborhood population. When fully implemented, the program will serve about 500 children who are about 90% Latino, 6% White, 2% African-American and 2% other and who are over 60% ELs with 94% of students who qualify for free or reduced priced lunch.

As stated above, the proposed project will be a partnership between Godsman/Literacy Squared and the BUENO Center at the University of Colorado, Boulder. It is proposed that the school will become a model school for language and biliteracy development and will serve to accelerate the biliteracy development of its students, as well as to provide a model training site for future teachers and administrators.

For this particular project, Literacy Squared® will serve as the language and biliteracy

curriculum for the proposed model school. Literacy Squared was developed in 2004, beginning as a pilot biliteracy model to strengthen and better connect the teaching of Spanish literacy and literacy-based ESL in schools with bilingual/dual language programs for children in grades K- 5, utilizing explicit and direct teaching strategies to teach language, literacy, and metalanguage in Spanish and English. Since its inception, more than 4,000 children in three states and 10 school districts have participated in its development, implementation, and refinement. Literacy Squared is research-based and research-tested, and it has also developed extensive tools to coach teachers and observe instruction to ensure fidelity of implementation.

The project will have **two** overarching goals and **seven** specific and measurable objectives. **Goal one** in the project proposes to connect participation in high quality graduate course work in the area of language and biliteracy through a specially designed Linguistically Diverse Educator (LDE) endorsement program at the University of Colorado, Boulder to improved classroom instruction for ELs at Godsman/Literacy Squared School. The coursework will assist administrators in learning to supervise effective instruction for ELs, and these activities will be correlated to student academic outcomes in language and literacy. This goal speaks directly to **Invitational Priority #2** of the RFP. **Goal two** proposes to demonstrate that children can develop high levels of literacy in two languages in settings where high quality instruction follows a comprehensive cross-grade level model for the development of biliteracy. Moreover, **Goal two** proposes to connect teacher coursework to the application of coursework in instructional settings and subsequent student academic achievement. This goal speaks directly to **Competitive Priority #2** of the RFP. The **seven measurable objectives** for project implementation are:

**GOAL 1: High quality, specially designed graduate coursework for teachers and administrators.**

**Objective 1:** By December 31, 2011, modify the existing 24-semester hour LDE endorsement program to include field-based opportunities in graduate courses.

**Objective 2:** By Aug. 31, 2011, plan and implement a two-day retreat for all teachers and staff at Godsman/Literacy Squared to establish the model language and biliteracy school.

**Objective 3:** By December 31, 2011 identify 16 teachers from grades K-5 in the Godsman/Literacy Squared School to participate in Cohort I of the specially designed LDE endorsement program to establish the model language and biliteracy school.

**Objective 4:** By April 2013, recruit in Cohort II, 16 teachers from other DPS schools who will participate in fieldwork at Godsman/Literacy Squared and will participate in the endorsement program.

**Objective 5:** Beginning January, 2012, offer a 24-credit hour specialized endorsement program to Cohort I teachers and offer the program to Cohort II teachers beginning January of 2014.

**Objective 6:** Develop and implement a 12-credit hour certificate program for principals, coaches, and Directors of the English Language Acquisition Programs for 6 administrators beginning in January 2012 and a second cohort beginning in January 2014. This certificate program is titled “Leadership in English Learner Education.”

**GOAL 2:** Connect outcomes of high quality coursework in the Godsman /Literacy Squared program to classroom instruction practices and to EL children’s reading/writing/language outcomes at Godsman/Literacy Squared School.

**Objective 7:** By the end of year one, develop a research design that includes data collection, analysis, and a calendar for data collection for grades K-5 to assess the impact of the endorsement program on classroom practice and student achievement at Godsman/Literacy Squared.

## **Strategies for Accomplishing Program Objectives**

**Goal 1, Objective 1** speaks to the development of a modified 24-semester hour LDE program that includes field-based opportunities within the existing program. Upon notification of funding, the proposed Director, Dr. Sandra Butvilofsky, will take the lead role in revising courses within the existing program to reflect the focus of theory to practice in the development of this model program. The first course that will be modified and offered is EDUC 5535 – Diagnostic/Assessment in Bilingual/ESL. This course will be offered first in order help teachers at Godsman/Literacy Squared learn to use the formative assessment tools to collect baseline data on students to help organize and plan the language and biliteracy instructional program. These assessment tools will be used to make instructional decisions taking into consideration what students know and can do in each language (Spanish and English). [This course will be offered in Spring 2012 after 16 members of the model school faculty have been selected to be part of Cohort I for the program. Since the proposal is to establish a model school for language and biliteracy, the first cohort will consist of teachers from the model school site. As courses are modified, faculty from the department of Equity, Education and Cultural Diversity (EECD) at the University of Colorado, Boulder will be asked to review syllabi and provide input for strengthening endorsement courses. The table on page 8 lists those classes that will be modified specifically by adding fieldwork components.

**Goal 1, Objective 2** speaks to the need to have a beginning of the year retreat for all staff at the newly designed Godsman/Literacy Squared School. The purpose of the retreat is to build community for the model school, to establish routines for language and biliteracy instruction in the new school, to do assessment and grouping of students, and to provide teachers with an orientation for the curriculum focus on paired literacy instruction as part of Literacy Squared.

The two-day retreat will also provide an opportunity for the school staff and the university staff to establish the working partnership for the five-year project. The retreat will provide an orientation to the five-year project and will work to build coherence and cross grade level continuity and direction. It is anticipated that at the end of the retreat, teachers will have established their daily schedules for implementing Literacy Squared, learned basic ideas about grouping children, increased their understanding of project expectations, and gained support systems to ensure that the project is successful.

**Goal 1, Objectives 3 - 5** speak to the recruitment and selection of **16** teachers in two different cohorts to participate in the program. Cohort I will begin their program of study in January 2012 and will complete their program in December 2013. A second cohort of **16** teachers will be recruited in the fall of 2013, will begin the program in the January of 2014, and will complete the program in December 2015 (see program of study, detailed below). The first cohort of 16 teachers will be teachers at Godsman/Literacy Squared school, as these will be the teachers and classrooms that become the sites for developing the model center for language and biliteracy. In order to select teachers for Cohort I, the proposed Project Director, Dr. Sandra Butvilofsky, will hold a meeting at Godsman/Literacy Squared to fully explain the program to potential teacher applicants.

For Cohort II, Dr. Sandra Butvilofsky will hold an informational meeting about the program for which invitations will be disseminated through DPS communication channels. At these meetings, the Director will detail program requirements and commitments for selected teachers. Teachers will be told that, if selected, they must agree to teach in classrooms with high numbers of ELs. In the application process for both cohorts, teachers will be asked to: 1) provide general information about themselves; 2) write an essay describing their reason(s) for

wanting to participate in the program and describing their commitment to working in a classrooms with ELs; and 3) submit two letters of recommendation from school staff who possess knowledge of their work with students, especially ELs. A selection committee, consisting of project staff, EECD faculty from the University of Colorado, and a representative from Godsman/Literacy Squared, will meet to select program participants. Selected teachers will then meet with the Project Director to apply to the University of Colorado, Boulder and to enroll in courses. Teachers not selected for the program will be placed on a “wait list” and, should a vacancy occur, will be invited to participate in the program.

Upon recruitment of students, a 24-credit hour modified endorsement program will be offered to selected teachers (**Goal 1, Objective 5**). The program will be offered at Godsman/Literacy Squared. The following courses and timeline will be used in offering the 24-hour endorsement program. Courses with an asterisk (\*) are courses that will be modified during the fall semester of the first project year to include specific field-based assignments as a part of the course-work. All course work in this program has been aligned to Colorado K-12 model content standards and the World-Class Instructional Design & Assessment [WIDA] standards that have been adopted by the state of Colorado as the official English as a Second Language (ESL) standards beginning fall 2011. Please note that the Literacy for Linguistically Diverse Learners Methods class (EDUC 5455) and the Diagnostic Assessment class (EDUC 5535) will be offered bilingually, in Spanish, as well as in English. In this model school, offering courses bilingually, particularly in assessment, is important to enable teachers and administrators to understand and learn how to monitor children’s trajectories toward biliteracy and to ensure that across grade levels children are making satisfactory progress in reading and writing in Spanish and English. Model bilingual schools must have bilingual/biliterate assessments.

### Timeline and Course of Study – Cohort I Teachers

Semester	Year	Prefix	Course Title	Hrs.
Spring	2012	EDUC 5535	*Diagnostic Assessment in Bilingual/ESL	3
Summer	2012	EDUC 5445	*Multicultural Curriculum Methods	3
		EDUC 5615	Second Language Acquisition	3
Fall	2012	EDUC 5455	*Literacy for Linguistically Diverse Learners	3
Spring	2013	EDUC 5625	*ESL Methods	3
Summer	2013	EDUC 5425	Foundations of Bilingual/Multicultural Education	3
		EDUC 5035	*Pro-Seminar: Parent & Community Involvement	3
Fall	2013	EDUC 5595	*Practicum in Bilingual/ESL Education	3
<i>Total Hours</i>				24

As previously stated, Cohort II teachers will be recruited in September of 2013, will begin their program of study in the spring of 2014, and will complete their program of study in the December of 2015 (fifth project year). The sequence of courses for Cohort II teachers will remain the same as for Cohort I teachers. In each methods course (courses with an asterisks in the table above), a field-based component will be embedded. The traditional method of delivery of courses is 15 weeks of in-class lecture and discussion. The proposed project views field-based experiences as vital to making the connection between theory and practice and to improved student achievement. The observation structure consists of having all teachers scheduling time to be observed by 3-4 others in the class. First, the observers are given a lesson plan, a pre-observation discussion, and an observation matrix. They then observe direct and explicit instruction for a period of about 1 hour and engage in a post observation discussion where they discuss what they observed and how they will apply it in their own classrooms. This structure is

not evaluative, but serves to provide a structured opportunity for teachers to apply what they are learning in college classes to their own classrooms, and to get feedback and coaching on their teaching. It further provides an opportunity to observe and coach peers. By providing teachers an opportunity to engage in observations, teachers and administrators will learn from one another, leading to collegiality at the school site and to the implementation of a model school for biliteracy. All but two courses in the proposed program will contain field-based assignments. The project will provide substitute teachers for both cohort groups to enable teachers to participate in this peer observation experience. Godsman/Literacy Squared School leaders, CU faculty, project directors, and administrators chosen to participate in this project will also participate in this peer observation. Cohort II teachers will also engage in this peer observation experience.

**Goal 1, Objective 6**, speaks to the need to better prepare administrators and other supervisors (such as Literacy Coaches) to lead and manage effective school programs for ELs. The proposed project will select two cohorts of 6 administrators in each cohort to participate in a four-course certificate program that certifies them as having specialized skills in leading bilingual/ESL/dual language programs. The certificate is “Leadership in English Learner Education.” The four courses will be taken together with teachers; however, the administrator focus will be on learning to observe and coach teachers. Administrator courses will be: EDUC 5535 – Diagnostic/Assessment in Bilingual/ESL; EDUC 5615 – Second Language Acquisition; EDUC 5445 – Multicultural Curriculum; and EDUC 5455 - Literacy for Linguistically Diverse Learners. These courses will provide school leaders with the knowledge in second language methods and of culture that is needed to be a leader in a school with large numbers of ELs. Further, the field-based component of the program with observation matrices will enable school

leaders to learn and apply skills in effective supervision of bilingual/ESL classrooms. Currently, the state of Colorado does not provide any coursework related to working with ELs in its requirements for obtaining administrative certificates, nor are model schools identified where administrators can go to observe high quality program implementation. This proposed project will improve and enhance the leadership in the field as well as the efficacy of teachers. Given that Godsman/Literacy Squared will be a model language and biliteracy school, it is an ideal location to prepare effective administrators as well as teachers. It is anticipated that the administrators will come from a variety of schools in DPS and participating in this certificate program provides a way to disseminate best practice across sites.

**Goal 2, Objective 7** proposes to develop and implement a data collection and analysis research design and calendar for data collection for grades K-5 that will enable the project to assess the ability of teachers to apply what they have learned in university classes in their classrooms, to assess fidelity of implementation of the Godsman/Literacy Squared language and biliteracy program, and to correlate teacher levels of implementation to end-of-year student outcomes in reading, writing, and oral language in Spanish and English using both formative and summative assessments. This goal speaks specifically to **Competitive Priority #2 and Invitational Priority #2**. In this objective, skills and strategies learned in the endorsement course work identified in Objective 5 (above) will be applied in all Godsman/Literacy Squared classrooms. Using the field-work components and the coaching strategies identified in Objective 4, teachers will be asked to implement these strategies in their classrooms and will be given support for applying these strategies via supervised field work and coaching. The research design will include qualitative and quantitative data collection and a timeline for data collection. A draft research design that will be submitted to the leadership committee at Godsman/Literacy

Squared for final approval and will be cleared through the University of Colorado's Human Subjects Committee is included in the **Program Evaluation** section of this proposal. The P.I., the Project Director, and the Program Evaluator will visit classrooms to collect baseline data in the fall of 2011. To determine levels of implementation, data will be collected throughout each year of the project, and they will be statistically correlated to student outcomes in Spanish/English reading and writing data and language proficiency to determine the effect that the professional development program is having on student achievement at the model school. Data collected from Cohort I teachers will be used to strengthen the program for Cohort II teachers and will be used by the evaluator to determine the degree to which the program is producing teachers who are skilled in meeting the linguistic and academic needs of ELs. A tentative plan for data collection is included in the **Program Evaluation** section of this proposal.

This goal and objective is particularly important, not just for this proposed project, but for the field, for several reasons. First, currently there is much criticism in the field about the perceived disconnect between university-based teacher education programs, improved classroom teaching practices, and student academic achievement. Research by Linda Darling-Hammond (2000, 2010) and others acknowledges this criticism and responds that the answer does not lie in dissolving university-based programs, but rather in revising and strengthening these programs by providing a strong knowledge base to teachers and better connecting theory to practice to support the development of powerful teaching. This project proposes to create a professional development project wherein participants are learning relevant, best practice strategies and skills in a supportive environment in which there are organized opportunities to examine student outcomes.

As a result of Goal 2, Objective 7, research-based articles will be written and submitted for publication and will be shared with the Office of English Language Acquisition, for distribution to other IHEs seeking to develop a similar endorsement program specifically targeting bilingual/ESL teachers.

**(a)(2) The project reflects up-to-date knowledge from research and effective practice**

The design of the project reflects up-to-date knowledge from research and practice in two major areas. These include: 1) Research on how to improve teacher and administrator effectiveness; and 2) Research on the Literacy Squared/paired literacy model. With regard to the research on **teacher effectiveness**, current, teacher education programs are criticized as being too theoretical in their content, and too far removed from actual classroom settings (Goodlad, 1998; Zeichner, 2003). The disconnect between theory and practice makes it difficult for teachers to apply what they are learning at the university to their actual classroom practices. Conversely, learning a new teaching strategy without understanding the underlying theory is not likely to improve instruction either. Therefore, the **Godsman/Literacy Squared Program** will be based on the concept that theory will be combined with practice in all courses, and all courses will have guided field-based assignments to enable project participants to practice, with guidance, new concepts and strategies learned in the courses. The coursework will be of high quality in that it will be offered on site by university faculty who have preparation in dual language/Literacy Squared methods and who are skilled in bridging theory to practice. This literature meets **Goal 1, Objectives 1-3** of the project. Furthermore, teacher effectiveness will be observed and evaluated via the collection of lesson plans, focused observations of literacy lessons to assess levels and fidelity of intervention, and peer observations. The ultimate test of teacher effectiveness is ascertained via the academic achievement of students whose teachers are

receiving advanced training. For this reason, **Goal 2, Objective 5** of the project will focus on connecting what teachers and administrators have learned in the university coursework to how they are applying it in the classroom and to student outcomes. This type of evaluation is often cited as a need in the research, but currently does not have a strong research base.

Teacher effectiveness can be enhanced or stifled by administrators, and therefore high quality professional development to aid administrators in becoming more skilled at supervising quality dual language/literacy instruction is necessary to enhance teacher effectiveness and student academic achievement. Currently, the state of Colorado does not have any coursework in its administrator preparation program that is focused on issues in second language acquisition, effective curriculum and instruction for ELs, or how to effectively supervise and support teachers of EL students. **Goal 1, objective 6** of this project would address this need by preparing supervisors and administrators to be leaders in their schools with regard to effective programs for ELs. Research has established that administrator effectiveness is closely linked to student outcomes (Cuban, 1998; Hallinger & Leithwood, 1994). Further, studies have explored how principals can positively influence teachers' social learning as they participate in productive communities of practice (Printy, 2008).

The project will utilize findings from several recent studies in the field to revise and reform classroom practice. For example, recent syntheses of research in the field (August & Shanahan, 2006; Genesee, 2005; Gersten and Baker, 2000) have found that ELs benefit from direct and explicit instruction in reading, writing and English Language Development (ELD) instruction, and that process approaches, while effective for monolingual students, are not as effective for ELs. Therefore, course content will provide structure and support to help teachers learn explicit strategies for teaching ELs particularly in reading, writing, and ELD. Findings

from the above studies also established that the explicit teaching of cross-language connections helps ELs in language, literacy, and content learning.

In addition, there is now a growing body of research on the promise of paired literacy instruction in teaching literacy in English and Spanish to ELs (Slavin & Cheung, 2003, 2005). A paired literacy instruction model called “Literacy Squared” will be implemented in this project. Studies conducted by Escamilla & Hopewell (2010) and Escamilla, Soltero-Gonzalez, Hopewell, Butvilofsky, Sparrow, & Ruiz-Figueroa (2010) examined the potential of using a child’s native language in initial literacy instruction in combination with a literacy-based ESL program for students in grades one through five. This study involved teaching children to read in Spanish combined with literacy-based ESL. This research has been implemented and examined during two phases (2004-2009 and 2009-2012). Results from both phases have demonstrated that children were learning to read well in Spanish, their progress in English language acquisition was accelerated, and they were making cross language connections. This research concluded that explicit direct approaches to teaching ELs, combined with interactive approaches, are the most effective. Further, the project found that learning to read and write in Spanish positively correlated with learning to read and write in English. As one of its foci, the proposed project will have the implementation of the Literacy Squared/paired literacy model in Goddard elementary school for the purpose of establishing a model center for language and biliteracy in the city of Denver. All syllabi in the LDE will focus on literacy/biliteracy, provide concrete and direct connections between theory and practice in each class, and focus on providing teachers with strategies in direct and explicit instruction for ELs.

#### **(b) Quality of project personnel**

The University of Colorado and the Denver Public Schools are committed to equal

opportunity in employment and education for all individuals, regardless of age, race, color, religion, gender, national origin, or disability. Statements of nondiscriminatory employment practices are on file in the School of Education at the University of Colorado, Boulder.

**(b)(1) The qualifications of the project director or principal investigator**

Dr. Kathy Escamilla will serve as the Principal Investigator for the project. She earned her doctorate from University of California, Los Angeles, California in Curriculum and the Study of Schooling, with emphasis in Bilingual Education. Dr. Escamilla presently is a Professor at the University of Colorado, where she teaches graduate level courses in Research Methods, Second Language Acquisition, Sociolinguistics, Foundations, and Methods in Teaching English as a Second Language. Dr. Escamilla has been in the field for 40 years and has been a teacher, administrator, and college professor. Dr. Escamilla is nationally known for her research in early literacy and is well published in the field of literacy and bilingual/ESL education. Dr. Escamilla has directed and administered federal Title VII and Title III grants for over 20 years. Her most recent research project has involved the development of a program titled Literacy Squared. Literacy Squared is the research-based and research-tested program to develop biliteracy via paired literacy instruction that will be utilized as the foundation of this project if funded.

Dr. Sandra Butvilofsky will serve as the Project Director. She earned her doctorate from the University of Colorado, Boulder in 2010. Her dissertation titled, "Towards the Development of a Biliterate Pedagogy: A Case Study of Emerging Biliterate Writing" applied a holistic bilingual framework to the writing of Emerging Bilingual students in 2<sup>nd</sup> and 3<sup>rd</sup> grade and found that the writing potential of many of these children was being underestimated and devalued. Findings from her study will be important in this project in establishing classroom practices that contribute to biliterate writing development. Dr. Butvilofsky is developing a national reputation for her work in

biliteracy and oracy, especially in the area of writing. She has several articles under review and several book chapters in press. She is a Professional Research Associate at the University of Colorado at Boulder, where she teaches graduate level courses in Methods of ESL and Methods and Materials in Bilingual Education. Dr. Butvilofsky is a trained Reading Recovery/ Descubriendo La Lectura teacher and worked in this area with the Denver Public Schools. She also has seven years of experience as a bilingual classroom teacher in DPS. She has been involved almost from the on-set in the development of the Literacy Squared Project, is currently the director of Literacy Squared for the Denver Public Schools project, and has worked extensively on teacher effectiveness issues in this project.

**(b)(2) The qualifications key project personnel.**

The External Evaluator for the project is Dr. Guillermo Solano-Flores, an Associate Professor of Bilingual Education and English as a Second Language at the School of Education of the University of Colorado, Boulder. He specializes in educational measurement, assessment development, and the linguistic and cultural issues that are relevant to testing. His work focuses on the development of alternative, multidisciplinary approaches that address linguistic and cultural diversity in the development of tests and instructional materials. He has conducted research on the development of science and mathematics assessments for elementary schools. He has been the principal investigator of two NSF-funded projects, and has served as an evaluator for numerous federal projects.

The proposed Staff Assistant, Ms. Debra Haffey, is presently employed as a Staff Assistant with the University of Colorado at Boulder. She holds a Master's degree in International Business and Management from the University of Denver. She is well versed on contracts and grants and currently works in this area for the BUENO Center at the University of Colorado. She is

knowledgeable about all office equipment, technology, and university policies regarding the administration of federally funded projects.

While high quality staff has been identified for the proposed project, should a vacancy occur during the five project years, the following Job Descriptions will be used in identifying quality staff with the qualifications, training, and experience needed for the proposed project.

### **Position Descriptions**

The Principal Investigator must hold a Ph.D., possess experience working with diverse student populations, and have taught graduate level courses in bilingual and ESL education, reading, and multicultural education. The P.I. will be responsible for: 1) overall program management; 2) overall supervision of the Director and Staff Assistant; 3) meeting with faculty to review course syllabi to ensure course content is specific to the training of teachers; 4) overseeing the project budget; and 5) participating in meetings between the faculty, project staff, and LEA partners. The P.I. will also be responsible for working closely with the Director.

The Director of the project must hold a Ph.D. and be experienced in developing and implementing teacher education programs, specifically targeting teachers who wish to earn an endorsement in bilingual/ESL education. The Director must possess experience teaching graduate and/or undergraduate teacher education courses in bilingual/ESL education, must be bilingual (English and Spanish), and must possess experience working with diverse student populations. He/She will be responsible for the following: 1) managing day to day program activities, including reviewing course syllabi to ensure field-based components are included; 2) reviewing course content in collaboration with the P.I. and other faculty to assure state content standards are embedded into all courses; 3) working closely with students to schedule classes and to embed field based experiences into courses, ensuring a direct and immediate transfer of theory learned in

courses to real classroom settings; 4) meeting with the P.I. and faculty to apprise them of progress made in meeting project objectives; 5) working with the project evaluator on all aspects of the project evaluation; 6) working closely with the P.I. and other faculty to develop a research design to conduct post-training data on effectiveness of the program; and 7) disseminating the program and working with the P.I. to write research-based articles related to project findings.

The Staff Assistant must hold an Associate of Arts degree or higher. He/She must be bilingual (English/Spanish) and must possess computer experience and experience operating standard office equipment (copier, fax machine, etc.). The Staff Assistant will be responsible for: 1) all correspondence associated with the project, including answering the phone and providing project information to clients; 2) developing and maintaining student files; 3) ordering books and materials; 4) working with the Director, P.I. and the Office of Contracts and Grants on the campus to ensure that program expenditures are legitimate; and 5) providing administrative support to project staff and to faculty who will teach courses.

The External Evaluator must hold a M.A. degree or higher. He/She must be bilingual and must possess extensive experience developing systems for evaluation of federally funded programs. The External Evaluator will be responsible for: 1) developing all instruments associated with evaluation of project objectives; 2) visiting project sites to evaluate the effectiveness of training; and 3) writing the Annual Performance and Summative Reports.

### **(c) Quality of the management plan**

#### **(c)(1) The adequacy of the plan to achieve proposed objectives within budget with clearly defined responsibilities, timelines, and milestones for accomplishing project tasks**

The detailed plan for achieving project objectives is provided on pages 3 through 12. The anticipated **milestones** for this program relate to **program objectives** and are as follows: 1) Revise

the existing program with focus on field-work components in courses to enable teachers to apply theory to practice (**Dec. 2011**); 2) Establish the model language and biliteracy school beginning with a retreat at the beginning of the 2011 school year to build community and coherence in program; 3) & 4) Recruit and admit teachers to the program (**Dec. 2011** and **Dec. 2013**); 5) Begin offering courses **Jan. 2012** and each semester thereafter with field-based experiences; 6) Offer **12-credit Certificate in Leadership in English Learner Education (Jan. 2012 & Jan. 2014)**; 7) Create a **research plan** to collect data on connection of course work to implementation in classrooms to student outcomes; 8) Publish project outcomes, summers of years 2 – 5; 9) **32 teachers earn LDE endorsements** (16 fall 2013 and 16 in fall 2015); 10) **12 instructional leaders earn certificates** in Leadership in English Learner Education (6 fall of 2013; 6 fall of 2015); 11) **Publish results of connecting course work to classroom practice to student outcomes** to establish the potential and efficacy of the proposed model language and biliteracy school.

The following Management by Objectives Matrix will be used to assure project objectives are met. The matrix lists each project objective, the activities to accomplish each objective, evaluation criteria, personnel responsible, and the timeline to be used in accomplishing each objective.

**MANAGEMENT BY OBJECTIVE MATRIX**

<b>Objective</b>	<b>Activities to Accomplish Objective</b>	<b>Evaluation Strategies</b>	<b>Responsible Person</b>	<b>Timeline</b>
<b>Goal 1, <u>Obj. 1</u></b>  By Dec. 2011, modify the LDE program to add field-based learning.	1.1 Collect syllabi	1.1 Syllabi on file	•PI & PD	08/2011
	1.2 Create field-based assignments in selected courses	1.2 Evidence of field assignments in courses	•PI & PD	through 12/2012 and on-going
	1.3 Share with EECD faculty/Dean	1.3 Agenda & minutes of meeting(s)	•PI & PD	during the five years
	1.4 Share w/Colorado Department of Education (CDE) Staff	1.4 Agenda & minutes of meeting(s)	•PI & PD	
	1.5 Approve courses	1.5 Approval letter	•Dean	
<b>Goal 1, <u>Obj. 2</u></b>  By Aug. 31, 2011, plan and a two-day retreat for all staff at Godsman/LS to establish the model language and biliteracy school.	2.1 Secure location & dates for retreat	2.1 Location & dates on file	•PI with school principal	Aug. 31, 2011; Aug.
	2.2 Plan agenda for retreat	2.2 Agenda on file	•PD	2012 – 2015
	2.3 Collect teacher grouping plans, daily schedules, &	2.3 Teacher daily schedules, grouping plans, lesson plans &	•PD & school principal	Mid-Sept.

	implementation products (e.g. lesson plans)	other implementation products on file		2011- 2015
<b>Goal 1, Obj. 3</b>				
By Dec. 2011 identify 16 teachers in the Godsman/ LS school to participate in Cohort I of the specially designed LDE endorsement.	3.1 Notify Godsman/LS & Dean of funding 3.2 Recruit teachers for endorsement & assist in application preparation 3.3 Convene Selection Committee 3.4 Select participants 3.5 Notify participants of acceptance 3.6 Apply to CU 3.7 Register for classes	3.1 Letter of Notification on file 3.2 List of teachers accepted to program Jan. 2012 3.3 Agendas of meetings/Selection criteria 3.4 Lists of selected trainees on file 3.5 Letters sent to applicants on file 3.6 Completed applications on file 3.7 Registration on file	•PI & PD  •PI & PD  •PI, PD & School staff •PI, PD & School staff  •PD •Tchrs. •SA	12/2011 and on- going as needed during the five years
<b>Goal 1/Obj. 4:</b>				
By April 2013, recruit in Cohort II, 16 teachers from other DPS	4.1 Recruit teachers for endorsement & assist in application preparation 4.2 Convene Selection	4.1 List of teachers accepted to program 4.2 Agendas of	•PD, PI & Committee  •PD &	12/2013 and on- going as needed

schools who will participate in the endorsement program.	Committee 4.3 Select participants 4.4 Notify participants of acceptance 4.5 Apply to CU 4.6 Register for classes	meetings 4.3 Selection criteria 4.4 Lists of selected trainees on file 4.5 Completed applications on file 4.6 Registration on file	committee •PD & committee •PI & PD •PI & PD •SA	during the final project years
<b>Goal 1, Obj. 5</b> Offer a 24 hour LDE endorsement program to Cohort I and Cohort II students with field based components	5.1 Meet with faculty - approve field-based components 5.2 Identify instructors 5.3 Meet with participants to agree on course schedules 5.4 Offer courses & supervise field-work 5.5 Develop annual coursework schedule 5.6 Develop peer observation schedule	5.1 Approval on file 5.2 List of instructors 5.3 Agenda of meetings held on file 5.4 Course & field-work evals on file 5.5 Course path scheduled & on file 5.6 Peer observation matrices on file	•PI, PD & Faculty •PI & PD •PI & PD •PI, PD & faculty •PI & PD •PD & school staff	Dec. 2011 – course offerings for Cohort I; Dec. 2013 - list of courses offered for Cohort II

<p><b>Goal 1, Obj. 6</b></p> <p>Implement a 12-semester hour certificate program for administrators (2 cohorts of 6 each) in January 2012 and in January 2014. Offer certificate program leading to “Leadership in English Learner Education.”</p>	<p>6.1 Revise EDUC 5455, 5615, 5445 &amp; 5535 to include topics for school leaders</p> <p>6.2 Recruit administrators from DPS schools</p> <p>6.3 Select administrators for Leadership program</p> <p>6.4 Offer certificate program and evaluate</p>	<p>6.1 Revised syllabi on file</p> <p>6.2 Disseminate information in DPS communication venues</p> <p>6.3 Convene selection committee, create selection criteria, select Administrators</p> <p>6.4 Numbers of administrators completing courses &amp; their evaluation of courses</p>	<p>•PI, PD &amp; EECD Faculty</p> <p>•PI &amp; PD</p> <p>•PI, PD &amp; Committee</p> <p>•PI, PD &amp; SA</p>	<p>12/2011; Select Cohort I - 12/2013; Offer courses 2012 Select Cohort II – 12/2013; Offer courses 2014</p>
<p><b>Goal 2, Obj. 7</b></p> <p>Develop a research design to assess the impact of the revised LDE endorsement</p>	<p>7.1 Design framework for the study</p> <p>7.2 Meet with Godsman/LS faculty to approve design</p>	<p>7.1 Minutes of meetings held</p> <p>7.2 Approval of design on file</p>	<p>•PI, PD &amp; Eval.</p> <p>•PI, PD &amp; Eval.</p>	<p>•Study design – complete - May 2012</p>

program on classroom practice and student achievement at Godsman/LS) school	7.3 Seek approval from university Human Subjects & DPS assessment	7.3 Approval letters & Parent Permission forms on file	•PI, PD & Godsman/LS tchrs	•Begin data collection fall 2012
	7.4 Collect data on application of course work to practice	7.4 Data collection matrix – lesson plans, observed practice, level of implementation	•PI, PD, School Ldrs & Peer Observers	– write annual reports beginning 2012
	7.5 Report findings	7.5 Reports of findings	•PI, P.D, & Eval.	and thereafter
	7.6 Provide results to OELA	7.6 APR reports sent to OELA	•Eval.	
	7.7 Write articles	7.7 Articles written and published	•PI, PD, Eval. & School staff	
	PI = Principal Investigator; PD = Project Director; SA = Staff Assistant; Eval. =Evaluator			
	Godsman/LS = Godsman/Literacy Squared			

**Organizational Structure** - To ensure achievement of the objectives, all staff must fully understand and agree to the internal **organizational management** of this project. Dr. Kathy Escamilla, the proposed P.I., will report to Dr. Lorrie Shepard, Dean of the School of Education.

She will be responsible for overall project management. As a full professor in the School of Education, Dr. Escamilla will be in direct contact with faculty members in the department of EECD. This will ensure that faculty is familiar with and in support of the project. The proposed Project Director, Dr. Sandra Butvilofsky, will report to Dr. Kathy Escamilla. She will be responsible for the day-to day management of the program and will serve as liaison between the school and university and between the CU professors who will teach the endorsement program and the evaluator. Debra Haffey, the Staff Assistant, will report directly to the Project Director. She will be responsible for assisting with administrative support and will be the link between the project and the Office of Contracts and Grants (OCG). Dr. Guillermo Solano-Flores, the External Evaluator, will also report to the P.I. and Director. He will be responsible for implementing a sound evaluation system, based on the evaluation design detailed in this application. The OCG will be responsible for all budgetary transactions. Financial transactions, approved by the P.I. and/or Director, will be countersigned by OCG, assuring that dollars are spent as described in this application.

**(c) (2) Time Commitments of the Project Director and Other Key Personnel**

Dr. Kathy Escamilla (P.I.) will devote 10% of her time to the project. Dr. Sandra Butvilofsky, the Project Director, will spend 100% of her time on the project during its duration. Debra Haffey, the Staff Assistant, will devote 100% of her time to the project and the evaluator, Dr. Guillermo Solano-Flores will devote 20 days per year to evaluation activities.

**(d) Quality of the project evaluation**

**(d)(1) Methods of Evaluation are Thorough, Feasible and Appropriate**

The Context, Input, Process, and Product (CIPP) evaluation model will be used in evaluating the proposed Godsman/Literacy Squared Model Language and Biliteracy School

Project. Developed by Stufflebeam, Gullickson, & Wingate (2003), the CIPP evaluation model is a comprehensive framework for guiding formative and summative evaluations of federal programs and is based on guiding principles of evaluation set forth by the U.S. General Accounting Office's *Government Auditing Standards* (2003) and the U.S. Department of Education's document titled *Practitioner's Evaluation Guide*, developed at the University of Virginia.

The model's core concepts of evaluation are denoted by its acronym, CIPP; evaluation of a program based on Context, Input, Processes, and Products. In this model, **Context** evaluation assesses the needs, problems, and positive aspects of a program to help program staff determine whether program goals and objectives are being met and to provide information to partner agencies (in this case CU Boulder, Godsman/Literacy Squared School and the Colorado Department of Education) so they may also judge the effectiveness of the project in meeting its goals and objectives. **Input** evaluation is used to assess whether alternative approaches should be used in the evaluation process and the cost-effectiveness of the project in meeting the needs of the targeted group affected by the program. **Process** evaluation is used to assess the implementation of project activities and to judge whether the activities are leading to successful completion of the intended outcomes. Finally, **Product** evaluation is used to identify and assess overall outcomes, both intended and unintended, to assess the project's ability in meeting the training needs of project area teachers, thus positively affecting ELs' ability to speak, read, and write in English and to do well on standardized tests in all areas of the curriculum. In addition, an advantage of this proposed school is that it will be a model school for the development of language and biliteracy and thus evaluation will include measures to examine developing literacy in Spanish as well as English. More importantly, the evaluation will assess whether university course work in Linguistically Diverse Education can be measured as implemented in teachers'

classrooms and whether the course work and implementation of it increase the academic achievement of ELs on formative and summative assessments.

In addition to the evaluation of program objectives, the project will report on the extent to which GPRA Performance Measures are being met (Placement of graduates and percentage of teachers and administrators who are providing instructional services to ELs). This will be accomplished in the following ways: First, during and after completion of the program project, staff will survey teachers to determine and report on the number and percentage of in-service teacher completers who complete State and/or local certification or endorsement requirements in EL instruction (Performance Measure 1.5). Further, the Project Director and Principal Investigator will visit teachers' classrooms to determine the number and percent of in-service teacher completers who are providing instructional services to ELs (Performance Measure 1.6). Throughout the five years of the project, the Principal Investigator and Project Director will work collaboratively with University of Colorado, Boulder EECD faculty, the Dean of the School of Education, and the Colorado Department of Education to ensure that courses within the program meet state standards for K-12 licensure and endorsements in Linguistically Diverse Education. This will ensure that courses are preparing teachers with the skills needed to meet No Child Left Behind Highly Qualified Teacher requirements. In addition to meeting GPRA requirements, the Department of Education's National Professional Development program (NPD) has developed two additional program measures that will be considered when evaluating the proposed project. In order to evaluate the effectiveness of graduates in the instructional setting, the P.I., the Director, and University of Colorado, Boulder EECD faculty will, as a commitment to this project and its trainees, embed field-based requirements into selected courses, assuring that teachers practice learned skills while going through the program. The

effectiveness of these embedded field-based experiences will be evaluated, not only by the Director and course instructors, but also by the project evaluator and the teachers and administrators themselves. This information will be reported to Office of English Language Acquisition (OELA) staff via annual performance reports and via the final report, due 90 days after the end of the five project years.

**(d)(2) Evaluation Uses Objective Measures Including Quantitative and Qualitative Data**

The CIPP evaluation model requires the use of quantitative, qualitative, and triangulation procedures in evaluating the worth of a program. During the formative stages of evaluation, the evaluator will provide project staff and staff at Godsmen/Literacy Squared qualitative data following guidelines recommended in the CIPP model; including 1) describing the Context of the project and identifying potential problems that may exist and providing suggestions for meeting identified needs; 2) providing Input data that describes day-to-day operation of the program and provides suggestions or alternative strategies for strengthening the program's design; 3) providing information on the Process used in meeting program goals and objectives and providing suggested activities that will meet the project's goals and objectives; and, 4) providing Product, or end of the year information, and making suggestions for modifying, adopting or discontinuing certain aspects of the program.

During the summative stages of evaluation, the evaluator will utilize quantitative methods in analyzing the overall effectiveness of the program, again following guidelines recommended in the CIPP model. A review of formative data will be used to conduct a statistical analysis to measure the extent to which the goals and objectives have been achieved. The matrix on pages 20-24 provides information on evaluation data to be gathered in evaluating program activities.

**(d)(3) Methods of Evaluation Provide Performance Feedback and Assessment of Progress**

Formative and Summative evaluation will occur throughout each year. Questions to be addressed during the formative phase of evaluation include: What needs to be done? How should it be done? Is it being done? Is it succeeding? The evaluator submits interim reports addressing these questions to keep stakeholders informed about findings, help guide decision-making, and strengthen staff work. In finalizing a summative report, the evaluator will address the following questions: Were important needs addressed? Was the effort guided by a defensible plan and budget? Was the service design executed competently and modified as needed? Did the effort succeed? The Formative **stage** of evaluation will be to study how the program operates on a day-to-day basis, how it is influenced by various situations in which it is applied, and what those people directly affected by this program regard as its advantages and disadvantages. Throughout this process, the evaluator will "illuminate" the most significant features of the program and determine how these features relate a complex array of questions, including "hidden" as well as visible variables. The methodological strategies to be used during the Formative stage of evaluation are: observations; interviews with staff; questionnaires; and analysis of project documents including information on the progress of teachers and administrators in completing the endorsement and leadership courses. These methodological strategies, in combination, will help to uncover any problems that may exist in the project. Furthermore, they will assist in determining: 1) the extent to which the project is creating a model language and biliteracy school at Godsman/Literacy Squared School; 2) teachers' and administrators' understanding of research-based effective strategies for literacy and biliteracy instruction at Godsman/Literacy Squared School 3) teachers' and administrators' success in coursework and field-based experiences; 4) their satisfaction with program management; 5) their ability to utilize learned skills from university

courses with ELs in real classroom settings; and 6) each stakeholder's perception of the project in meeting the goals and objectives of the project. The external evaluator will meet with project staff and school-based staff each semester to apprise them of the project's success at addressing the above questions. Program participants, Godsmen/Literacy Squared staff, university faculty, and project staff will be involved during this stage of evaluation. Individuals will freely express their perceptions of the project. This information, along with observational data, will determine the extent to which the program is meeting its stated goals and objectives.

The Summative stage of evaluation will include an analysis of overall program results, which are based on information gathered during formative evaluation stage. The external evaluator will submit the summative evaluation report 30 days after the end of each project year. The report will include comprehensive data (qualitative and quantitative) including: 1) an analysis of the program's ability to meet the professional development needs of teachers based on surveys and interviews gathered during the formative evaluation state and recommendations for program improvement; 2) a comprehensive analysis of teachers' and administrators' progress in completing coursework, including grades earned in completed courses; 3) an analysis of project staffs' management of the program based on surveys and questionnaires; 4) a detailed analysis of how the program goals and objectives are being met; 5) a detailed analysis of the cost benefits of the program and an analysis of how project dollars were spent each year; and 6) a formal research study detailing the impact of program coursework on classroom practice, which will be correlated to student academic achievement outcomes.

The overall purpose of the evaluation is to provide performance feedback (formative evaluation) and to assess the overall worthiness of the project. Procedures to be used in evaluating this project are described above. The formative and summative evaluation report will be prepared

by the external program evaluator in collaboration with project staff and will then be submitted to the Department of Education, Office of English Language Acquisition (OELA). The evaluator will be contracted for 20 days each year. These days will be devoted to formative evaluation processes, including observing in classrooms; conducting interviews with project trainees, partner agencies, and program staff; and for summarizing data collected during this stage. In addition, the evaluator will develop an interim report (end of fall, spring, and summer semester of each year), meet with project staff and partners to report formative evaluation findings, and make recommendations for program improvement. Additionally, the evaluator will develop a comprehensive summative evaluation report, meet with project staff and partner agencies to summarize findings, and make recommendations for program improvement.

As stated in the Personnel section of this application, Dr. Guillermo Solano-Flores will serve as the project external evaluator. Dr. Solano-Flores will be contracted, on a fixed rate, for a period of 20 days each year. As an experienced evaluator, Dr. Solano-Flores will continuously update project staff on the program success in meeting project objectives and will provide staff with suggestions for improving all aspects of the project. While he will develop Annual Performance and Summative Reports, project staff will be involved in all aspects of the evaluation process.

The Godsmen/Literacy Squared Model has several embedded mechanisms that will ensure feedback and continuous improvement. First, there are regularly scheduled meetings between the project staff and the school staff. Agendas for these meetings will include time to discuss project implementation issues, including what is going well and what needs to be improved. Selected courses in the LDE Endorsement program will undergo syllabi revisions to include the addition of field-based assignments to ensure that teachers are applying learned content in their classrooms.

Peers, administrators, and project staff will note the extent to which teachers in their classrooms are using new strategies during the peer observation sessions. The results of these observations will be correlated to student academic outcomes and noted in annual evaluation reports and in formal research reports about the project.

At the end of each course, questionnaires are given to students (anonymously). Students are asked to rate the quality of the course in terms of its content, delivery, and instructor. These Faculty Course Questionnaires (FCQs) will be used by the project as feedback mechanisms and will be revised as needed to ensure that all project goals and objectives are being met and that the project is having a positive impact on participants. Further, the fieldwork and peer observation experiences that will be embedded in the majority of courses in the project require that participating teachers and administrators submit a written report after each peer observation. The written report asks participants to list what they learned in the observation and how they will apply what they have learned to their own classroom situations. These written reports provide rich sources of data to assess how well teachers are applying theories learned in course work to classroom settings, thereby providing important feedback to the project. In short, evaluation data on Goal 1, Objectives 1-6 of the project will address **Invitational Priority #2** in the RFP.

A unique aspect of the proposed project will be in the way it addresses **Competitive Priority #2** in Goal 2, Objective 7 and matches evaluation data collected on teacher application of course assignments in their classrooms to academic achievement outcomes of children in their classrooms. This will be the ultimate measure of feedback regarding the efficacy of the project in meeting its goals and objectives. This summative data will serve to enhance the project evaluation, as well as to provide data for formal research on the project. As an example, Literacy Squared has an observation protocol that can be used for peer observations and by administrators. The

observation protocol assesses levels of implementation of identified 'best practice' strategies in Literacy Squared classrooms. The best practice strategies are taught throughout the LDE endorsement program. During peer observations, observers will use the rubric in assessing teachers and the numeric aspects of the rubric yield a score that indicates whether a teacher is a high, medium, or low implementer of the strategy. Teachers will also be asked to do self-assessments of each of the strategies. Beginning in school year 2012-2013, results of these observations will be collected, summarized, and correlated to student language and literacy outcomes to determine if there is a connection between university coursework, application in schools, and student achievement. Results will be used to improve the project, as well as student achievement. The project is one of very few that will be able to correlate university course work to teacher implementation to student outcomes.