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## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z110025**

**Grants.gov Tracking#: GRANT10862750**

Closing Date: MAY 09, 2011

## 2011 NPD PROJECT ABSTRACT

**Name of the IHE:** Illinois State University

**Title of the Program:** Training of In-Service and Pre-Service Teachers of English Learners (TIPTEL).

**Partner:** School District U-46

*The Training of In-Service and Pre-Service Teachers of English Language Learners Project* is designed to provide assistance to paraprofessionals to complete a four year degree in Elementary K-9 with Illinois Certification and Bilingual/ESL Approval. The 25 candidates will be provided with a course of study that will enable them to earn a certificate to each English Learners. Fifty (50) in-service teachers who will work with English Learners as they transition from bilingual classrooms to the main stream classrooms will be provided with the State of Illinois and Illinois State course requirements to earn an approval in ESL. Twenty five (25) bilingual teachers with temporary certificates will be provided with the required courses to earn a permanent certificate as to become fully qualified teachers of English Learners.

Because of the diversity of participants and their needs, the project will serve two cohorts of 25 candidates each of the first two years and all four cohorts of 25 candidates during the last three years of the project. The project will have served 100 candidates at the end of the project with 90% completion rate.

*The Training of In-Service and Pre-Service Teachers of English Learners (TIPTEL)* is the result of a partnership between the College of Education at Illinois State University and Elgin School District U-46. The cooperation of an institution of Higher Education and a school district in the training of teachers reinforces the commitment of both entities to produce teachers trained in real settings and exposed to the every day processes of being a teacher. The partnership offers the candidates a balanced training program that includes both theory and practice. It also provides a unique process of addressing the needs of candidates to be exposed to subject areas and pedagogical skills essential to teaching English Learners. The partnership serves as a platform for providing working paraprofessionals and in-service teachers with hands-on experiences for the development of skills related to curriculum theory, student learning styles, assessment as well as first-hand experiences in teaching linguistically and culturally diverse students. Finally, the project will provide a well-documented approach to effective bilingual/ESL teacher training as well as professional development for bilingual and monolingual educators. The data collected as well as any institutional collaboration mode will be widely disseminated to the practitioner and the researcher communities

The proposed project is designed to provide a program of study to three different types of candidates with there different needs but the same objective. The course of study will include a four year plan of study for the paraprofessionals of which qualified candidates would have completed the first two years of general education requirements. It will include a required sequence of courses for the in-service candidates. The course of study

for the in-service candidates is based on the State of Illinois and Illinois State requirements for certification to become highly qualified teacher of English Learners. All courses will be offered on site and at times that will allow the candidates to continue working in their respective classrooms. Consideration will be taken on time, location and accessibility so that all candidates are given ample opportunity to complete the proposed course of study.

The project evaluation includes multiple assessments to insure that the objectives of the proposed program are accomplished. Data will be collected using surveys, interviews, test scores, students' teacher evaluation and classroom observations. The evaluation process will include appropriate assessments for each of the project's objectives.

Project Goals Are;

1. Recruit and mentor 100 qualified candidates to become teachers of English Learners ( 25 paraprofessionals , 50 in-service teachers to earn an ESL certificate and 25 in-service teachers with provisional certificates to complete the requirements for permanent certificate)
2. Prepare candidates to participate and meet application requirements.
3. Provide a course of study in teacher education for teachers of English Learners.
4. Provide Continuous professional development for graduates of the program.
5. Continue program assessment and Evaluation that leads to refinement and possible replication at other institutions.

This project is designed by university faculty and public school personnel to provide prospective teachers of English Learners with a comprehensive, long-term professional development plan based on best research and practices in teaching and learning. The partnership with the school district provides for master teachers to serve as mentors to the paraprofessionals in the program. Complete cooperation by school principals and district administrators provides for a cooperative environment between the university personnel and the school district's staff and teachers.

**Priority:** The proposed project will address *Invitational Priority 2- Improving Preparation of All Teachers to Better Serve English Learners.*

**GPRA Measure Targets:** The project expects to serve 25 paraprofessionals in the first and second year and expect no completers during this two year period.

The project expects to serve 25 paraprofessionals in year three and expects 10 to graduate and meet state qualification as certified teachers of ELs.

The project expects to serve 15 paraprofessionals in years four and five and expects all 15 candidates to graduate and meet all requirements for certification as teachers of EL's.

The project expects to serve 50 in-service teachers during years one, two and three and expects 30 teachers to complete the state and university requirements to teach ELs.

The project expects to serve 45 in-service teachers during years four and five and expects 45 in-service teachers to complete the program of study to become teachers of EL's.

The project expects to serve 75 in-service teachers and 25 paraprofessionals during the five year funding period and expects no less than 90% or 90 participating candidates to complete the course of study to become teachers of English Learners.

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**TRAINING OF PRE-SERVICE AND IN-SERVICE TEACHERS OF ENGLISH LEARNERS. (TPITEL)**

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

Data from the Illinois State Board of Education (ISBE) Bilingual Education Report and from the Partnering school district shows that the State of Illinois is in high need of certified teachers who are qualified to serve English Learners (ELs). In addition, the same data shows the need for professional development for in-service teachers and pre-service training for Paraprofessionals who already serve this student population. The *proposed* project will provide highly qualified teachers to address the needs of these ELs who are at risk of education failure.

The Illinois State Board of Education's (ISBE) bilingual report points out three major areas of concern in the area of teaching Els. First, it shows that not all ELs in the participating school district who are eligible for bilingual/ESL education services are being served. Concentrations of ELs are high in this school district (Table 1).

**Table 1. ELL Students Identified and Served in Bilingual Education Programs**

School District	Number Identified	Percent to Total Served
School District U-46	10,983	72%

The second area of concern that was identified in ISBE's bilingual report is classroom size. The ratio of students to teachers in bilingual education programs is approximately 29:1. This is relatively high compared to the student to teacher ratio in the state which is approximately 19:1.

It is believed that the numbers of students who are in need of services are increasing due to birth rates and immigration. An amendment to Public Law 78-727 requires that all non-English

speaking students receive educational assistance; thus, it is imperative to prepare teachers who can meet the education needs of these students. To do so, educators must hold a teaching certificate with bilingual/ESL approval.

Due to the change in the nation's demographics, there is a shortage of teachers of English Learners nationwide. The shortage is not indigenous to Illinois. The State Superintendent of Education has reiterated the shortage of EL teachers in memos to regional superintendents, district superintendents, school principals, chief school business officers, and certification officers.

The ISBE report includes a projection of the number of certified/licensed teachers needed within the next five years. These projections are shown in Table 2. The projected numbers show an average increase of about 160 teachers needed per year. Clearly, teachers who have bilingual/ESL endorsement and/or approval will be in highest demand.

**Table 2. Projected Number of Teachers Needed to Work with EL Students for the Next Five Years (FY05 through FY09) by Type of Certificate**

Type of Certificate	FY 05	FY 06	FY 07	FY 08	FY 09
Certificate with ESL Endorsements and/or Approval	892	938	985	1,026	1,071
Certificate with Bilingual Endorsements and/or Approval	2,025	2,144	2,178	2,170	2,201
ESL and Bilingual Endorsements	897	982	1,154	1,284	1,361
Type 29 (Transitional Bilingual Certificate)	844	792	744	696	678
International Exchange Certificate	82	87	77	66	62
Other Certification	380	376	382	387	400
<b>Total</b>	<b>5,120</b>	<b>5,319</b>	<b>5,520</b>	<b>5,629</b>	<b>5,773</b>

Third, the ISBE bilingual report points out the need for in-service professional development. School districts identified “Language Acquisition”, “Curriculum Development for English Language Learners”, and “Methods of Bilingual/ESL Instruction” as the most important areas in which to offer professional development so that their teachers can effectively teach English Learners.

It has been reported by the National Center for Statistics that only 2.5% of teachers who instruct ELs have received any professional development training in teaching these students. Further, a recent Department of Education survey reported that only about 50% of current teachers of ELs felt at least “moderately well prepared” to teach students with limited English proficiency or from diverse cultural backgrounds; and only 20% felt “very well prepared” (NCES, 2001).

ISU, through the College of Education, has recognized the shortage of teachers in the area of bilingual/ESL instruction and has developed a teacher preparation program that will help alleviate the shortage of teachers of ELs. The program is institutionalized and complies with Federal, State and institutional requirements for the training of teachers for EL’s.

The data that was gleaned from the ISBE’s 2009 Report Card shows that our participating LEA (School District U-46) faces great challenges and is considered a high need area (Table 3). A high percentage of students in U-46 come from low income households. The data shows that 49% of these low income students are LE.

**Table 3. Demographic and Other Student Information for Partnering District U-46**

Total District Enrollment	40,780	The number of Students from low income families	20,023
African-American	6.9%	Students from low-income families	49.1%
Latino/Hispanic	44.40%	Limited-English-Proficient	21.7%
White	36.5%	Attendance rate for elementary schools	94.0%
Asian/Pacific Islander	8.1%	Attendance rate for high schools	86.4%
Native American	0.2%	State attendance rate	93.9%

In light of these facts and alarming statistics, ISU, through the College of Education, has accepted the challenge to help alleviate the shortage of teachers of English Learners in the State of Illinois by offering a course of study that will develop bilingual-bicultural/ESL elementary education teachers. The needs of EL students are not adequately met by Illinois schools due to the critical shortage of qualified teachers of ELs.

**OVERVIEW OF THE PARTNERS**

The University ranks as one of the top ten teacher preparation institutions in the nation among American Association of Colleges of Teacher Education institutions. Nearly one in eight Illinois public school teachers holds a degree from Illinois State.

The College of Education provides leadership in teacher education through delivery of programs in several departments and units, including Curriculum and Instruction, Special Education, Educational Administration and Foundations; coordination of the Council for Teacher Education; and dissemination of research that informs policy and practice.

This college is a comprehensive and complex organization that prepares educators for the full range of education professions. Students select from early-childhood through administrative majors, bachelors through doctorate degrees. The College also provides a wide range of professional development for education professionals. Graduates are teachers, principals, superintendents, college and university presidents, student affairs personnel, professors, researchers, and policy makers.

We continue to be proud of the fact that nearly one in eight teachers in the state has graduated from Illinois State, making Illinois State one of the largest teacher preparation institutions in the nation. The University has taken a strong leadership role in providing educators for the State of Illinois and beyond. The College of Education enrolls more than 3,000 students who choose from a wide array of teacher preparation programs, including elementary education, early childhood education, middle school/junior high, reading, and all areas of special education. Graduate programs are offered in Curriculum and Instruction, Special Education, K-12 Administration, and Higher Education Administration.

The College of Education is one of only 85 in the nation that maintains laboratory schools. Thomas Metcalf and University High schools provide a unique educational option from pre-kindergarten through the senior year for approximately 1,000 students in the community. The schools also serve as sites for clinical experiences that are critically important to the College's future teachers.

### **Our Values**

Illinois State University has an “enduring commitment to educate teachers who will be responsible to the moral and intellectual demands a democratic society places on them”

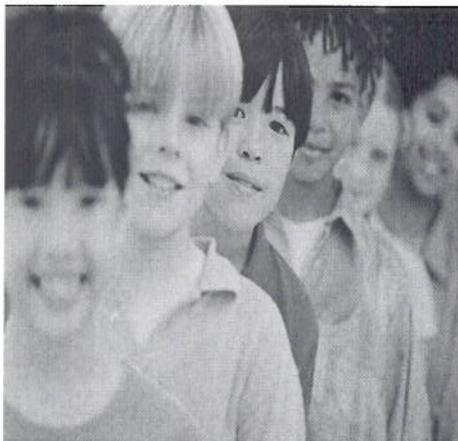
*(Realizing the Democratic Ideal, 2000).*

*Educating Illinois* identifies five values driving the action plan for our University. In the College of Education, these five values are realized through the conceptual framework, *Realizing the Democratic Ideal (2000)*: "To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible."

This democratic conception of education, as well as the policy statement on the Art and Science of Teaching, informs the College of Education vision, mission, and goals.

#### **School District U-46 Overview:**

Covering 90 square miles, School District U-46 serves portions of 11 communities in the northwest suburbs of Chicago in Cook, DuPage and Kane Counties. The District is



approximately 45 minutes west of downtown Chicago, and the majority of our communities are easily accessible from major interstates and commuter rail lines. School District U-46 serves over 40,000 children in grades preK-12. The District ranks as the second largest in Illinois with 40 elementary schools, 8 middle schools and 5 high schools.

The District is headquartered at the U-46 Educational Services Center at 355 E. Chicago Street in Elgin, IL 60120. The phone number is 847/888-5000

The **mission** of School District U-46 is to help all of our children realize and maximize their individual potential to become responsible, productive, and contributing members of our community and society. Our students come to the classroom with backgrounds representing

over 60 cultures making our schools rich with ethnic, cultural and socioeconomic diversity, mirroring the global society to which our students will contribute their skills.

The focus of the District is **Academic Success for All**. To achieve this bold goal, U-46 staff operates under the guidance of a District Improvement Plan, which was first adopted by the Board of Education in 2003-2004. The Plan is designed to transform U-46 into a standards-driven, assessment-based culture that focuses staff time, talents and resources on improving student learning and provides teachers with better data to determine instructional practices. The School Board directed that an updated Plan be adopted and implemented annually.

The proposed project provides an attractive alternative to bilingual paraprofessionals serving as Instructional Aides in the classroom by providing them a complete program of study to become highly qualified teachers of ELs. It also provides a course of study for in-service teachers who want to complete ESL certification, and a course of study for in-service EL teachers with temporary certificates who want to earn a permanent certificate. It is imperative that the transition of EL's to the main classroom is continued by qualified teachers who know the process of teaching ELs.

The proposed program projects an enrollment of five cohorts. One cohort of 25 paraprofessional candidates to complete certification as K-9 Elementary teachers of ELs , two cohorts of monolingual in-service teachers to complete the required ESL curriculum for ESL certification and one cohort of 25 Teachers with temporary bilingual certificate to complete the curriculum for permanent certification. The central focus of the proposed project is to provide high quality teachers for students whose first language is not English through the preparation of teachers certified to teach ELs in School District U-46. The project also seeks to implement a

replicable model for alternative elementary certification and in-service program for teachers of English Learners.

In School District U-46 candidates will have an opportunity to work with students from a broad range of backgrounds and circumstances, including students with diverse cultural backgrounds, students with disabilities, students with limited English proficiency, migratory students, and the academically talented.

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

The *proposed* project meets *Invitational Priority 2-Improving Preparation of all Teachers to Better Serve English Learners*. It is based on the partnership between ISU and a school district U-46. The purpose of this proposed project is to provide high-quality teachers for students whose first language is not English by preparing qualified candidates to become certified ELs teachers. This partnership will create an alternate route for 100 candidates to become highly qualified teachers for ELs which will include twenty Five (25) paraprofessionals to earn their bachelor's degrees and become certified to teach elementary students in a monolingual and bilingual setting, fifty (50) in-service teachers to earn an ESL certificate and twenty five (25) teachers with a provisional certificate to complete the endorsement to teach EL's. The elementary certification program and the in-service requirements for ESL certificate and permanent certificate will follow the same program requirements which students complete on campus. Program and graduation requirements are explained in Appendix (A).

**Recruitment of Participants**

Participants in this project will be highly qualified candidates from the partner school district. In order to participate, an educational assistant must have a minimum of two years paid employment in a school and a letter of recommendation from her/his principal. Preference will

be given to educational assistants who are currently working with ELs, although educational assistants interested in developing bilingual skills will be given consideration. Preference will also be given to educational assistants who are currently employed by the districts identified for services by this grant. The proposed program projects an enrollment of one cohort of 25 students. The candidates must have completed an associate degree or its equivalent and are employed as a paraprofessional in a bilingual/ESL program. Appendix (B) shows the application form.

Two cohorts of 25 candidates will be those in-service teachers who want to earn an ESL endorsement to their teaching certificate. These teachers have been exposed to those ELs students who have been transitioned from bilingual classrooms to mainstream classrooms. A third cohort of 25 of candidates will be those in-service teachers of ELs who are working with provisional certificates. These teachers have a limited time to complete their permanent certificate.

The partnership of ISU with School District U-46 strengthens the education process of the candidates by U-46 providing the classrooms where the candidates will apply the information disseminated in the classes required for certification. The district will also provide the cooperation of master teachers who will oversee and help in the training of the candidates. This partnership will strengthen cooperation between a University and a School District in the training of qualified teachers of ELs in a field based program. Classrooms will be the setting and English Learners will be the recipients of teaching in an environment conducive to learning that takes into account two languages and two cultures.

This non-traditional education process will be institutionalized and can continue as a viable process of Professional Development program (PDS) that uses both university faculty and in-service master teachers as instructors and mentors for teacher education candidates.

### **Project Goals, Objectives and Outcomes**

**Goal 1. Recruit and train 100 candidates from the partner school district (25 bilingual paraprofessionals, 50 in-service teachers to earn an ESL Certificate and 25 in-service teachers with provisional certificates to complete the requirements for a permanent certificate)**

Objective 1.1 Recruit 100 candidates from the participating school district.

Objective 1.2 Provide individual counseling, transcript analysis, and follow up support in order to determine the educational needs of each participant

Objective 1.3 Prepare an individual certification plan for each participant which will outline steps needed in order to complete general education requirements, strengthen English skills, and fulfill any other unmet program requirements.

Objective 1.4 Assist participants as needed in applying for program admission and in registering to take the State of Illinois Teacher Basic Skills Test.

**Measurable Outcomes:** A minimum of 100 will apply for admission to the ISU Education Program.

All pre-service candidates will pass the Basic Skills Test required by both the University and the State of Illinois.

**Goal 2. Prepare potential participants in the program to meet application requirements.**

Objective 2.1 Offer coursework for participants.

**Measurable Outcomes:**

- 100% of applicants accepted to the ISU education program will meet the general education requirement.
- 100% of graduates of the ISU Certification Program will pass the University's required speech check. (Speech Check is required for graduation).
- All candidates will earn a grade of "C" or better on all required courses.

**Goal 3. Provide an ISU teacher education program for teachers of English learners.**

Objective 3.1 Provide an education program in bilingual/ESL teacher preparation.

Objective 3.2 Provide three summers of intensive coursework and four semesters of Evening classes for each cohort participating in the project.

Objective 3.3 Provide cooperating teachers and supervision to interns.

**Measurable Outcome:** A minimum of 90 (90% of accepted candidates) out of the 100 candidates will participate in and complete the ISU education program.

**Goal 4. Provide mentoring and continued professional development for graduates of the ISU education program.**

Objective 4.1 Collaborate with hiring school districts to develop plans for mentoring and professional development of program graduates.

Objective 4.2 Assist graduates in developing Individual Plans for continued Professional Develop.

**Measurable Outcomes:**

- 95% of graduates will complete their first three years of teaching in a high-needs school.
- 95% of graduates will complete State of Illinois requirements for regular teacher licensure.
- 90% of graduates will meet the goals of their individual plans of professional development.
- Participating LEA will hire and place 80% of teacher candidates graduated from the program in the area of elementary education with endorsement in bilingual/ESL.

**Goal 5. The project will continue to be assessed, evaluated, and refined.**

Objective 5.1 The project will be evaluated on an ongoing basis by project administrators, faculty, partners, participants, and hiring districts.

Objective 5.2 The project will be evaluated on an annual basis by an outside evaluator.

Objective 5.3 Make revisions to the project based on the formative evaluation.

Objective 5.4 Disseminate information about the project and its model throughout Illinois and among other teacher preparation institutions throughout the country.

**Measurable Outcomes:**

- An annual report on project accomplishments and evaluation data will be disseminated to stakeholders.
- Representatives from all involved parties will assemble quarterly to review program data and recommend improvements.
- Project leaders will share information about the program at a minimum of two educational conferences annually in years 3, 4, and 5.

The project clearly meets invitational priority number two. This project has been developed in direct response to needs identified by the ISBE and School District U-46. Government officials have identified that the Hispanic population is growing at a fast rate and is concentrated in Chicago and its suburbs such as the area serviced by School District U-46. The district is in dire need of the kind of assistance provided by this project and has indicated a strong support for the project. (See Appendix C for letter of support)

Currently, the participating LEA has unfilled vacancies for ELs teachers. The Superintendent of the district expressed interest in supporting this project and identified cost effectiveness as well as growing your own teachers in a district and school culture where the participants are already members. This school district and many school districts in the State of Illinois recruit from outside the United States to fill their teachers for ELs vacancies.

These data indicate a need for more highly qualified teachers certified in elementary education with a bilingual/ESL endorsement, especially in Cook County's highest need districts. This need, coupled with the district administration's expression of willingness to support ELs educators, lays the groundwork for a successful collaboration with ISU. Specifically, this project will respond to the district's needs by preparing high quality teachers for the classrooms of the district in as short a time as possible.

The program will provide all aspects of ISU's teacher preparation program to the student interns; in other words, there will be no reduction in the quality of the teacher preparation program. ISU's teacher education program is NCATE-approved and highly regarded in the state and the nation.

A collaboration of faculty from the Colleges of Education, Arts and Sciences, and Fine Arts, along with representatives from School District U-46, will implement a teacher education curriculum which focuses on program goals, as demonstrated by student performance, using NCATE-defined standards as their guide.

The candidates will participate in a project that reflects a high quality design in that: (1) it has been planned with input from teachers, professors, and school administrators; (2) it is founded on a substantial body of research on the professional development of teachers and bilingual/ESL education; (3) it is based on the premise that teachers are life-long learners; (4) it proposes new professional roles for teachers by involving them in the professional training of future educators of English language learners; (5) it provides a range of professional development opportunities that will enable teachers and professors to sustain innovation in their work as educators of English Language Learners; (6) it builds new structures into the schools and the universities that will enable the project to continue after funding has ceased; (7) it will result in high-quality curriculum materials because of the collaborative nature of the project; (8) it provides opportunities for teachers and professors to network with one another; (9) it provides outcomes that will be suitable for dissemination to other schools and universities; (10) a plan has been built into the program to place participants in schools after they obtain their degrees or certification in order to maintain on-going follow-up activities with them; (11) plans for dissemination have been included in the design.

The Paraprofessional candidates will complete the elementary education program with bilingual/ESL endorsement. The courses will be offered on site and at times that benefit their schedules. Their internships are continuous since they are required to be employed in a school district as paraprofessionals.

Interns will be closely supervised by faculty from Illinois State University and will participate in internship seminar, led by a faculty member from Illinois State University. Perhaps more crucially, these interns will have teacher mentors who will be highly skilled and experienced teachers in the same school building. These mentors will be trained by ISU faculty and staff in cooperation with master teachers and administrators from School District U-46.

Additional assurances of high-quality teaching will be provided through School District U-46 and ISU, which will offer professional development opportunities to the interns throughout their experiences. These opportunities will consist of seminars and workshops which address specific topics of relevance to the teaching needs of the interns. In addition, ISU faculty will provide intensive assistance to any intern who is not demonstrating the capability to provide high quality teaching. This assistance will take place in the intern's classroom and will include coaching, demonstration teaching, collection of observational data, and goal setting with the intern and her/his mentor.

Beyond the internship year, mentors will continue to provide support to program participants as they move into their first regular teaching assignment. Mentors will continue to receive support and training from partners at School District U-46. In addition, faculty from ISU and administrators from School District U-46 will provide support on an as-needed basis in order to optimize the teaching experiences of these new teachers.

The in-service teachers who want an endorsement in ESL and who will work in classrooms where Els are transitioned into mainstream classrooms will complete the required curriculum by the State of Illinois and Illinois State University to earn the ESL endorsement.

In-service bilingual teachers with provisional certificates who want to earn a permanent certificate will complete the curriculum required by the State of Illinois and Illinois State University to earn a permanent certificate.

**(2) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**

These objectives are best viewed as integrated elements of a comprehensive program drawing on research in professional development, bilingual education, teacher education, standards-based instruction, and cognition and development, as well as the University's Teacher Education program experience in professional development programs in many districts in the state of Illinois.

Both the pre-service and in-service components of this project are designed so that they are consistent with a substantive body of research which shows that in order for bilingual students to become academically successful: (1) the language and culture of the students must be incorporated into the school program; (2) the participation of the community, especially parents, in students' learning is essential; (3) students must have opportunities to be creators of their own knowledge through problem-solving and inquiry in their native language as well as their second language; (4) opportunities need to be provided for students to have genuine dialogue and interaction with their teachers and fellow students; (5) learning must be embedded in cultural contexts and demanding enough to intellectually challenge students; and (6) students should have every opportunity to demonstrate their cognitive and linguistic abilities through an on-going performance-based assessment (Ada, 1988; Cummins, 1991; Howe, 1994; Jimenez,

1994; Lacelle-Peterson, Rivera, 1994; Lessow-Hurley, 1996; and Nieto, 2000; O'Malley & Valdez Pierce, 1996; Hurley & Tinajero, 2001).

Much recent research and the College of Education's years of experience in working with schools has demonstrated that effective professional development must address how a culture of inquiry can be developed in the context of school work sites (Clandinin, Davies, Hogan, & Kennard, 1993; Richardson, 1994; Fine, 1994; Liebermann, 1994; Banks, 2003; Dias-Rico & Weed, 2002; Gay, 2000; Goldstein, 2003; Gollnick & Chinn, 2002; Kramsch, 1993). It is within such a culture of inquiry that teachers and students ask critical questions about their work, non-judgmentally explore its meaning, and reflect with colleagues on how they can jointly solve instructional problems. This proposal outlines a professional development program that goes beyond offering workshops and in-service sessions. It offers a comprehensive approach to professional development which fosters a culture of inquiry through activities such as formal and informal conversation among educators within and across schools, team building with university professors, networking through E-mail, casework within schools, and opportunities to meet and reflect on bilingual educational practices. Through such a process of joint reflection and inquiry, new institutional roles will be created and modified as public schools and universities collaborate to redesign curriculum and assessment in the field of bilingual education. In this way participants are freed from isolated professional roles to become lifelong learners, negotiators, facilitators, project managers, curriculum developers, assessment designers, teacher educators, and policymakers (Firestone, 1993; Fullan, 1993).

The schools in the project serve Hispanic student populations' characteristic of urban areas. For youth to achieve challenging standards, learning environments must attend to all forms of intellectual, cultural, and social-emotional development. Recent understandings about

learning and development drawn from cognitive and bilingual/bicultural research and reflection about connective and imaginative capacities will guide our process of engaging all children in the educational process through the project's pre-service and in-service programs (Cummins, 1984; Wang, Walberg, Reynolds, 1992; Resnick, 1989; Gardner, 1983; August & Hakuta, 1998; Chamot, 2005) (see Appendix D for Complete Bibliography).

The in-depth description of the objectives and the activities proposed in this project clearly shows the interdisciplinary composition of this unique teacher education program. It reflects a rigorous curriculum delivered in the field environment that will improve the quality of teachers of ELLs. These in turn will improve the teaching and learning of ELLs by preparing teachers who will provide instruction to meet the rigorous academic District and State standards.

The commitment to continue, expand and build upon this project when federal assistance is no longer available is a key component of this project. Because of the experiences and dedication of both faculty and administration at Illinois State University, a major outcome of this project will be the improvement of capacity to prepare Bilingual/ESL teachers. The project is designed to be sustained completely by Illinois State University after the five-year funding period. Illinois State University is committed to the training and retention of bilingual teachers. As a teacher education institution, Illinois State prides itself of being one of the top ten teacher training institutions in the United States. The Bilingual Teacher Training program and the activities proposed by the project will be an integral part of the Department of Curriculum and Instruction in the College of Education. The federal assistance requested in the proposal will serve in assisting in the implementation of a valuable component added to an existing and successful bilingual teacher certification process and ESL certification process at Illinois State University.

The quality of the project's services is reflected in the goals and activities stated in the project design. In the detailed descriptions of each activity, we indicate the personnel and resources to be used. In addition, the timeline provides breakdown by quarter indicating how staff time will be allocated to the project.

The partnership of ISU and District u-46 provides almost certain employment for participants completing the program. The need for these teachers in the State of Illinois nearly guarantees employment in any district. ISU has an active placement center where graduates can access employment opportunities nation wide. The services are free and include a series of recruitment fairs where the University provides, for the benefit of its graduates, the opportunity to come into contact with hundreds of prospective employers.

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

A primary consideration in the development of this partnership was the selection of schools with minority populations that have traditionally been underrepresented in educational programs and services. The teachers and University faculty participating in the program will be selected according to their expressed level of interest in the project and experience, and pre-service students will be selected according to University admissions procedures without regard to race, color, national origin, gender, age, or handicapping condition. Finally, it is the official policy of ISU that no person will encounter discrimination in employment or education on the basis of age, color, handicap, national origin, race, religion, sex, or veteran's status.

**(1) The qualification, including relevant training and experience of program director and principal investigator.**

**Co-PI**, Dr. Pauline Clardy, is Assistant Professor and Coordinator of the Bilingual/Bicultural Program at ISU. Her research interests include studies that focus on Bilingual Education and the education of linguistically and culturally diverse students. Pauline earned a Doctor of

Philosophy degree in Curriculum Design and a Masters Degree in Instructional Leadership with a focus on Bilingual Education from the University of Illinois at Chicago. In addition, she served as a bilingual lead teacher for the Chicago Public Schools for seven years. Dr. Clardy brings to the project a unique perspective on recruiting and preparing pre-service and in-service teachers to meet the needs of English learners."

**Co-PI**, Dr. Elizabeth A. Skinner, is assistant professor in the Bilingual/Bicultural Program, Department of Curriculum and Instruction at ISU. Her research interests include bilingual teacher preparation and community based organizing and school reform. Elizabeth earned a Doctor of Philosophy degree in Curriculum Design and a Master's Degree in Instructional Leadership with a focus on Bilingual Education from the University of Illinois at Chicago. In addition, she worked for 7 years as a dual language teacher at Inter-American Magnet School in the Chicago Public School district.

**(2) The qualifications, including relevant training and experience, of key personnel.**

**Field Coordinator** Sabah Haasan has been a field director for two large federally funded project in the Chicago area. Ms. Hassan brings great experiences in recruitment and evaluation of prospective candidates. She is multilingual in English, Spanish and Arabic and has a unique understanding of the cultural and linguistic differences associated with the population to be served. Ms. Hassan earned a BA degree from the University of Illinois Urbana-Champaign 1996. She served as the Project Coordinator for Facilities Division, Lawrence Berkely National Laboratory, and a \$83 M grant for the demolition of a 1950's scientific apparatus. Ms Hassan brings great management skills, the ability to work with State and Federal Agencies, research and writing skills as well as technical and language skills.

**Student Adviser** Maureen Smith has an MS in History Education, has taught for 15 year from elementary grades to the University level. Her teaching experience is complimented by 18 years of advising education majors from Early Childhood to Secondary Education to include Bilingual /ESL candidates. Ms. Smith is the senior advisor in the College of Education and her primary responsibilities include, advising students on courses and plan of study, course articulation and transfer student issues, graduation requirements, Certification issues and endorsements, as well as ISU's Performance Based Assessment

**Clerical** Julie Elizabeth Meenen has 10 years of experience in grant management, budgets and processes. Ms. Meenen has worked in three grants and has the experience and knowledge needed to support a grant of this type.

**Evaluator** George Torres is Assistant to the Dean of the College of Education (Emeritus). Due to his extensive experience in developing a bilingual program and directing projects, he will be one of the project's consultants/evaluator. Professor Torres served was the Director of the Bilingual Education Program at ISU and succeeded in developing the program into a successful teacher education program recognized at the State and national levels. He has extensive experience in grant writing and management and has served as Project Director on a variety of projects.

#### **Qualifications of Other Personnel**

The faculty supporting the program consists of educators with interest and knowledge in the areas of bilingual/ESL instruction, foundations of bilingual education, philosophy of bilingual education, and methods related to bilingual instruction. The College of Education has four full-time bilingual faculty members who will be working with the program director /s that is/are also bilingual. The faculty is provided with clerical assistance, state-of-the-art equipment, and

all needed facilities to conduct instruction, advisement, and evaluation. A complete list of faculty and staff is included in Appendix (E).

Additional support for this project comes from: Dr. Deborah Curtis, Dean; Dr. Darrell Kruger, Associate Dean, fiscal agent; Dr. Barbara Meyer Interim Chair of the Department of Curriculum; Karen Fox Special Assistant to the Superintendent School District U-46; Wilma Valero, Director of ELL Education School District U-46; Dr. Jose M. Torres, Superintendent School District U-46.

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

**(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

The management plan includes specific steps to accomplish the stated objectives and activities, and the timeline on Pages 22-28, that clearly shows the time commitment by all participating personnel.

**Table 7  
Timeline for Project Activities/Tasks  
Academic Years 2011-2016**

**Year: Fall 2011- fall 2012**

Activity	Personnel	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Develop recruitment materials and program packets for prospective participants.	Project director Field Coordinator District U-46 Reps.	*			
Contact School District U-46 to begin the process of recruiting candidates.	Project director Field Coordinator Advisors	*	*		
Develop and implement an Advisory Committee made up of representatives of project partners and constituents.	Dean of College of Education Project director Field Coordinator	*			
Plan and host recruitment meetings for prospective participants. Make visits to schools in District U-46 to recruit candidates.	Field Coordinator Project director District U-46 Reps. Advisors	*	*		
Develop plans to collect data in order to provide formative, on-going, summative feedback. Develop plans for an outside annual evaluation.	Faculty Members District U-46 Reps. Field Coordinator Project director	*	*		
Begin enrolling project participants and processing application materials and transcript analysis.	Advisors District U-36 Reps. Field Coordinator Project director	*	*		

**Continued: Fall 2011 - fall 2012**

Conduct individual counseling sessions and develop individual plans of certification.	Advisors Field Coordinator Project director	*	*	*		
Measure progress toward quarterly benchmarks. Collect data from all participants through formal interviews and surveys.	Field Coordinator Project director	*	*	*	*	*
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Project director Advisory Committee	*				
Provide test taking/basic skills and preparation workshops for the Illinois Teacher Basic Skills Tests and assist students to register for the test.	Field Coordinator Project director					*
Conduct semester meeting of the Advisory Committee.	Advisory Committee District Reps. Field Coordinator Project director	*	*	*	*	*
Provide Program Courses for Cohort 1.	Faculty members			*	*	*
Provide Program Courses for Cohort 2	Faculty Members				*	*
Provide Program Courses for Cohort 3	Faculty Members				*	*

**Year: Spring 2013 – fall 2013**

Activity	Personnel	Spring 2013	Summer 2013	Fall 2013
Conduct semester meeting of the Advisory Committee.	Advisory Committee District Reps. Field Coordinator Project director	*	*	*
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	District Reps. Field Coordinator	*	*	*
Measure progress toward quarterly benchmarks	District Reps. Field Coordinator	*	*	*
Conduct intern seminars every semester.	Faculty Members	*	*	*
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Project director Advisory Committee			*
Provide test taking/basic skills and preparation workshops for the Illinois Teacher Basic Skills Tests and assist students to register for the test.	Field Coordinator Project director			*
Work with District U-46 to recruit mentor teachers at school district sites to supervise the intern teachers during the internship period.	District Reps. Field Coordinator Project director			*
Provide Program Courses for Cohort 1.	Faculty members	*	*	*
Provide Program Courses for Cohorts 2 & 3	Faculty Members	*	*	*
Provide Program Courses for Cohorts 1-2- 3 7 4	Faculty Members	*	*	*
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	*	*	*

**Year: Spring 2014 – fall 2014**

Activity	Personnel	Spring 2014	Summer 2014	Fall 2014
Provide program courses for Cohort 1	Faculty Members	*	*	*
Provide program courses for Cohort 2	Faculty Members	*	*	*
Provide program courses for Cohort 3 & 4	Faculty Members	*	*	*
Conduct semester meeting of the Advisory Committee.	Advisory Committee District Reps. Field Coordinator Project director			
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	District Reps. Advisory Committee Field Coordinator Project director	*	*	*
Arrange and schedule for students to take the Illinois Teacher Basic Skills Test.	Field Coordinator Project director	*	*	*
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	*	*	*
Share project information and findings at a national conference.	Field Coordinator Project director			*
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Field Coordinator Project director			*
Conduct intern seminars every semester.	Faculty Members	*	*	*
Conduct semester meeting of the Advisory Committee.	Advisory Committee District Reps. Field Coordinator Project director	*	*	*
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	*	*	*

**Year: Spring 2015 – fall 2015**

Activity	Personnel	Spring 2015	Summer 2015	Fall 2015
Conduct semester meeting of the Advisory Committee.	Advisory Committee District Reps. Field Coordinator Project director	*	*	*
Work with the Advisory Committee to coordinate district professional development activities and mentoring for program graduates.	Advisory Committee District Reps. Field Coordinator Project director	*	*	*
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	Field Coordinator Project director	*	*	*
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	*	*	*
Conduct intern seminars every semester.	Field Coordinator Project director	*	*	*
Supervise interns and communicate regularly with mentor teachers and school district administrators about interns' progress.	Faculty Field supervisors	*	*	*
Work with District U-46 to provide ongoing support for new teacher mentors.	District Reps. Faculty Field Coordinator Project director	*	*	*
Share project information and findings at a national conference.	Field Coordinator Project director			*
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Field Coordinator Project director			*

**Continued: Spring 2015 – fall 2015**

Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	*	*	*	*
Work with District U-46 to provide ongoing support for intern mentors.	District Reps. Faculty Field Coordinator Project director	*	*	*	*
Conduct intern seminars every semester.	Field Coordinator Project director	*	*	*	*
Supervise interns and communicate regularly with mentor teachers and school district administrators about interns' progress.	Faculty Field supervisors	*	*	*	*
Provide additional professional development to interns through District U-46.	District Reps. Field Coordinator Project director	*	*	*	*
Work with District U-46 to provide ongoing support for new teacher mentors.	District Reps. Faculty Field Coordinator Project director	*	*	*	*
Share project information and findings at a national conference.	Field Coordinator Project director				*
Assist participating school districts in hiring program graduates and in planning for professional development of new hires.	District Reps. Field Coordinator Project director	*	*	*	*
Provide courses for Cohort 1	Faculty members	*	*	*	*
Provide courses for Cohort 2	Faculty members	*	*	*	*
Provide courses for Cohort 3 & 4	Faculty members	*	*	*	*

**Year: Spring 2016 – fall 2016**

Activity	Personnel	Spring 2016	Summer 2016	Fall 2016
Work with the Advisory Committee to coordinate district professional development activities and mentoring for program graduates.	Advisory Committee District Reps. Field Coordinator Project director	*	*	*
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	Field Coordinator Project director			*
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	*	*	*
Work with District U-46 to provide ongoing support for new teacher mentors.	District Reps. Faculty Member Field Coordinator Project director	*	*	*
Provide additional professional development to new teachers through District U-46.	District Reps. Faculty Member Field Coordinator Project director	*	*	*
Share project information and findings at a national conference.	Field Coordinator Project director	*	*	*
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Field Coordinator Project director			*
Conduct semester meeting of the Advisory Committee.	Advisory Committee District Reps. Field Coordinator Project director	*	*	*
Conduct a formal summative evaluation and disseminate to interested/involved parties	Field Coordinator Project director	*	*	*

- (2) The extent to which the time commitment of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Time Committed to the Project by All Key Personnel**

The staff for this project will include: Two Co- project directors (25 %) each, a field coordinator / recruitment coordinator (100%), an academic advisor (20%), and one secretary/clerical (100%). The project's budget explanation is included in Appendix (E).

ISU supports the principles of equal opportunity and affirmative action in employment and education. The statement on nondiscrimination from the approved Affirmative Action Plan of the University and outline of the search and screening process is found below. The plan states that "Illinois State University is committed to diversification of all its internal divisions by race and sex, and to the employment and education of affirmative action constituents in proportions equivalent their availability among qualified populations outside the university." This commitment stems not only from legal and moral considerations, but also from a conviction that an institution of higher learning is enriched by the presence of diversity and that narrow cultural biases serve to limit rather than enhance the teaching, research, and service functions which are the hallmarks of the University mission.

***(d) Quality of The Project Evaluation***

- (1) The extent to which the methods of evaluation are thorough, feasible, appropriate to the goals, objectives, and outcomes of the proposed project.**

The Project Evaluation includes multiple assessments to ensure that the objectives of the program are accomplished. The project coordinator and field representative will collect data on an ongoing basis. Data will be collected using surveys, interviews, test scores, students' teacher evaluations, and classroom observations. They will also be responsible for communicating and

sharing information with the advisory committee which will meet every quarter. Data also will be shared at regional and national conferences

The project evaluation will provide appropriate assessment of each of the project's objectives. In order to aid the Advisory Board in assessing program impact, formative evaluation questionnaires will be developed by the project director, field coordinator, and the project's external evaluation consultant. Then, it will be administered to teachers, administrators, and project personnel. Summaries of these formative assessments will be used by the Advisory Board to refine the program's design. A more formal report will be prepared by the director, the external evaluation consultant at the end of each year. The project evaluator and/or the external evaluation consultant will attend periodic meetings of the Advisory Board, as a participant-observer, and keep journalistic records of the meetings. A copy of the detailed plan of action and revisions for the program will be kept on file.

In the fall of each project year, demographic data (e.g., name, age, current grade point average, performance on academic or professional assessment tests, and ethnic background) on each of the bilingual pre-service students will be compiled using information from student applications. These data will provide a baseline for the evaluation of the program and provide documentation that the recruiting and assessment objective was achieved.

To determine whether the objectives of this project has been met, a portfolio will be maintained for each of the students in the degree and certification programs including data that will be used to track each student's performance in courses and in their fieldwork. These data will be used for formative evaluation. To assess whether students have increased their ability to function as bilingual teachers, pre- and post-tests will be administered to certificate or degree

program students to evaluate their attitudes towards and understanding of bilingual teaching. These tests will be developed by the director and University faculty, the external evaluator.

During this initial phase of the project, the director and the external evaluator will design a scaled survey instrument for participants in order to gauge baseline information: (1) Knowledge of bilingual curriculum design and assessment; (2) attitudes and needs regarding professional collaboration; and (3) attitudes and practices related to linking bilingual curriculum design to performance-based standards for all students. These assessment surveys will be administered prior to the beginning of the professional development process, and will be repeated. A tentative survey instrument, assessment rubrics for required ITPS's mastery and Performance Appraisal and Progress Report form are included in Appendix (G).

The director and the external evaluation consultant will analyze survey responses and conduct follow-up interviews with a sampling of teachers, both team members and non-members, to further explore teachers' perception of their roles and knowledge of the assessment and design of bilingual curriculum design. The external evaluator and program coordinator will conduct classroom observations, analysis of bilingual/ESL professional development team minutes and journals, and follow-up interviews with a sampling of bilingual teachers, coordinators, aides, and students.

The director, in cooperation with project staff and in collaboration with the external evaluation consultant will collect a range of quantifiable data to measure the effectiveness of the project. These include: quantitative results from pre- and post-tests given to teachers and students, formative evaluation questionnaires using Likert scales, a central databank to keep a systematic record of teacher participants and their involvement, and of student outcomes by schools in the subject areas. Quantitative baseline and outcome data will be coded and fed into

the center's computer and analyzed using SPSS where applicable. Where appropriate, regression analyses, tests of measures of central tendency, as well as correlation will be used for the final report. T-tests will be used to establish significance and the level for rejecting the null hypotheses will be set at .05.

In order to determine whether the training relates to the employment of persons served by the program, a questionnaire to former students will ask them how effective their training has been. In addition, project staff will conduct follow-up visits to a sample of students who have been employed to determine how well they have been prepared to become bilingual educators. Whenever possible, former students will also be invited to return to the program to take part in in-service workshop sessions.

**The Budget is Adequate to Support the Program.**

The budget for this project is adequate in that 60% of its direct costs have been devoted to personnel, student tuition, or supplies for the program. Only 8% of the overall budget has been allocated for indirect costs. All expenditures for the grant will be carefully monitored through the University's computerized accounting system, and a separate set of records will be maintained by the College of Education's accounting process. Finally, as outlined in the evaluation section, extensive documentation will be maintained on all grant activities so that they can be organized into a form for dissemination.

The costs for this professional development project are reasonable because the cost per year for training each participant is approximately \$30,000, and the amount requested for each participant is \$17,000 per year for five years. By the conclusion of this program, 25 students will have received B.S. degrees in Elementary Education with bilingual and ESL endorsements. Fifty

(50) in-service teachers will have received endorsement in ESL and twenty five (25) teachers will receive permanent certification

**(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce qualitative and quantitative data to the extent possible.**

The project's evaluation design will employ both quantitative as well as qualitative approaches, using state-of-the-art assessment measures. The quantitative portion will consist primarily of pre/post measures of students' knowledge, skills, and abilities to assess the impact of the project on in-service teachers and pre-service students. Quantitative components will be reinforced with frequent qualitative measures of project development and impact, tapping the ways in which project participants perceive key occurrences in project development as well as changes resulting from project involvement. Such qualitative data will be gathered using a variety of semi-structured interviewing techniques and open-ended questions on surveys, journals that teachers and students keep on their own reflective process, reactions to critical discussions on bilingual education with colleagues and peers, and case material and videotaped footage of classroom work.

This project's evaluation design will use state-of-the-art methods of evaluation and assessment that involves collecting baseline data for each objective, mapping the individual characteristics of each school and collaborating organization, establishing a computerized data bank, providing formative evaluation, using videotape to document changes in classroom practice at the pre-service and in-service levels, documenting the learning community's growth and depth through journaling, electronic network usage and assessing program impact. In addition, this evaluation plan is innovative and state-of-the-art in that it will go beyond documenting the process by which the products (curriculum units, videotapes, etc.) are achieved

by tracking its perceived quality and usefulness by final users (pre-service students, beginning teachers, and bilingual teachers) and market penetration (other schools and universities in the region). Methods employed to address these questions are detailed in the next section.

**(3) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

The director and an external evaluation consultant will be responsible for the overall administration of the evaluation design with the support of project staff and program participants. The external evaluation consultant will provide an outsider's perspective to the program and will advise on changes required as well as reinforce positive aspects of the continuous development and implementation of the proposed project. All results from assessment processes on all project activities will serve as a platform for examining the effectiveness or lack of effectiveness of the project's implementation strategies, and corrective action will be taken.

Checks and balances in the administration of the project will secure periodic assessment of the project every two months for the first year and quarterly thereafter. The Advisory Committee will receive a progress report on the project to include project timeline progress as well as projected activities, timelines and benchmarks for the next meeting. In summary, the *Training of Pre-service and In-service Teachers of English Learners (TPITEL)* will be evaluated continuously and revised according to evaluation findings on an ongoing basis. Data will be collected from all possible sources, including partnership institutions, participating LEA, project participants, mentor teachers, and the children and parents at the schools in which project participants intern and teach.

The kinds of data collected will include the following:

- numerical data about project participants;
- data on teaching positions filled;

- student test score data from participating schools and classrooms;
- interview data from program participants, teacher mentors, LEA administrators, children and parents at participating schools, and grant partners; and
- Survey data from program participants, teacher mentors, LEA administrators, children and parents at participating schools, and grant partners.

Each goal of the *Training of Pre-Service and In-Service Teachers of English Learners (TPITEL)* has measurable outcomes which will be broken down into quarterly benchmarks. The Project Director will be responsible for monitoring the accomplishment of each quarterly benchmark by supervising the collection of appropriate data and reporting this progress to the Advisory Committee. The Advisory Committee will review progress toward quarterly benchmarks and make recommendations for improvements toward these goals.

Annually, an outside evaluator will collect data and provide feedback regarding the project as a whole. The evaluator will use the project's goals and progress toward quarterly benchmarks as a guide but will also evaluate the project more holistically through interviews, survey data, and on-site visits. Findings of the outside evaluator will be reported to the TPITEL Advisory Committee in spring of each year and used by the Committee to recommend improvements in the project.

All evaluation data will be carefully considered in preparing interim reports. Moreover, a summative evaluation will be done under the auspices of the TPITEL Advisory Committee and conducted by the outside evaluator. Data from this evaluation will be used in submitting a final evaluation report.