

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z110046**

**Grants.gov Tracking#: GRANT10863741**

Closing Date: MAY 09, 2011

1) Name of the IHE: University of Alabama at Birmingham (UAB)

2) Program Title:

Project SPEAK: Sheltered instruction for Promoting ELs' Academic Knowledge

3) Number and type of participants projected to be served by the project:

Participants joining per year (duration of studies)	Y1	Y2	Y3	Y4	Y5	Total
<b>1) IHE Faculty: ESL Best Practices PD</b>						
1A) UAB faculty: 2 seminars + follow up (1 year)	4	4	4	4	4	20
1B) Non-UAB faculty: 2 seminars + follow up (1 year)	-	4	4	4	4	16
<i>Subtotal</i>	<i>4</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>36</i>
<b>2) Pre-service Teachers: Tuition and fees</b>						
Alt. MAEd/ESL w/certification: 14 courses (3 yrs)	2	2	2	-	-	6
<i>Subtotal</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>-</i>	<i>-</i>	<i>6</i>
<b>3) In-service Teachers: Tuition and fees</b>						
3A) In-service Teachers: 9 ESL courses (includes <i>Strategies for teaching math/science to ELs</i> ), MAEd/ESL, and ESL certification (2½ years)	16	16	16	16	-	64
3B) STEM Teachers: 2 ESL courses, <i>Strategies for teaching math/science to ELs</i> and <i>Issues in secondary education: STEM for ELs</i> (1 semester)	4	4	4	4	4	20
3C) Heritage Language Teachers: 1 course to learn to prepare ELs for AP exam in heritage lang. (1 sem.)	2	2	2	2	2	10
3D) Teachers with an MA: 4 ESL courses towards an EdS degree in a content area (1 year)	2	2	2	2	-	8
<i>Subtotal</i>	<i>24</i>	<i>24</i>	<i>24</i>	<i>24</i>	<i>6</i>	<i>102</i>
<b>TOTAL PARTICIPANTS SERVED</b>	<b>30</b>	<b>34</b>	<b>34</b>	<b>32</b>	<b>14</b>	<b>144</b>

4) Partners: LEA = Jefferson County Board of Education (JefCoEd)

5) Project Description: Summarize project objectives, activities, and expected outcomes.

Through *Project SPEAK*, UAB will collaborate with JefCoEd, a system of 52 schools and 35,659 students, in providing effective instruction for ELs, who reside mainly in rural areas. Grounded in STEM, *Project SPEAK* will train content teachers in research-supported strategies of the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2008) within Response to Intervention. Structured around professional learning communities in feeder pattern schools and leveraging advances from recent workshops by the Alabama State Department of Education, *Project SPEAK* will create a SIOP-STEM model. This model will be transportable to other systems with high numbers of ELs, especially rural schools in the state's central region. Program effectiveness will focus on ELs' attaining English proficiency, developing high levels of academic attainment, meeting content standards, and making progress towards graduation. To determine how teachers have changed their teaching practices for EL success, project evaluators will use the ECC Trilogy of Engagement/Capacity/Continuity (Jolly, Campbell, & Perlman, 2004), with a third "C" added for Culture (Oxford, 1995, forthcoming). Data generated by *Project SPEAK* will guide LEA decisions to enhance effective EL instruction and IHE decisions at UAB to inform its teacher preparation program.

Project objectives, GPRA measures, & expected outcomes	Y1	Y2	Y3	Y4	Y5	Total
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**Goal 1.** Assist higher education faculty in preparing all teachers (pre-service and in-service) to work effectively with ELs. *Evidence: content analysis of revised syllabi and curricula, interviews with faculty and department chairs, student exit surveys.*

<b>Obj. 1A)</b> UAB CAS faculty: 2 seminars & yearlong follow-up	4	4	4	4	4	<b>20</b>
<b>Obj. 1B)</b> Non-UAB faculty: 2 seminars & yearlong follow-up	-	4	4	4	4	<b>16</b>

**Goal 2.** Assist pre-service teachers in earning teacher certification to teach ELs. *Evidence: surveys, self-reported questionnaires, pre/post measurements of project-developed assessment, content analysis of interviews, ESOL Praxis II scores.*

<b>Obj. 2)</b> Alternative MAEd/ESL with ESL certification	0	0	0	2	4	<b>6</b>
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**Goal 3.** Prepare in-service teachers to work effectively with ELs by using Sheltered Instruction and other ESL Best Practices, especially for teaching STEM. *Evidence: surveys, self-reported questionnaires, NCLB-mandated EL proficiency tests, school's annual yearly progress (AYP), pre/post measurements of project-developed assessment, content analysis of interviews, graduation rates, and ESOL Praxis II scores (Obj. 3A).*

<b>Obj. 3A)</b> In-service Teachers: MAEd/ESL & ESL-certified	0	0	16	16	32	<b>64</b>
<b>Obj. 3B)</b> STEM Teachers: 2 ESL courses & mentored teaching	4	4	4	4	4	<b>20</b>
<b>Obj. 3C)</b> Heritage Lang Tchrs: Course on AP lg. exam for ELs	2	2	2	2	2	<b>10</b>
<b>Obj. 3D)</b> Teachers with MA: 4 ESL courses towards EdS	0	2	2	2	2	<b>8</b>

**Goal 4.** Prepare JefCoEd educators (teachers, administrators, counselors) from all 52 schools to better serve ELs' educational needs. *Evidence: agendas, surveys, pre/post measurements of project-developed assessments, AYP, content analysis of interviews.*

<b>Obj. 4)</b> PD in ESL Best Practices (number of schools)	11	11	11	11	8	<b>52</b>
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### GPRA Measures

*Percentage of pre-service completers (Obj. 2) who...*

<b>1.1)</b> ...obtain Alabama's certification for teaching ELs	--	--	--	80%	80%	<b>80%</b>
<b>1.2)</b> ...are in a position teaching ELs 1 year after graduating	--	--	--	--	80%	<b>80%</b>
<b>1.3)</b> ...are in a position teaching ELs 3 years after graduating	--	--	--	--	--	<b>NA</b>

*Percentage of in-service completers (Obj. 3A) who...*

<b>1.5)</b> ... finish program requirements to become ESL-certified	--	--	80%	80%	80%	<b>80%</b>
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*Percentage of in-service completers (Obj. 3A-D) who...*

<b>1.6)</b> ... are teaching ELs 1 year after the end of their program	--	--	--	80%	80%	<b>80%</b>
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- 6) Priorities:** Project SPEAK addresses the following competitive and invitational priorities:  
 Competitive #2: Enabling data-based decision-making  
 Competitive #3: STEM  
 Invitational #1: Improving achievement and high school graduation rates of ELs in rural areas  
 Invitational #2: Improving preparation of all teachers to serve ELs, focused on IHE programs

**7) Contact: Project Director's name, telephone and e-mail.**

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## **Project SPEAK: Sheltered instruction for Promoting ELs Academic Knowledge**

Through *Project SPEAK: Sheltered instruction for Promoting ELs Academic Knowledge*, the University of Alabama at Birmingham (UAB) will collaborate with Jefferson County Schools (JefCoEd), a district of 52 county schools, mainly rural, that surround Birmingham, Alabama's largest metropolitan area. *Project SPEAK* will enhance the teaching of science, technology, and math (STEM) to English learners (ELs), provide professional development to teachers for using the Sheltered Instruction Observation Protocol<sup>®</sup> (SIOP; Echevarria, Vogt, & Short, 2008) within Alabama's Response to Instruction (RtI) overarching instructional framework, train teachers to prepare ELs for Advanced Placement (AP) exams in their heritage language thereby fostering their self-awareness of academic potential (Texas Education Agency [TEA], 2007), and provide professional development in effective EL instruction for faculty at Institutions of Higher Education (IHEs). The project's main purpose is to increase achievement and graduation rates of ELs. The extent to which these goals are accomplished will be measured by the Engagement-Capacity-Continuity model, the ECC Trilogy (Jolly, Campbell, & Perlman, 2004), with a third C added for Culture (Oxford, 1995, forthcoming).

*Project SPEAK* will create a UAB/JefCoEd partnership by leveraging capacity built at UAB through earlier Title III NPD grants. Through these grants, UAB gained experience in successfully establishing school/university partnerships (*Project EQUAL*) and in training teachers to use sheltered instruction in content classes (*Shelby STARS* and *Project HEART*). *Project SPEAK* will also be built on frameworks created by Title VII grants: (1) distance-delivery model with onsite learning communities for providing ESL certification statewide (*New Teachers for New Students*), and (2) professional development seminars for IHE faculty to infuse ESL best practices in teacher preparation syllabi (*Project ACCESS*).

Grounded in STEM, *Project SPEAK* will support JefCoEd in training teachers to competently implement SIOP for the ELs in their classrooms. Like all other Alabama public schools, JefCoEd schools are in the early stages of implementing RtI. JefCoEd teachers need extensive support embedding SIOP within the larger RtI framework, particularly STEM teachers at all grade levels. The *Project SPEAK* Fellows will receive hands-on experience with teaching STEM-based SIOP lessons in JefCoEd's EL summer program, where they will be mentored by an ESL-certified STEM Coach.

*Project SPEAK* is guided by 4 goals: (1) assist IHE faculty in preparing all teachers (pre-service and in-service) to work more effectively with ELs; (2) assist pre-service teachers to earn teacher certification for teaching ELs; (3) prepare in-service teachers through coursework to work effectively with ELs by implementing SIOP, especially for teaching STEM subjects; and (4) prepare JefCoEd educators (teachers, administrators, counselors, etc.) at all schools, through professional development, to better serve ELs' educational needs through RtI embedded within SIOP as the framework for delivering instruction.

Through these goals, *Project SPEAK* will address the second and third competitive priorities. Data generated will enhance JefCoEd decision-making to improve instructional practices and enhance EL outcomes through formal and informal assessments, both essential elements of Alabama's RtI, as well as inform project evaluation activities at the IHE (2<sup>nd</sup> priority). This will be accomplished by enhancing STEM education for ELs (3<sup>rd</sup> priority) and by tracking EL academic achievement before and after changes in STEM instruction. This project will provide professional development opportunities to better prepare teachers, administrators, and support staff to use data more effectively for ensuring that ELs receive appropriate instruction in all content areas. These competitive priorities will, in turn, enable *Project SPEAK*

to concurrently address the invitational priorities: (1) accelerate EL learning, especially in rural areas, for improving EL achievement and EL graduation and college enrollment rates; and (2) improve the preparation of all teachers for better serving ELs by providing professional development at LEAs and IHEs, with the latter focused on aligning teacher education curricula to state content and EL standards and thus prepare all teacher candidates for providing effective EL instruction.

Through these project goals and priorities, *Project SPEAK* will be instrumental in leading Alabama out of the 44<sup>th</sup> position in the nation regarding services provided to ELs, as indicated by a C- related to “Chance for Success” in how schools meet EL needs (Edwards, 2009). This is of utmost urgency because Alabama ranked second in the nation for percentage of growth among the foreign-born during this century’s first decade (Terrazas, 2011).

## **PROJECT DESIGN**

### **Partnership Institutions**

**University of Alabama at Birmingham (UAB).** UAB is a public research university recognized internationally for its work in health-related fields. Founded in 1969, it is one of the largest IHEs in Alabama and the state’s largest employer. UAB’s School of Education (SOE) embraces the institution’s STEM orientation and currently hosts 5 STEM programs: Alabama Math, Science, and Technology Initiative; Alabama Hands-on Activities Science Program; Alabama Leadership and Assistance for Science Education Reform; Greater Birmingham Math Partnership, and Community Outreach and Development (primarily Biotechnology). In 2010, the SOE Department of Curriculum and Instruction (C&I) further promoted STEM by piloting the credit course *Strategies for Teaching Math/Science to ELs (EESL 650)*.

UAB enjoys a central location, proximate to 13 school systems (including JefCoEd) and 4 other IHEs. As the only IHE in the Birmingham area that offers ESL certification and as one of only 6 statewide, UAB leads in certification completers. From 2001 to 2011, 283 UAB students became ESL-certified. Averaging 690 on the PRAXIS *English to Speakers of Other Languages*, UAB students far exceed the 540 score required by the Alabama State Department of Education (ALSDE) and the national average of 640.

UAB's strong commitment to improving educational services for ELs is evident through the successful completion of 2 Title VII grants (*Project ACCESS* and *New Teachers for New Students*) and a Title III grant (*Project EQUAL*) and the pending completion of current Title III grants (*Shelby STARS* and *Project HEART*). Research findings produced through these grant projects have appeared in 4 publications (Spezzini & Austin, 2010; Spezzini & Austin, in press; Spezzini, Austin, Abbott, & Littleton, 2009; Spezzini & Becker, in press). Findings from these studies have served to further enhance UAB's ESL teacher education program.

UAB offers two ESL certification tracks: (1) traditional MAEd/ESL (for teachers with certification) and (2) alternative MAEd/ESL (for pre-service teachers seeking certification). In addition to other courses, both tracks contain 8 ESL courses: Second Language Acquisition, Multicultural, Special Topics, Grammar, Phonology, Methods, Reading/Writing, and Internship. Each ESL course is aligned with the National Board for Professional Teaching Standards (English as a New Language), World-class Instructional Design and Assessment (WIDA), and George Washington University's Guiding Principles and Indicators (*Promoting Excellence: Ensuring Academic Success for Limited English Proficient Students*). This learner-centered inquiry-based approach has been instrumental in situating UAB as one of ALSDE's premiere partners in delivering ESL professional development to content teachers.

UAB is on the threshold of a new era in preparing all teachers for effectively teaching ELs. C&I faculty have placed a priority on integrating EL best practices throughout its teacher preparation courses. In 2010-11, 25 internship supervisors attended workshops on effective EL instruction. At a recent SOE faculty retreat, an action plan was launched for mapping EL best practices across all C&I curricula. At a follow-up C&I retreat called *Reaching ALL Language Learners Institute* (RALLI), the SIOP was introduced for use with all students, including ELs, as a model of instruction for RtI. Future RALLIs will provide EL professional development to all faculty—including part-time and adjunct instructors.

**Jefferson County Schools (JefCoEd).** JefCoEd is a county school system that surrounds metro Birmingham and has schools located in both suburban and rural areas of Jefferson County. All JefCoEd schools are within a 30 mile radius of its central office, which is located only 2 miles from UAB. Of the county's 665,027 inhabitants, 1.55% are Hispanic/Latino. Most immigrant families have been drawn here by a relatively low cost of living, availability of affordable housing, opportunity to work in the building, landscaping and food industries, and in some cases, research opportunities at UAB.

The EL population of JefCoEd has steadily increased over the last 10 years, with Spanish-speaking students comprising the largest number, followed by Chinese, Vietnamese, Swahili, and Arabic. Within JefCoEd's diverse EL population, 45 languages are represented. Many of these students have little or no first language literacy and come from situations of limited or interrupted formal schooling. There is a definite need for JefCoEd teachers to be prepared for these disparate situations so that all ELs receive optimal opportunities to learn.

JefCoEd's student population of 35,659 has remained fairly constant with an increase of only 300 students since 2006. However, the number of ELs has increased 21%, from 741 to 895,

during that same 5-year period. As the EL population has grown, JefCoEd has added ESL staff. Currently, 9 full-time ESL teachers and 13 part-time ESL teachers provide ESL support service in 45 schools. These ESL staff members are assigned to schools within a given feeder pattern in order for the same educator to provide services to ELs from Kindergarten through 12<sup>th</sup> grade.

Because ELs spend most of their school day in content classes, their content teachers must also be prepared with skills needed for providing accessible course content and nurturing English language development. In JefCoEd, almost none of the 2,564 teachers and administrators are sufficiently trained in ESL best practices to provide sheltered instruction. The great majority of content teachers remain under-trained in SIOP, especially in STEM subjects, although JefCoEd welcomes professional development opportunities. For example, in summer 2010, JefCoEd's EL supervisor enrolled in UAB's pilot course *Strategies for Teaching Math and Science to ELs* and, based on her new knowledge and skills, is leading JefCoEd in STEM-SIOP for ELs. JefCoEd's strong educational leadership in seeking quality EL-related professional development is also evident in the participation of 4 JefCoEd schools in ALSDE's EL-Professional Development Academy (EL-PDA). This multi-year academy addresses the gap between academic achievement and graduation rates of ELs and non-ELs. To be selected for the EL-PDA, schools must complete a rigorous application process to demonstrate readiness to make changes for overcoming this achievement gap through site-based capacity in effective EL instruction. Together, these 4 schools form the Pinson Valley feeder pattern. Several teachers from these schools have already indicated interest for pursuing ESL certification, and, through *Project SPEAK*, will be teacher leaders in effective EL instruction at their respective sites.

Yet, despite such efforts, secondary ELs and former limited English proficient (FLEP) students remain at risk of educational failure as illustrated by a graduation gap between ELs and

non-ELs (Gewertz, 2009). To offset a growing trend of early drop-out among long-term ELs and FLEPs, the secondary schools are considering new types of instructional approaches. As of summer 2011, several JefCoEd high schools will be offering specific help for ELs to pass the graduation exam. Through *Project SPEAK*, STEM-based summer programs will be made available at all grade levels and will be taught by project Fellows. Moreover, in addition to the growing focus on STEM, teachers will also begin preparing ELs and FLEPs for AP exams in their heritage languages by the 9th grade.

**Project Goals, Objectives, and Outcomes for *Project SPEAK***

The goals, objectives, and outcomes are provided in Table 1. This table gives the number of participants targeted per year for each goal and its objectives. If Fellows withdraw, they will be replaced; hence, the number of entry Fellows per objective also reflects the number of completers (i.e., outcomes) per objective at the end of its duration. The time scheduled for Fellows to meet the expectations of a given objective is indicated in parentheses (e.g., 2½ years). Outcomes for the Government Performance and Results Act (GPRA) measures are listed at the end of Table 1. Additional information is provided under Project Implementation.

**Table 1. Project Goals, Objectives, Outcomes, and GPRA Measures**

Participants' entry per year and duration of their program	Y1	Y2	Y3	Y4	Y5	Total
<b>Goal 1.</b> Assist higher education faculty in preparing all teachers (pre-service and in-service) to work effectively with ELs (by providing PD stipends)						
<b>Obj. 1A) UAB CAS faculty</b> (especially STEM professions): 2 seminars with plan for teaching ELs + follow up (1 year)	4	4	4	4	4	20
<b>Obj. 1B) Non-UAB faculty:</b> 2 seminars, infusing ELS best practices in teacher preparation courses, and follow up (1 year)	-	4	4	4	4	16

<b>Subtotal</b>	4	8	8	8	8	36
<b>Goal 2.</b> Assist pre-service teachers in earning teacher certification to teach ELs.						
<b>Obj. 2) Alternative MAEd/ESL w/ESL certification:</b> Tuition and fees for 14 courses (3 years)	2	2	2	-	-	6
<b>Goal 3.</b> Prepare in-service teachers to work effectively with ELs by using Sheltered Instruction and other ESL Best Practices, especially for teaching STEM.						
<b>Obj. 3A) Content Teachers:</b> Tuition & fees for 9 ESL courses (includes <i>Strategies for teaching math/science to ELs</i> ), MAEd/ESL, and ESL certification (2½ years)	16	16	16	16	-	64
<b>Obj. 3B) STEM Teachers:</b> Tuition & fees for 2 ESL courses, <i>Strategies for teaching math/science to ELs</i> and <i>Issues in secondary education: STEM for ELs</i> (1 semester)	4	4	4	4	4	20
<b>Obj. 3C) Heritage Language Teachers:</b> Tuition & fees for 1 course to learn to prepare ELs for AP exam in heritage lang. (1 semester)	2	2	2	2	2	10
<b>Obj. 3D) Teachers with an MA:</b> Tuition & fees for 4 ESL courses towards an EdS degree in a content area (1 year)	2	2	2	2	-	8
<b>Subtotal</b>	24	24	24	24	24	102
<b>Goal 4.</b> Prepare JefCoEd educators (teachers, administrators, counselors, etc.) in all 52 schools to better serve ELs' educational needs, with a focus on rural areas.						
<b>Obj. 4) PD in RtI through SIOP</b> (number of schools)	11	11	11	11	8	52
<b>GPRA Measures</b> <i>Percentage of pre-service program completers (Obj. 2) who are...</i>						

1.1) state-certified in EL instruction	--	--	--	80%	80%	<b>80%</b>
1.2) placed in instructional setting serving ELs within 1 year	--	--	--	--	80%	<b>80%</b>
1.3) providing instructional services to ELs 3 years after program	--	--	--	--	--	NA
<i>Percentage of in-service teacher completers who ...</i>						
1.5) complete state's ESL certification requirements ( <i>Objective 3A</i> )	--	--	--	80%	80%	<b>80%</b>
1.6) are providing instructional services to ELs ( <i>Objectives 3A-D</i> )	--	--	80%	80%	80%	<b>80%</b>

**Research Underpinnings**

*Project SPEAK* focuses on training educators to provide effective EL instruction as suggested by research. Sheltered instruction nurtures the language development of ELs as they learn academic content and is based on the concept that use of language in meaningful contexts encourages continued language development (Chamot, 2009; Genesee, F., Lindholm-Leary, Saunders, & Christian, 2005; Herrera & Murry, 2005; Krashen, 1985). By providing language instruction in content classes, sheltering extends the time that ELs have for language development (Cummins, 1994). Sheltered instruction as realized through the SIOP has been shown to be one of the most effective approaches for meeting ELs' educational needs. Research shows that SIOP is effective in accelerating acquisition of oral and written language, developing high levels of academic attainment, and meeting challenging State content standards (Echevarria, Short, & Powers, 2006; Echevarria, Vogt, & Short, 2008; Honigsfeld & Dove, 2008).

Another important element of *Project SPEAK* is to support JefCoEd in addressing RTI (Portland & Doolittle, 2008). ALSDE has expanded Alabama's RTI framework beyond "intervention" to "instruction." Response to Instruction (RtI) was chosen because of the belief that it would provide the strongest framework for *all* learners in Alabama schools. As described

in *Response to Instruction (RtI): Alabama's Core Support for All Students*, RtI is “an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs . . . through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data are utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity” (ALSDE, 2009, p.1). In RtI’s three-tiered framework, the majority of students (80%), including ELs, should be served effectively in Tier 1. Through *Project SPEAK*, JefCoEd will maximize RtI for ELs by providing professional development and on-going coaching to content teachers and, by doing so, will help them become more proficient at using SIOP as an RtI instructional framework (Echevarria & Vogt, 2011). To prepare project personnel and Fellows to successfully implement SIOP, particularly in STEM classes and within RtI, *Project SPEAK* activities (professional development, mentoring/coaching, and credit courses) will use recent SIOP publications for content areas (*The SIOP Model for Teaching Science to ELs*, *The SIOP for Teaching Mathematics to English Learners*) and for RTI (*Response to Intervention [RTI] and English learners: Making it happen*).

The ELs’ academic achievement in STEM and other subjects will be enhanced by providing validation for their heritage languages. ELs’ home cultures are usually nurtured in elementary grades. Their home languages and cultures can be further validated through heritage language courses in middle school where subjects are departmentalized and students have individualized schedules. Based on the College Board’s AP vertical approach, Texas has been offering AP courses and exams to middle school students. The goal is “to use these students’ first language as an academic asset to boost student academic success, promote self-confidence in

school, and support aspirations and preparation for college” (TEA, 2007, p. 3). In a 5-year study of 1,357 students, mainly from low-income families, the students who took AP language courses in middle school performed better in high school and took more advanced courses and AP exams. Findings also suggest that their self-confidence, motivation, and academic self-image were positively affected (p. 8-9).

Outcomes from system-wide AP approaches have garnered national awards from the College Board. With 49% of families speaking a language other than English, the Colton Unified School District (CA) experienced a 14% yearly increase in the number of AP test-takers and a biannual increase from 19% to 34% of traditionally underserved minority students earning scores acceptable for college credit (Topiel, 2011). Other schools have seen that ELs, after successfully taking AP exams in their heritage language as 9<sup>th</sup> graders, are more likely to take AP courses in 11<sup>th</sup> and 12<sup>th</sup> grade (Finley, 2003). The English performance of ELs has also improved for heritage speakers who acquire native language literacy in AP courses (Menken, 2007).

Currently, AP exams are available in 5 modern languages: Spanish, French, German, Chinese, and Japanese. When it is not feasible for JefCoEd to offer courses to ELs in the 5 AP languages, *Project SPEAK* personnel will train teachers to prepare ELs in their respective heritage language via individually tailored approaches (<http://www.nhlrc.ucla.edu/>). Performing well on the AP exam in their heritage language, when available, can help ELs raise their performance in other subjects and gain confidence for succeeding in college.

### **Implementation Plan**

**Member Involvement.** *Project SPEAK* is being planned through the collaborative efforts of a consortium between an IHE (UAB) and an LEA (JefCoEd). From UAB, Principal Investigator (PI), Dr. Julia Austin, and Co-Principal Investigator (Co-PI), Dr. Susan Spezzini,

and other *Project SPEAK* personnel will carry out activities in the Management Plan and other activities to be determined, as needed, during the life of the project. All members of this consortium will work together in the development and implementation of *Project SPEAK*.

*Project SPEAK*'s Advisory Council consists of employees from JefCoEd: Deputy Superintendent for Curriculum Instruction (Dr. Rita Wright), EL Supervisor (Lari Valtierra), Federal Programs Supervisor (Janet Hagood), Director of Curriculum and Instruction (Dr. Lillian Hunsinger), Secondary Math Supervisor (Karen Gray), Secondary Science Supervisor (Juliana Coleman), and school principals from the three feeder systems with the greatest diversity in heritage languages: Pinson, a rural community, with the highest number of ELs; McAdory, another rural community, and Irondale (suburban).

Communication between partners is a shared responsibility. For the IHE, communication will be initiated primarily by the *Project SPEAK* Co-PI, Dr. Susan Spezzini, UAB's Program Coordinator for ESL Teacher Education, and/or by the Project Manager/Facilitator, Karen Smith. For the LEA, *Project SPEAK* communication will be the responsibility of JefCoEd's EL Supervisor, Lari Valtierra.

In a meeting held on March 31, 2011, the *Project SPEAK* Advisory Council identified the most pressing ESL-related educational needs facing JefCoEd: preparing STEM teachers to teach ELs; establishing sheltered instruction in content classes, especially in the rural schools; training teachers to provide ELs with access to AP language exams in their heritage language; supporting pre-service teachers in becoming ESL teachers; and providing site-based EL professional development to educators (teachers, administrators, and counselors) from all schools as well as also creating a larger pool of incoming teachers trained to teach ELs. The *Project SPEAK* Advisory Council is committed to using SIOP in all classes and to offering sheltered classes

specifically for ELs. A major obstacle with implementing sheltered courses, especially in rural schools, is the lack of teachers certified in STEM who are also trained in EL best practices. With Alabama's statewide implementation of RtI, the need for SIOP training is critical.

Because EL populations vary greatly among schools (from 0% to 30%) and because each site must develop its own RtI plan, the Advisory Council has asked that this plan support teachers in using SIOP within the RtI framework. The Council also determined that EL training would be made available at regularly scheduled system-wide meetings for principals and counselors.

**Resources.** JefCoEd will provide the infrastructure to support the on-site delivery of credit-courses; these sites will be weekly for learning communities and monthly for full class sessions. UAB will provide infrastructure for other classes, such as one-week institutes in the summer. Clerical staff in the partner institutions will provide appropriate support as needed.

Another important resource provided by UAB is access to its ESL Teacher Education website ([www.ed.uab.edu/esl](http://www.ed.uab.edu/esl)). Through *Project SPEAK*, the project webmaster, an ESL-certified educator with expertise in web design, will add resource pages on STEM, RtI, and AP, and also on the needs of administrators and counselors. In addition, materials developed by Fellows will be posted for use by other JefCoEd teachers. Such materials will include SIOP lesson plans, action research projects, EL-created bilingual books, and annotated resource links.

**Activities.** To monitor the building of capacity within JefCoEd, the Advisory Council will review project activities prior to implementation. This Council will provide project oversight and, as needed, work with *Project SPEAK* personnel to make data-driven project revisions. The Council will meet regularly throughout the project, annually in spring and as needed. Project personnel will report progress regularly to Advisory Council members via email and correspond

weekly with JefCoEd's EL supervisor. Project activities will be carried out by an Implementation Team and assessed by an Evaluation Team.

The project's ultimate goal is for all teachers to be prepared to teach ELs when they complete their teacher preparation program. To that end, *Project SPEAK* will provide local, ongoing professional development for in-service teachers (Ballantyne, Sanderman, & Levy, 2008; Spezzini & Austin, 2010). Professional development offered to JefCoEd teachers, administrators, and support personnel will be long-term and continuous, as recommended by the National Staff Development Council (NSDC, 2001). All three categories of the NDSC standards (context, process, and content) are incorporated within the *Project SPEAK* professional development plans, and they are as follows: professional learning communities, leadership, data-driven, evaluation, research-based, learning, collaboration, equity, quality teaching, and family involvement. *Project SPEAK's* professional development opportunities will be monitored regularly to insure that they are meeting these standards.

Built on UAB's experience with earlier NPD projects, *Project SPEAK* will provide tuition support to pre-service and in-service teachers for taking ESL courses and obtaining ESL certification. *Project SPEAK* will also offer activities that focus on 3 components: First, JefCoEd STEM teachers will be trained in SIOP by taking 2 ESL courses and by doing hands-on, mentored teaching of STEM in JefCoEd's EL summer program. Second, JefCoEd educators at all schools will receive training in RtI for ELs. Third, JefCoEd's heritage language teachers will be trained to prepare ELs for taking AP language exams by the 9<sup>th</sup> grade. Through these activities, *Project SPEAK* will position JefCoEd for sustaining long-term changes.

Educators (teachers, counselors, administrators) in all 52 JefCoEd schools will participate in professional development focused in RtI for ELs, either system-wide or site-based in

workshops and through coaching. Research conducted during an earlier NPD project revealed that having administrators and counselors knowledgeable about ESL and ELs increased the effectiveness of ESL-trained teachers for helping ELs and for spontaneously coaching colleagues (Spezzini & Austin, 2010). Because one-shot workshops have been found ineffective (Diaz-Maggioli, 2004; NSDC, 2001), *Project SPEAK* will support JefCoEd schools with ongoing professional development, and project Fellows will work with colleagues to conduct action research on school-specific concerns (NSDC, 2001). Administrators will be guided in developing plans that will include inviting ESL-certified teachers in their schools to assume instrumental roles in providing on-site professional development related to SIOP, RtI for ELs, and EL parent involvement. Also, consultants will provide training in new features (e.g., the role of the Acculturation Quick Screen within RiI) (Collier, 2010).

The growing numbers of ELs and FLEPs in JefCoEd secondary schools require new types of instructional approaches to offset the drop-out rate of this at-risk student population (Gewertz, 2009). JefCoEd secondary schools are examining ways to keep ELs in school and to support them in advanced academic tracks en route to graduation. Several schools are currently viewing heritage language classes as a way for ELs to see themselves as academically capable, thus raising the likelihood that they will be successful academically. To this end, *Project SPEAK* will train teachers to design heritage language courses and to prepare ELs for AP language exams as of 9<sup>th</sup> grade. In this way, JefCoEd seeks to increase EL academic achievement and graduation rates.

### **PROJECT PERSONNEL**

*Project SPEAK* activities will be carried out by an Implementation Team and assessed by an Evaluation Team. If more than one NPD grant is awarded, adjustments in responsibilities will

be made to leverage personnel and other resources, whenever possible, while maintaining the integrity of each project.

### **Implementation Team**

**PI.** The PI will be Dr. Julia Austin, Director of Educational Services for the UAB Graduate School. For the past two decades, Dr. Austin has taught ESL courses and trained ESL teachers. Since establishing the Graduate School's Professional Development Program in 1990, Dr. Austin has trained graduate students and postdoctoral fellows in ESL, written and oral scientific and professional communication, college-level teaching, and grant writing. She has also presented extensively at conferences and symposia on effective ESL teaching strategies and effective mentoring and professional development practices. Dr. Austin has been Co-Chair of the 1999 SETESOL Conference, Chair of the 2008 SETESOL Conference, local Co-Chair of the 2011 TESOL Convention, and will be Associate Chair of the 2013 TESOL Convention.

Dr. Austin has been PI on four USDE grants: Title VII Project ACCESS (2001-04) and New Teachers for New Students (2001-05), and Title III Project EQUAL (2002-08) and Shelby STARS (2007-12). All 4 projects have met, and often exceeded, proposed objectives. As PI for *Project SPEAK*, Dr. Austin will share responsibility for the oversight of project implementation and the supervision of project personnel. She will devote 10% FTE to this project.

**Co-PI.** The Co-PI will be Dr. Susan Spezzini, Assistant Professor of EL Education in UAB's Department of C&I and Program Coordinator for ESL Teacher Education. She teaches graduate courses at UAB and provides teacher training in ESL for numerous school systems in Alabama and Georgia and also abroad. Before joining UAB, Dr. Spezzini supervised pre-service foreign language teachers in central Alabama, coordinated the Asuncion site of University of Alabama's master's degree program in education, taught teacher preparation courses at

Paraguay's National and Catholic universities, and served as Curriculum and Staff Development Coordinator at the American School of Asuncion. Dr. Spezzini has presented extensively at local, regional, and international conferences. She was Associate Chair for the 2008 SETESOL conference and Team Leader for the 2011 TESOL Convention.

Dr. Spezzini was the Project Director of a USDE Title III grant (*Project EQUAL*, 2002-08) and is the PI for a USDE Title III grant (*Project HEART*, 2007-12). As Co-PI for *Project SPEAK*, Dr. Spezzini will share the responsibility for overseeing project implementation and the supervision of project personnel. She will devote 10% FTE during the 9-month academic year (represented by a one-course release) and 11.332% of a 9-month FTE during the summer. She will collaborate with the PI and Evaluator to disseminate project findings through presentations and through submission of scholarly articles to appropriate professional journals.

**Project Manager/Facilitator.** The Project Manager/Facilitator will be Ms. Karen Smith, who is currently the Program Manager for two NPD grants (*Shelby STARS* and *Project HEART*) that are entering their final year of operation. Prior to joining the UAB staff in 2009, Ms. Smith served as EL supervisor of JefCoEd for 9 years. Prior to that, she had supported effective EL instruction at the state level as an ALSDE specialist. Ms. Smith will facilitate project activities, support and nurture fellows, maintain records, provide support to professional development activities, and serve as day-to-day contact person. She will devote 50% FTE to *Project SPEAK*.

**Project Webmaster.** The Webmaster will be Ms. Lisa Preston, an ESL- and foreign language-certified teacher with 15 years experience. Ms. Preston was a technology specialist for Shelby County Schols before becoming a full-time web developer for ESL and education-related websites. In addition to updating and maintaining the website that she created under earlier Title III grants, she will design and develop new sections on the teacher resource page, which will

include resources for (1) effectively teaching STEM subjects to ELs, (2) accelerating the learning of ELs to improve graduation and college enrollment rates, (3) providing focused support for ELs in rural schools, and (4) preparing ELs for AP language exams. This is a part-time position.

**Financial Personnel.** The **C&I Grant Project Coordinator** will be responsible for managing the project's financial documents. As such, he/she will process purchasing, salaries, disbursements, and tuition. The C&I Grant Project Coordinator will devote 20% FTE to *Project SPEAK*. The **CAS Finance Manager** will be responsible for monthly and annual reconciliation of the *Project SPEAK* account. She will devote 5% FTE to *Project SPEAK*.

**STEM Coach.** The **STEM Coach** will be Ms. Cindy Hunt, a 25-year veteran teacher (physical science, chemistry, and physics, including AP and International Baccalaureate). Ms. Hunt has also served as an EL resource teacher for 3 years and as Alabama's first statewide EL coach. She has delivered presentations at state, regional, and national conferences (including *A Theory of Everything: Sheltering Instruction for ELLs* at the 2011 TESOL Convention's K-12 Dream Day). In addition to being the STEM coach, Ms. Hunt will also teach *Strategies for Teaching Math and Science to ELs* and *Current Issues in Secondary Education: STEM for ELs* and provide mentored support to grant fellows teaching math, science, and technology in ECBE's EL summer program. This is a part-time summer position.

**Consultants.** Consultants will help JefCoEd teachers with accelerating EL learning and improving graduation rates, especially in rural schools. Heritage Language consultants will guide JefCoEd teachers in designing and establishing heritage language courses focused on the AP language exams. RTI consultants, such as Dr. Catherine Collier (Director of CrossCultural Developmental Educational Services) and Jo Gusman (New Horizons in Education, Inc.) will provide technical assistance in implementing RTI for ELs and at-risk learners.

## **Evaluation Team**

**External Evaluator.** The External Evaluator will be Dr. Rebecca Oxford, Professor Emerita at the University of Maryland. For the past 30 years, Dr. Oxford has taught ESL teacher education, instructional methods, qualitative and quantitative research methods, language assessment, and statistics. She has also evaluated a number of federally funded projects, including Title VII. Dr. Oxford is known for diligence in recognizing best practices that emerge during the evaluation process. As External Evaluator, she will be responsible for evaluating *Project SPEAK*. She will design the evaluation model, provide guidance in developing assessment tools, assure the reliability and validity of these tools, and write the evaluation portion of the annual and final reports and help lead oral discussions of the programmatic implications of results. Dr. Oxford will monitor data gathering and analysis undertaken by the Internal Evaluator, receive quantitative data analyses, interpret the results, conduct more complex analyses based on further questions that arise in the interpretation stage, and ensure continuous program improvement.

**Center for Educational Accountability (CEA).** The CEA, housed in the UAB SOE, will process the statistical analyses and provide results to the Internal and External Evaluators.

**Internal Evaluator.** The Internal Evaluator will be Dr. Richard Littleton. He has served as assistant evaluator for all five of UAB's NPD grants. He will gather quantitative and qualitative data in accordance with the evaluation design, conduct qualitative data analysis, and contribute to the evaluation portion of the annual and final reports. As in previous grant projects, Dr. Littleton will support the continuous program improvement of *Project SPEAK*, ensuring that the project will reach and exceed all of its objectives.

## **Equal Employment Opportunity**

UAB maintains a policy of equal opportunity for both education and employment. UAB is expressly committed to maintaining and promoting nondiscrimination in all aspects of recruitment and employment of individuals at all levels throughout the University. Its Equal Opportunity Policy was reaffirmed as of January 1, 2007: “The University of Alabama at Birmingham prohibits discrimination in admission, educational programs, and other student matters on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability unrelated to program performance, disabled veteran status, or Vietnam era veteran status.” A supporting statement in the reaffirmed policy states: “UAB will not tolerate any conduct by an administrator, supervisor, faculty, or staff member which constitutes any form of prohibited discrimination. All personnel actions, programs, and facilities are administered in accordance with UAB’s equal opportunity commitment and affirmative action plan. This policy is noted in all student/faculty/staff handbooks and the UAB website (<http://www.uab.edu/aa-eo>).

### **MANAGEMENT PLAN**

The Management Plan for *Project SPEAK* (Table 2) has been designed around each of the 4 goals to ensure that the objectives for each goal are achieved on time and within budget. The plan includes major activities, responsibilities, timelines, and milestones for accomplishing project tasks. The 4 goals and, if applicable, their corresponding GPRAs are highlighted in the shaded horizontal bars. For each goal, major activities and tasks are provided below, and the person or partner responsible is listed in the shaded column. The projected timeline (budget period, month, and year) appears in the columns to the right. The evaluation evidence related to each goal appears at the bottom of its respective section. Following these 4 project goals, the Management Plan provides 3 additional sections that focus on the activities that support all of the goals. These activities are Website, Advisory Council, and Data Collection and Analysis.

**Table 2. Management Plan (October 1, 2011 – September 30, 2016)**

Goals and Activities: Anticipated Milestones  <i>Evaluation Evidence</i>	Person/  Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
<b>Goal 1) Professional Development for IHE Faculty</b>							
Identify each department’s needs (IHE’s PD plan)	IHE/PI	May	x	x	x	x	x
Plan/schedule PD seminars and institutes (calendar)	IHE/PI	summer	x	x	x	x	x
Design and prepare PD seminars/institutes (materials)	PI/CoPI	summer	x	x	x		
Implement PD sessions (agendas) & provide follow-up	PI/CoPI	AgNvF	x	x	x	x	
Collect information and determine outcomes (data)	Evaluators	Nv Ap	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	Nv Ap	x	x	x	x	x
<i>EVIDENCE: materials, participant lists, mapped EL standards, revised syllabi/ curricula, end-of-course evaluations, interviews, pre/post measurements, student exit surveys</i>							
<b>Goal 2) Pre-Service Teachers obtaining teacher certification: GPRAs 1.1, 1.2, 1.3</b>							
Recruit fellows (applications, emails, flyers, website)	Facilitator	Oct	x	x	x		
Select 2 fellows per year, Yrs 1-3 (selection committee)	Council	Oct	x	x	x		
Obtain commitment (signed letters of commitment)	Facilitator	Nov	x	x	x		
Advise each fellow for 36 months (appointments)	Facilitator	ongoing	x	x	x	x	x
Oversee course registration (online student records)	Facilitator	N Ap J	x	x	x	x	x
Maintain records and files (hard-copy and electronic)	Facilitator	ongoing	x	x	x	x	x
Process tuition and fees (payment requests)	C&I Coor	D My J	x	x	x	x	x
Deliver courses (syllabi, student rosters, and grades)	IHE	JaJnAg	x	x	x	x	x

Goals and Activities: Anticipated Milestones  <i>Evaluation Evidence</i>	Person/  Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
Collect information and determine outcomes (data)	Evaluators	NvApJl	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	DMyAg	x	x	x	x	x
Submit application for degrees, 2 yearly, as of Year 4	Co-PI	DMyAg				x	x
Submit certification application (GPRA 1.1)	Co-PI	ApJnN				x	x
Do follow-up (GPRA 1.2—position teaching ELs)	Facilitator	July					x
<i>EVIDENCE: Grade sheets, surveys, questionnaires, project-developed assessments, and/or content analysis of interviews, Praxis II scores, diplomas, certifications.</i>							
<b>Goal 3) ESL Courses for In-Service Teachers (Objective 3 a b c d e): GPRAs 1.5 &amp; 1.6</b>							
Recruit fellows (applications, emails, flyers, website)	Facilitator	Oct	x	x	x	x	x
Select 16 teachers: 9 courses, MAEd & ESL cert. (list)	Adv.Council	Nov	x	x	x	x	
Select 4 STEM teachers: 2 ESL courses (list)	Adv.Council	Mar	x	x	x	x	x
Select 2 language teachers: preparing ELs for AP (list)	Adv.Council	Mar	x	x	x	x	x
Select 2 teachers with MA: 4 ESL courses for EdS (list)	Adv.Council	Nov	x	x	x	x	
Obtain commitments from fellows (signed letters)	Facilitator	Dec	x	x	x	x	x
Provide academic advising (emails and appointments)	Facilitator	ongoing	x	x	x	x	x
Oversee course registration (online student records)	Facilitator	N Ap Jl	x	x	x	x	x
Maintain records and files (hard-copy and electronic)	Facilitator	ongoing	x	x	x	x	x
Process tuition and fees (disbursement requests)	C&I coor	D My J	x	x	x	x	x
Deliver courses (syllabi, student rosters, and grades)	Faculty	JaJnAg	x	x	x	x	x
Support LEA's summer prog. (curriculum, lesson plans)	Facilitator	Jun-Jul	x	x	x	x	x

Goals and Activities: Anticipated Milestones <i>Evaluation Evidence</i>	Person/ Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
Collect information and determine outcomes (data)	Evaluators	NvApJl	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	DMyAg	x	x	x	x	x
Submit applications for degree (Obj. 3A)	Co-PI	DMyAg			x	x	x
Submit certification application (Obj. 3A & GPRA 1.5)	Co-PI	ApJnN			x	x	x
Do follow-up (GPRA 1.6—in positions teaching ELs)	Facilitator	July			x	x	x
<p><i>EVIDENCE: Grade sheets, Blackboard, portfolios, course evaluations, questionnaires, surveys, school's AYP, EL results on standardized exams, pre/post measurements (project-developed assessments), content analysis of interviews, diplomas (Obj. 3A and 3E), Praxis II scores and certification (Obj. 3A).</i></p>							
<p><b>Goal 4) Professional Development (PD) at schools, local sites and/or system-wide</b></p>							
Identify each school's needs (site-based PD plans)	LEA	May	x	x	x	x	x
Plan/schedule site and system PD sessions (outlines)	LEA	summer	x	x	x	x	x
Design and prepare workshops (materials)	facilitator/coach	ongoing	x	x	x	x	x
Implement site-based workshops, follow-up (agendas)	Coach	ongoing	x	x	x	x	x
Mentor educators—planned and spontaneous (reports)	LEA	ongoing	x	x	x	x	x
Collect information and determine outcomes (data)	Evaluators	April	x	x	x	x	x
Make decisions for improvement (recommendations)	PI/Eval	May	x	x	x	x	x
<p><i>EVIDENCE: Surveys, questionnaires, interviews, agendas, surveys, AYP, EL scores on standardized exams, pre/post measurements, and/or content analysis of interviews.</i></p>							

Goals and Activities: Anticipated Milestones  <i>Evaluation Evidence</i>	Person/  Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
<b>Goals 1-4) Website</b>							
Diagnose needs (surveys)	PI/CoPI	Ongoing	x	x	x	x	x
Design enhancements (list of ideas)	Webmaster	Ongoing	x	x	x	x	x
Create additional webpages (website)	Webmaster	Ongoing	x	x	x	x	x
Insert usage counter on PD resource pages (counter)	Webmaster	Ongoing	x	x	x	x	x
Collect items (best of work from ESL courses)	Faculty	Ongoing	x	x	x	x	x
Post enhancements (website pages)	Webmaster	Ongoing	x	x	x	x	x
<b>Goals 1-4) Advisory Council</b>							
Diagnose situation and plan activities (action plan)	LEA	Mar'11	x				
Gather input from major stakeholders (questionnaire)	LEA	Mar'11	x				
Propose activities for JefCoEd needs (recommendations)	LEA	Oct	x	x	x	x	x
Recruit and evaluate applicants (calendar, criteria, apps)	LEA	Oct-Apr	x	x	x	x	x
Guide focus for professional development (plans)	LEA	Oct-Apr	x	x	x	x	x
Review outcomes and propose adjustments (meetings)	LEA	July	x	x	x	x	
<b>Goals 1-4) Data Collection and Assessment</b>							
<u>Pre-program:</u> principal surveys, sheltered courses, AYP status, graduation rates, achievement scores, ACCESS scores, SOE courses w/ESL best practices	Int Eval	Oct	x				
<u>Pre-cohort:</u> questionnaires, surveys	Int Eval	Nov	x	x	x	x	x

Goals and Activities: Anticipated Milestones  <i>Evaluation Evidence</i>	Person/  Partner	Period: Oct. 1–Sept. 30					
		month	y1	y2	y3	y4	y5
<u>Formative data</u> : continuous improvement (Act. 1-6)	Int Eval	ongoing	x	x	x	x	x
<u>Post-cohort</u> : questionnaires, surveys, phone interviews, focus group interview with stratified-random sample for clarifying influence of cultural factors	Int Eval	Sept	x	x	x	x	x
<u>Professional development</u> : surveys, interviews	Int Eval	ongoing	x	x	x	x	x
<u>Post-program</u> : surveys, number of sheltered courses, AYP status, graduation rates, achievement scores, ACCESS scores, revised SOE curricula and courses	Int Eval	Sept					x
<u>Program assessment</u> : review & analysis of project data, review of program benchmarks, annual evaluation report (Ys1-4) and final project report (Y5)	Ext Eval	Apr- May	x	x	x	x	x

## PROJECT EVALUATION

The evaluation plan has been aligned with the goals, objectives, and activities initially described in Project Implementation (Table 1) and further enumerated in the Management Plan (Table 2). The objectives from each of the four *Project SPEAK* goals will be evaluated using a mixed-methods evaluation design, i.e., quantitative and qualitative methodologies. The GPRAs will be evaluated using quantitative methodologies. As reflected in the evidence indicators in the Management Plan (Table 2), formative and summative procedures will be used. This plan provides a timeline for the collection and evaluation of formative data related to activities that support all 4 goals and their corresponding objectives, thereby establishing a basis for ongoing

decision-making. The final section of the Management Plan provides a timeline for the collection and evaluation of baseline data (pre-cohort and pre-program) and summative data (post-cohort and post-program). The Engagement-Capacity-Continuity—ECC Trilogy (Jolly, Campbell, & Perlman, 2004) provides a key part of the evaluation model to be used for determining the extent to which teachers change their teaching practices to maximize EL success. To this model, Dr. Oxford has added a final “C” for culture, creating the EC<sup>3</sup> Evaluation Model, which guides the *Project SPEAK* evaluation. The original ECC Trilogy Model was trialed for science education, and its three elements are particularly useful in the evaluation of effective STEM instruction for ELs through *Project SPEAK* because three factors associated with success in educational environments are identified: engagement, capacity, and continuity. In ECC, the E stands for *engagement*, i.e., an awareness, interest, or motivation (Jolly et al., 2004; Oxford, 1996, 2011). The first C reflects *capacity*, i.e., the knowledge and skills to advance in increasingly difficult or more complex learning (Jolly et al., 2004). Capacity is not the same as a static conception of teaching aptitude, which discriminates between those who will succeed and those who will be less effective. Instead, capacity is viewed as a strongly modifiable feature of the teacher-as-learner. This view is based on Feuerstein’s concept that cognition and performance are almost infinitely modifiable if learners (i.e., teachers-as-learners) receive mediated instruction relevant to their needs. Feuerstein shows that a person’s capacity can increase dramatically throughout the lifespan (Feuerstein, Rand, Hoffman, & Miller, 1980). The second C, *continuity*, refers to pathways, institutional and programmatic opportunities, material resources, and guidance to support advancement (Jolly et al., 2004). Engagement, capacity, and continuity are all necessary for a person’s success in a new effort or discipline, which in this case is the implementation of sheltered instruction and other ESL best practices for teaching ELs.

The three elements of ECC are critical, but the ECC Model is missing a fourth crucial element: the third C, *culture* (Oxford, 1995, in press). Culture refers to beliefs, values, attitudes, institutions, behaviors, and artifacts within a given group – the “software of the mind” (Hofstede, 2010) and of society. Without considering the cultural context, evaluation results related to the other elements of the model would not be fully interpretable. ESL teaching involves multiple cultures: those of the very diverse students and teachers, as well as the cultural context of the schools, the district, the state, and beyond. The complexities of linguistic and cultural diversity must be part of the evaluation model, so it is called EC<sup>3</sup> instead of ECC.

By collecting data based on the evaluation evidence (outlined in the Management Plan) and by then analyzing them through the EC<sup>3</sup> Model, the following evaluation questions will be addressed during each project year and also over the project’s entire 5-year life:

1. Which aspects of the *Project SPEAK* curriculum and professional development activities were described as most beneficial by teachers (pre-service and in-service) and other educators (counselors and administrators) and why?
2. How did the professional practices of teachers and other educators change during their participation in *Project SPEAK*?
3. To what extent did ELs throughout JefCoEd, but more specifically in the rural areas, improve in their academic achievement, literacy, language development, and knowledge of STEM subjects from the quality professional development received by their teachers?
4. To what extent did the gap in the graduation rate close between ELs and non-ELs?
5. In what ways have completers become more effective in the instructional setting, i.e., How have their teaching practices become more congruent with sheltered instruction/SIOP (Echevarria, Vogt, & Short, 2008), SIOP within the RtI framework (Echevarria & Vogt, 2011),

and with other ESL best practices in the Pre-K-12 English Language Proficiency Standards ESL Standards (TESOL, 2006)?

6. To what extent was the training experienced by teachers in a specific school (i.e., from graduate courses, administrator and counselor training, and site-based professional development such as workshops and collegial mentoring) effective in producing changes in teaching practices that ultimately produced an impact on the academic achievement and English language development of ELs in K-12?

7. To what extent have pre-service completers met highly qualified teacher requirements?

8. To what extent are pre-service and in-service teachers placed in instructional settings serving ELs within one year of graduation/completion?

9. In what ways did undergraduate and graduate teacher preparation courses at IHEs change as related to ESL best practices?

10. To what extent are pre-service and in-service teachers more knowledgeable and better prepared for meeting the sociocultural and academic needs of ELs after enrollment in teacher preparation courses whose IHE instructors participated in the *Project SPEAK* seminars?

11. To what degree are the IHE pre- and in-service training programs better aligned with K-12 State standards and assessments, including English language proficiency standards and content standards?

12. To what extent did the revised IHE curricula better prepare teachers to provide effective instruction to ELs?

13. For the above questions and variables, what were the direct and indirect influences of the multiple, intersecting cultural contexts in which *Project SPEAK* was conducted?

Formative evaluation will document progress toward achieving the four *Project SPEAK* objectives. Baseline data, to be obtained after a given cohort's acceptance into *Project SPEAK*, will involve self-reported questionnaires. Completion of questionnaires will document participants' perceptions about using sheltered instruction and other ESL best practices prior to involvement in *Project SPEAK*. An ESL Best Practices Checklist, to be developed by the External Evaluator and completed by all participants, will document changes in teaching practices as a result of *Project SPEAK* participation. In addition, a subset (a stratified-random sample of 6-8 participants) will be interviewed to gain information not captured in written questionnaires and to further clarify the influence of cultural factors. Ensuing data collection will include use of *Project SPEAK* archival data, including documents produced by teachers, content analysis of threaded discussions from *Blackboard* (the online course software program used at UAB/SOE), observations of SIOP lessons during the culminating internship, and written evaluations of professional development activities. Copies of curriculum materials developed for use in the delivery of the professional development programs for *Project SPEAK* teachers (in-service and pre-service), counselors, and administrators will also serve as documentation. Further information will emerge from External Evaluator-developed questionnaires for and interviews of relevant principals, who will be asked how their teachers' participation in *Project SPEAK* affected ESL teaching in their schools and influenced the implementation and effectiveness of school improvement plans. System-wide resource teachers will provide input through either questionnaires or interviews. Results will be reported to *Project SPEAK* personnel at specific intervals during the project so that needed revisions can systematically be made to the project plan, course/workshop content, and delivery format, with the goal of maximizing impact.

Summative evaluation will identify changes in the teaching practices of K-12 teachers based on a self-reported questionnaire. These changes will provide evidence of the extent to which stated objectives have been met. Written questionnaires measuring summative perceptions of *Project SPEAK* and knowledge of sheltered instruction and other ESL best practices will be developed by the *Project SPEAK* External Evaluator. The degree of overall effectiveness of *Project SPEAK* for improving EL achievement will be determined by examining the school-specific and system-wide results of the WIDA ACCESS scores and of the aggregated EL scores on other standardized achievement tests. Other summative evaluation data will be obtained from interviews with JEFCOED staff and with faculty and administrators at the UAB/SOE and other IHEs.

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