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APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

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Closing Date: MAY 09, 2011

Name of the IHE: University of Washington

Title of the Program: Communities of Practice for Teaching English Language Learners (Communities of Practice for TELL)

Consortia Partners:

University of Washington, Tacoma
Washington State Office of Superintendent of Public Instruction
Puget Sound ESD
Federal Way School District
Tacoma School District
Tukwila School District

Project Description:

Project *Communities of Practice for TELL* aims to improve preparation of all teacher candidates to better serve English learners by increasing the number of fully-licensed teachers through a dual track EL endorsement/K-8 certification program to 140 teacher candidates over 5 years, resulting in a 35% increase of EL endorsed teachers in Washington State. This project is a collaborative effort involving the University of Washington, Tacoma, the OSPI, the Puget Sound ESD and three school districts highly impacted by increasing EL populations. A key goal of this project is to design a dual track EL endorsement/K-8 certification program by redesigning the existing teacher education curriculum and restructuring coursework, resulting in all course content to be research-based and aligned with TESOL/NCATE and WA state content standards in academic subjects and English language proficiency standards. The redesigned program will increase teachers' capacity to meet high professional standards including standards for certification and licensure as they work in language instruction educational programs or serve limited English proficient children. Our key collaborators include the Office of Superintendent of Public Instruction (OSPI), Puget Sound ESD, Tacoma School District, Federal Way School District, and Tukwila School District (which is the most diverse school district in the nation). The collaborators will form an advisory board, which will also consist of parents of EL children, program graduates, EL directors, school principals, and EL teachers. We will collaborate with these partners to (a) align and restructure existing course content to ensure that graduates are meet high professional standards; (b) restructure fieldwork to establish a residency program with a coaching component to be implemented during a candidate's initial year in the program; (c) increase opportunities for high-quality preparation of and professional development for teachers of STEM especially in the areas of Math and Science, (d) develop collaborative partnerships with state agencies (OSPI and PSESD), and local school districts including Tukwila School District, Federal Way School District, Tacoma and University of Washington Tacoma to plan, develop, and implement a dual track EL endorsement/K-8 teacher certification program, and (e) design and/or improve technically sound formative and summative evaluations of applicants, teacher candidates, and graduates, including candidate's implementation of technically sound

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evaluation of K-8 student performance. This project employs the communities of practice approach to provide professional development opportunities for teachers and paraprofessionals in the partner schools. Outcomes and evidence of this project will be documented in (1) new participant capacities for standard-based and research-based teacher education curriculum and coursework to teach EL learners, (b) high quality EL instruction in partner school classrooms provided by teachers and teacher candidates, and (c) increased academic scores of EL learners on formative and summative measures at partner schools.

Priorities:

Invitation Priority 2 - Improving Preparation of All Teachers to Better Serve English Learners: to improve a teacher education program at an IHE in order to better prepare all participants in a teacher education program to provide effective instruction to ELs.

Competitive Preference Priority 2— Enabling More Data-Based Decision-Making.

Competitive Preference Priority 3— Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.

GPRA Measure Targets: For each proposed year of funding provide annual targets for GPRA measures that are applicable to the type of educational personnel that you propose to serve. In some cases, based on the program design, completers or completers placed would not be expected for a particular year. For example, if the program of study requires two or more years to produce a teacher completer. In such cases applicants should provide a target of “0” for the particular measure and year in which the project does not expect to produce completers and/or completers placed.

- The number of pre-service teachers expected to be served:

Year 1	Year 2	Year 3	Year 4	Year 5
15*	35	35	35	35

*teacher candidates who were already admitted into the current K-8 teacher certification program and declared their desire to be EL endorsed taking additional EL courses.

- The number of pre-service teachers expected to complete the program of study

Year 1	Year 2	Year 3	Year 4	Year 5
NA this is a planning year	15	35	35	35

- The number of pre-service teacher completers expected to be placed in instructional settings serving ELs (targets for years 2 and beyond)

Year 1	Year 2	Year 3	Year 4	Year 5
NA	35	35	35	35

- The number of pre-service teachers expected to complete the program of study and be certified in EL instruction

Year 1	Year 2	Year 3	Year 4	Year 5
NA	15	35	35	35

- The number of paraprofessionals (who are not pre-service teachers) expected to be served*

Year 1	Year 2	Year 3	Year 4	Year 5
20	20	20	20	20

* in-school seminars and EL institutes

- The number of paraprofessional completers expected to meet state or local qualifications for ELs (Year 1, 2, 3, 4, 5) (NA)
- The number of in-service teachers expected to be served

Year 1	Year 2	Year 3	Year 4	Year 5
120	120	120	120	120

- The number of in-service teachers expected to complete the program of study (Year 1, 2, 3, 4, 5) (NA)
- The number of in-service teachers expected to complete the program of study and be certified in EL instruction (Year 1, 2, 3, 4, 5) (NA)
- The number of in-service teacher completers* who are expected to serve EL students

Year 1	Year 2	Year 3	Year 4	Year 5
	35	35	35	35

* Partner school teachers who complete the 5-year project with on-going professional development through in-school seminars and EL institutes

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

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III. APPLICATION NARRATIVE:

Communities of Practice for Teaching English Language Learners (TELL)

The Education Program at the University of Washington Tacoma (UWT) opened its doors in 1992 with the charge to provide high quality graduate programs to students in the south Puget Sound seeking Master of Education degrees. We were then, and continue to be, the only publicly funded university serving this region of Washington State. In 2008, we started the English Language Learners Endorsement program. In 2009, we piloted the EL endorsement/K-8 dual track program by encouraging teacher candidates to take the endorsement courses as their electives. Eleven students completed the endorsement program. In 2010, 14 students completed the endorsement program while completing their course work in the certification program.

The need for EL teachers across the country is considerable, especially when considering the number of EL students who require service. There are over five million ELs enrolled in America's schools. Both the actual number and the proportion of ELs are growing rapidly, 57 % over the past ten years (Ballantyne et al., 2008). According to the 2007-08 Consolidated State Reports completed by 49 states and the District of Columbia, there currently are 255,049 certified or licensed teachers in Title III-funded programs, with an additional 67,140 teachers needed in 5 years. Zehler and colleagues (2003) found that of teachers who had at least 3 ELs in their classrooms, 62% reported attending training related to ELLs within the past 5 years. However, the median amount of training was 4 hours. According to the Washington OSPI report to the legislature (Malagon et. al, 2011), among the 529 full-time teachers who work with 97,021 ELs (9.4 % of the total state student enrollment), only 41% of them (217 teachers) have EL endorsement, resulting in the ratio of 1 teacher with EL training to 447 EL learners.

EL teachers are sorely needed in the Puget Sound region, where UWT is located. Given our rapid growth in student enrollment, the opportunity afforded by this competition is urgent and timely. If funded, this project will ensure that graduates of our dual track program meet high professional standards to effectively serve limited English proficient children. Since EL children are not only served by EL teachers but by general education teachers as well, our program's dual track certification program makes us uniquely positioned to prepare all teachers to improve services and outcomes for children with limited English proficiency.

Q.V.1 (a) QUALITY OF PROJECT DESIGN Q.V.1 (a) (1): GOALS, OBJECTIVES, AND OUTCOMES Q.V.1 (a) (2): UP-TO-DATE RESEARCH KNOWLEDGE

GOAL 1: Design, develop, and implement a dual track EL endorsement/K-8 teacher certification program **for all teacher candidates.**

OBJECTIVE 1(1). Redesign teacher education curriculum by improving coursework so that all course content is **research-based and aligns with TESOL/NCATE and WA state content standards in academic subjects and English language proficiency standards.**

In February 2011, UWT held a focus group consisting of state EL personnel, EL directors, field supervisors, EL students, a former EL endorsement student, current EL teachers, and faculty and staff from UWT. We solicited information about aspects of the teacher education program that need strengthening and sought suggestions for ways to restructure it. We then grouped the recommendations into four categories, each of which addresses **Invitation Priority 2:** 1) the need for additional research-based and standard-aligned coursework; 2) the need for carefully-coordinated field placements in schools with high EL populations, with staff supporting research-based instructional strategies; 3) the need for mentoring/coaching that

provides support during early teaching; and 4) systematic, reliable, and objective performance assessment that includes assessing teacher candidates' outcomes and EL students' performance.

Research-based and Standard-aligned Coursework. Despite efforts to increase the use of evidence-based instruction, the research-to-practice gap in education prevails. Although the UWT program has been recognized for its use of evidence-based practices in literacy, not all coursework is equally grounded in current EL research. Our course offerings need to be reviewed for the evidence-based content and aligned with TESOL/NCATE and state standards.

We will begin restructuring our coursework by focusing on research-based instructional practices in teaching language development, literacy, math, and content knowledge, the curricular areas addressed most directly affected by TESOL and state learning standards. The courses reflect up-to-date knowledge from research and effective practice. We will select evidence-based instructional practices as articulated by Stanovich and Stanovich (2003), the National Research Council (2002), and *Educating English language Learners: Building Teacher Capacity: Roundtable Report* (Ballantyne et al., 2008). In addition, we will use *What Teachers Need to Know About Language* by Wong-Fillmore and Snow (2000). Knowledge of effective practices, most notably in reading, has increased dramatically in recent years, largely through publications such as the *Handbook of Research in Second Language Teaching and Learning* (Hinkel, 2006, 2011), *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (August & Shanahan, 2006), *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions* (Francis et. al., 2006), *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*

(Gersten et al., 2007), and *What Teachers Should Know About Instruction for English Language Learners: A Report to Washington State* (Deussen et al., 2008).

Graduates of our current program obtain teaching positions in schools serving very diverse student populations. Consequently, they must have knowledge and skills in identifying and choosing appropriate curricula to support culturally- and linguistically-diverse students. We will engage in a rigorous examination of our current program offerings in terms of coursework and field experiences and add to or adapt those offerings as needed to ensure a strong and vibrant focus on cultural diversity. We will use the following resources: The National Center for English Language Acquisition; *Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities* (Rivera et al., 2008); and *Effective Teaching Strategies that Accommodate Diverse Learners* (Coyne et al., 2006).

Carefully-Coordinated Field Placements. The research-to-practice gap is frequently amplified in the field placements. For example, we teach about evidence-based literacy instruction and more often than we would like, our teacher candidates report that they are asked to teach lessons that may contradict the course content they received. The problem lies with a lack of available placements that complement the evidence-based course content we provide.

Moreover, many of the school districts with which we partner have various levels of knowledge and skills in working with EL students. Many teachers lack the tools and skills to assess EL students' performance in language growth and content-knowledge development. Implementing a **data-based decision-making** model can provide early interventions for those who need additional support for language and literacy acquisition.

Implementing EL endorsement/K-8 is a natural fit with a dual-track certification program

in which we prepare teachers for general education classrooms as well as for providing services to EL students. The need for a well-designed dual-track teacher preparation that emphasizes curriculum-instruction-assessment has been cited by our cooperating districts as highly desirable. Using a communities of practice approach involving UWT, PSED and local schools, we will provide a more integrated training experience for the teacher candidates.

Mentoring/Coaching. According to Wesley (2001), communities of practice help the field in connecting theory and practice, reducing professional isolation, and translating principles into action. We will build capacity in our partner schools for supporting our teacher candidates. These schools will implement Communities of Practice for TELL to provide professional development to better prepare cooperating teachers to function as mentors and coaches for our teacher candidates. The *National Literacy Panel Report* (August & Shanahan, 2006) suggested that for professional development to be effective, it must produce changes in teachers' classroom practices, in their beliefs and attitudes, and in students' learning outcomes. Saunders et al. (2009) researched on school-based professional development, teachers worked collaboratively over time and reported a substantial impact in whole-school improvement. Additionally, "Classroom-based coaching has proven effective in helping teachers to expand skills, sustain change over time, and improve student achievement (Speck & Knipe, 2001). The cooperating teachers as instructional coaches and mentors will promote a seamless integration between university coursework and practice teaching, "moving the learning of teaching closer to practice" (Gallimore et al., 2009).

Systematic and Reliable Performance Assessment. We will implement assessment on two levels. First, we need more reliable and valid means of assessing the competencies of our teacher candidates. We need procedures that provide the iterative support and feedback teachers

need to continually improve their skills. Through the project, we will develop a system of objective observations that limits subjective analysis of performance and establishes a reliable means for determining the quality of a teacher candidate's performance. We also ensure that we are teaching the candidates how best to assess EL students. To prepare them to make **data-based decisions**, we introduce four different types of student performance measures: benchmark assessment, progress monitoring, program-specific assessment, and content-coverage assessment. Both course content and field-based work will emphasize how to use these assessments to best meet the needs of EL students (Wolf, 2009). The **outcome is a revised teacher education curriculum to prepare all teacher candidates at UWT to provide instruction that accelerates ELs' acquisition of language, literacy, and content knowledge.**

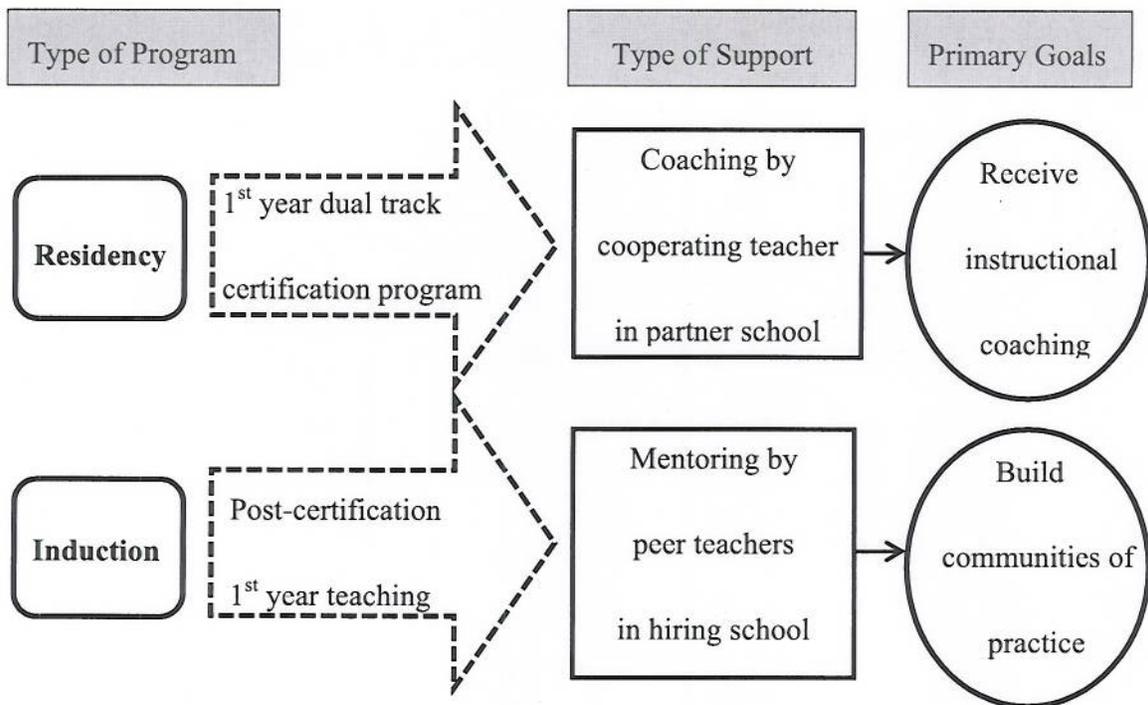
OBJECTIVE 1 (2): Restructure fieldwork to establish a *residency* program with a *coaching* component to be implemented in the candidate's initial year of the dual track program and an *induction* year with mentoring.

In the project Communities of Practice for TELL, we are using a definition for residency and induction that is similar to the one used in the Department of Education's Title II: "...a residency program in which the resident teaches alongside the teacher of record in a K-12 classroom while completing coursework to meet the requirements of the academic degree... an induction programs provide support to new teachers for at least the first two years of their teaching. These programs must include, among other elements: teacher mentoring, structured time for collaboration for teachers in the same field, assistance with helping teachers understand how to collect and assess student achievement data, and regular observations and evaluations of new teachers by multiple evaluators" (Title II, HEOA). Our residency program will require

teacher candidates to practice teaching side-by-side with a cooperating teacher, concurrent with taking coursework at the university. In addition, we will collaborate with the Puget Sound Educational School District (PSESD) to offer a series of EL Institutes for cooperating teachers to help them for *coaching* our teacher candidates. These *cooperating teachers/coaches* will then provide frequent and consistent feedback to our teacher candidates, as well as model data use from relevant assessments to evaluate student learning and to make instructional decisions. Joyce and Showers (2002) estimated that 90% of teachers receiving in-class peer coaching were likely to implement newly learned teaching practices compared with only 60% of teachers receiving demonstrations and practice, and just 10% of teachers receiving demonstrations alone.

The **outcome** for this project will be a *residency* and an *induction* program to develop EL teachers with high professional standards. (See Figure 1. below)

Figure 1. Residency and Induction Programs in Communities of Practice for TELL



During the residency program, the cooperating teachers in our partner schools will be engaged in *instructional coaching*. Subsequently, during our induction program, *mentor* teachers will be selected from available peer teachers in the schools where our teacher candidates are hired. The role of the university during the induction year will be to help first-year teachers to build a **community of practice** with their colleagues in **seminars**, facilitated by UWT professors and faculty from partner school districts to address problems and issues common to first year teachers. The induction seminars allow for continued support for our graduates as they implement effective EL instruction and engage in data-driven decision making.

OBJECTIVE 1 (3): Increase opportunities for high-quality preparation of and professional development for, teachers of STEM especially in the areas of Math and Science.

NAEP (2009) reported that English learners consistently scored lower than their fluent English-speaking peers on tests of science and math (Wilde, 2010). Teachers need to be more prepared to teach these subjects to engage EL students and close the gaps. Teachers require pedagogical content knowledge to give them tools to work with ELs learning science and math. Our project ensures that all UWT faculty, mentors, coaches and teacher candidates will have the tools to work with ELs; these tools are reflected in the TESOL standards, state content standards, and NCTM and NRC's National Science Education Standards. The **outcome** for this goal will be coursework and professional development activities (in-school seminar, EL institute) based on current effective practices (Ballenger & Rosebery, 2003; Lee, 2005; &August et al., 2010).

GOAL 2: Develop collaborative partnerships with state agencies and local school districts to plan, develop, and implement a dual track EL endorsement/K-8 certification program.

In addition to restructuring and transforming the dual track certification program,

Communities of Practice for TELL includes a systematic process for supporting the development of partner schools as the context for field experiences. An important aspect of our project involves shifting *from placement of teacher candidates with individual teachers to a partner school model that engages the university and selected schools in an ongoing collaboration.*

While specific practices vary across partner schools, often called Professional Development Schools (PDS), these partnerships differ from traditional student teacher arrangements in two important ways: They make support for prospective teachers a school-wide responsibility, and they engage university faculty directly in the school's efforts to improve student learning.

Research on PDS suggests that PDS stimulate renewal in both the preparation of new teachers and the support of learning in P-12 schools (Sirotkik, 2001). Each of the four functions normally associated with PDSs - improving preparation of new teachers, supporting learning for diverse P-12 students, enhancing teacher professional development, and inquiry to improve practice, adding new challenges for both P-12 and university professionals (Goodlad, 1994). Organizationally, these partnerships need focused attention in order to develop supportive cultures in both institutions, to create routines for joint decision making, and to sustain during periods of leadership and faculty transition. Communities of Practice for TELL includes a strand of work associated with developing and sustaining the schools that will serve as close partners in the restructuring of UWT's dual track teacher preparation program for EL and general education.

(1) Facilitated planning meetings during the first year of the project to include UWT faculty as well as teachers, principals, and district administrators representing partner schools.

These planning meetings will help all members of the partnership plan partnership goals and anticipate challenges. The first year's planning effort will result in a written agreement between

the school, university, and district that describes how the partnership will work, what resources will be committed to its operation, and how decisions will be made for ongoing improvement.

(2) *Facilitated semi-annual leadership meetings for partnership planning.* During the remaining 4 years of the project, we will hold 2 planning and review meetings each year. Data on partnership's operation and results will be reviewed by leaders from the institutions, with possibilities for improvement identified, and plans established for further growth.

(3) *Continuing technical assistance.* Technical assistance to the school, district, education faculty, and university administrators will also be available as needed to address challenges as they emerge and to assist during times of transitions.

The overall **outcomes** of this component of the project will be increased stability in partner school arrangements, improvements over time in the activities of the partnership, and satisfaction of major participants with the partnership experiences and processes.

GOAL 3: To design and/or improve **technically sound formative and summative evaluations** to enhance the **data-based decision-making** capacity of applicants, teacher candidates, and graduates, including the implementation of technically sound evaluation of K-8 EL performance.

Currently, grade point average, an essay, and references are used with rubrics to evaluate and admit candidates to the UWT dual track certification program. This project will allow for determining whether the current rubrics are reliable and valid. The project also allows for the design of alternative application procedures for prospective students if needed.

Although formative and summative data have been used to evaluate candidates and graduates of the certification program, these data were not aligned with program outcomes, TESOL/NCATE and state requirements, nor were the data in a form that easily facilitates further

analysis. Funding of this project will allow us to develop clear, objective criteria for determining and monitoring teacher candidates' mastery of course content and delivery of evidence-based instructional practices. We will evaluate and revise the existing formative and summative measurement tools to facilitate data collection and analysis. New tools will be developed as needed to complete a reliable, valid assessment of candidates and graduates.

We will also assess a candidate's teaching competencies will be through the assessment of impact on EL student performance. Our candidates will collect data in order to assess student outcomes using multiple measures, such as *SOPA*, *Star Reading*, and *Star Math*. These measures will provide teacher candidates with feedback for their ongoing improvement along with opportunities to engage in data-based decision making. The **outcome** will be **technically sound formative and summative evaluations for teacher candidates and K-8 learners.**

Process of Developing the Dual Track Program. Our project will evolve through an iterative cycle of data collection and evaluation, informed program revision, implementation, evaluation, adjustment, and further implementation that will continue after the Federal funding has ended. Year 1 is a planning year to be spent in data gathering, evaluation, and program development, focusing solely on planning activities. Years 3 through 5 will be spent in an iterative cycle of implementation, evaluation, data collection, revision, and further implementation. (See Table 1)

Q.V.1 (a) (c) QUALITY OF PROJECT RESOURCES

Resources available to the proposed project are sufficient for the efficient and effective accomplishment of project goals and objectives; the budget is reasonable for the anticipated outcomes, and our efforts will continue after Federal support for the proposed project has ended.

Table 1; Five Year Timeline of Project Activities

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Year 1	Recruit Advisory Board (AB). Recruit focus groups.				AB	Coordinate with PSESD & Partner school districts			AB			AB
	Establish baseline data on program including conducting appropriate lit reviews.											EL Institute
	Create program and high professional standards matrix. Examine syllabi. Conduct focus groups and survey graduates. Evaluate field requirements and placements.											Revise coursework. Develop and obtain approval for programs.
	Conduct monthly management team meetings											
Year 2	Revise program based on stakeholder input				AB		AB					AB, EL Institute
	Implement restructured program and pilot residency and induction programs. Develop and pilot performance-based assessments for teacher applicants and candidates.											
Year 3 - 5	Conduct monthly management team meetings.											
	Collect and analyze formative and summative evaluation data.											
	Revise program from data				AB		AB					AB, EL Institute
Implement restructured program and residency and induction programs. Conduct monthly management team meetings. Collect and analyze formative and summative data. Plan for continuation of program after funding.												

The resources will provide adequate resources for the expenditure of increased efforts on the part of two faculty (the PI and co-PI), an evaluator, and support staff (a program coordinator and data entry research assistant) to ensure proper coordination among participating people, agencies, and organizations (including the Advisory Board), and the completion of activities specific to the Communities of Practice for TELL. (See Table 2, p.21.)

IHE: University of Washington, Tacoma (UWT). For this project, *the entire UWT K-8 education faculty has agreed to coordinate their efforts for restructuring the dual track certification program.* In addition, Dr. Karen Landenburger, UWT Education Program Director, and Dr. Beth Rushing, UWT Vice Chancellor for Academic Affairs, are committed to the restructuring efforts and will support continuation of the restructured program. (See *Narrative Attachment* for a letter of support from Drs. Landenburger and Rushing) **The UW Libraries** offers course-related journals, books, microfilm and audio-visual materials, and recently published instructional programs in the areas of reading, mathematics, language arts, science, classroom management, and children’s literature. **Information Technology** provides classroom teaching and student learning supports, faculty development and staff technology training, network infrastructure, voice and data communications, and instructional media and technologies. **The Office for Equity and Diversity and the Diversity Resource Center** create a welcoming and inclusive campus environment that enables all members of the UWT community to learn through the exploration of human differences. **Disability Support Services** is a focal point for coordination of services for students with disabilities.

LEA Partners. Several local school districts in the South Puget Sound region have agreed to collaborate with the Communities of Practice for TELL. They will provide field

placements and coaches for the teacher candidates. Their principals will **collaborate with UWT to lead in-school seminars to enhance teachers' and paraprofessionals' knowledge in EL instruction**, especially that in the **STEM** subjects. 1) Tacoma School District is the largest school district in the south Puget Sound, serving 56 different language groups. EL director, Minh-Anh Hodge has worked with UWT for 19 years. As an advisory board member, she is committed to collaborate with UWT to recruit key schools and to work with the principals, teachers, and paraprofessionals to build communities of practice to train our teacher candidates. Their Research and Evaluation Department will collaborate with UWT to collect performance data on the teacher candidates and EL students in the partner schools. 2) Tukwila School District is the most diverse school district in the nation (NY Times, April 6, 2011). Superintendent Ethelda Burke has agreed to serve as the chairperson of our advisory board. UWT faculty has worked with Tukwila schools for 3 years to improve students' math performance. Ms. Burke is bringing the school board, the EL director, and the evaluation coordinator to this project to **further language, literacy, and STEM development for EL students in a data-based decision-making environment**. 3) Federal Way School District has partnered with UWT since 1994. Judy Lemmel, the K-12 Director for Teaching and Learning, will serve on our advisory board. Her teacher-coaches will provide support as we build communities of practice. The assessment department will also work with partner schools to collect, analyze, and use high-quality, timely data on EL student performance.

SEA Partners. 1) OSPI's interim Migrant and Bilingual Program director, Helen Malagon, will provide critical support to this project. As an advisory board member, she will collaborate with UWT to ensure the dual track program to be aligned with the state content

standards in academic subjects and with state English language proficiency standards. She will also authorize the state's assessment director, Mike McCloud, to train our communities of practice in the new state summative assessment for EL students. OSPI will also support this project as we collect and tabulate performance data on teacher candidates. 2) Puget Sound ESD. The PSESD Our Educational Service District has provided much of the in-service training for over 35 school districts in the greater Seattle-Tacoma area. Their EL director, Luba Bezboroduikova will serve on the advisory board. The PSESD fully will provide access to their resources and personnel to ensure that the EL institutes are of the highest quality.

Q.V.1 (b) QUALITY OF PROJECT PERSONNEL

Employment of persons who are members of Traditionally Underrepresented groups. We continue our excellent track record for involving members of traditionally underrepresented groups in our academic programs and a well developed university policy for ensuring equality of access in this project. We will widely distribute information related to all vacant positions in a variety of formats to ensure that qualified persons regardless of race, ethnic background, gender, age, or disability have access to the information. We will seek the expertise and experience of the *University of Washington's Equal Opportunity Office, Office of Minority Affairs, and Disabled Student Services*, and coordinate their services with local school districts during position searches. We will solicit the applications of people with disabilities via the *Careers Department* of the University's *DO-IT* (Disabilities, Opportunities, Internetworking and Technology) Project. To inform prospective students of this program, we will provide information on the UWT web site in accordance with government standards for accessibility.

The University of Washington's nondiscrimination policy is fully endorsed. *Further, we*

will comply with Section 427 of GEPA by making accommodations available to anyone who needs these services to ensure equitable access and participation in the program. These services (including interpretation and translation) are readily accessed through the UW and all participating agencies and adaptive technology is also available. We will also be assisted in providing all accommodations through the UWT Disability Support Services.

Q.V.1(b)(1)THE QUALIFICATIONS OF PROJECT PRINCIPAL INVESTIGATORS

Dr. Belinda Yun-Ying Louie, PI (.33 academic year; 1 month summer), Professor of Education at the University of Washington Tacoma, began her career as an EL teacher in public elementary schools and went on to highly influence the teaching of ESL as a professor of education. After helping to develop bilingual and ESL curriculum and policy in Seattle Public Schools and working with refugee children and teaching Hispanic LEP students in Los Angeles, Dr. Louie conducted research on children's literature to identify quality works for culturally and linguistically diverse students. Her commitment to building connections in the community resulted in the 2006 Top Contributor Award from the Northwest Asian Weekly Foundation, recognizing her contributions to the community in Western Washington. In 2007, she received the Virginia Hamilton Essay Award in honor of her contribution to the scholarship of multicultural children's literature. Dr. Louie holds a bachelor's degree in bilingual and bicultural education, a master's degree in Teaching English as a Second Language, and a Ph.D. in Curriculum and Instruction from the University of Washington. She has a permanent teaching certificate in Washington and a Bilingual, Cross-Cultural, Language and Academic Development certificate in California. In 2008, she launched the EL endorsement program at UWT.

Dr. Gregory Benner, Co-PI (.11 academic year; 1 month summer), Associate Professor

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at the University of Washington Tacoma, specializes in positive behavioral interventions and tiered instruction systems. He has strong expertise in data-based decision making and a proven track record of managing grants. While at UW Tacoma, he has served as principal investigator or project director on 9 funded projects totaling more than \$3.7 million, including 5 projects centered on building reading and mathematics literacy. He is currently working with the Washington Office of the Superintendent of Public Instruction's Data Dashboard Project, building a functional prototype of a web-based data dashboard to evaluate state-funded special needs projects and developing common data collection measures to evaluate professional development activities within those projects. The project will eventually become a key component of the UW Tacoma Education Program's efforts to train English Language teachers with evidence-based strategies and data-based decision-making skills. Dr. Benner received the Wesley Becker Award for Outstanding Research for his work on early intervention and prevention of reading difficulties and has delivered more than 170 presentations and publications that reflect his ability to disseminate research findings and best practices to the field. He earned his Ph.D. in Special Education from the University of Nebraska-Lincoln.

Q.V.1 (B)(2) THE QUALIFICATIONS OF KEY PROJECT PERSONNEL

Dr. Elizabeth Sanders, Evaluator (1 month summer), is Assistant Professor in Measurement, Statistics, and Research Design at the University of Washington-Seattle. Her scholarship ranges from correlation studies to quasi-experiments to efficacy trials. Her research focuses broadly on cognitive-behavioral outcomes, including literacy instruction for EL and non-EL children, behavior interventions, and STEM instruction implemented by high school teachers, among others. Dr. Sanders will collaborate with the project team on measures development and

analysis; data management and analysis activities; and reporting project results for journal publications, annual reports, and other dissemination activities as needed.

Program Coordinator, PC (.75 FTE) will provide frequent supervision and evaluation of project activities, facilitate data collection and analysis, assist with project evaluations, and maintain bi-weekly contact through visitations with local school districts to support the agreements with partner schools. He/she will provide support to the PI and Co-PI in facilitating all project activities. He/she needs to have training and experience as EL teacher.

The following faculty members will share their special expertise with the proposed project. Please note the UWT dual track certification program is unique in that all UWT EL education faculty teach *both* general and EL teachers. *No compensation from the project will be provided for their effort:* **Dr. Julia Aquirre**, Assistant Professor at UWT, teaches the math method courses. She is working on a research grant on improving math instruction for minority and EL students. **Dr. Kathleen Beaudoin**, Associate Professor at UWT, teaches the class management course. She has worked to implement School-wide Positive Behavior Supports (PBS) in both rural and inner city school settings since 1995. **Dr. Diane Kinder**, Professor at UWT, has extensive experience in restructuring the program for teachers of students with HID, aligning coursework with fieldwork, and preparing and supervising the classroom coaches. **Dr. Jose Rios**, Associate Professor at UWT, teaches the science method courses. Dr. Rios specializes in providing science instruction for minority and EL learners. **Dr. Marcy Stein**, Professor at UWT, has published extensively in the areas of both reading and mathematics instruction, curriculum analysis, and textbook adoption. **Dr. Vanessa Tucker**, Senior Lecturer at UWT, has strong background in multicultural education and EL education. **Dr. Richard Knuth** launched

the Educational Administration Program at UWT in 2001. His extensive experience has given him the skills to build relationships with different constituents and create professional learning communities in schools. His established relationships with school districts make him the ideal person to work with partner schools and facilitate meetings, planning and technical assistance.

Q. V. 1 (c) QUALITY OF THE MANAGEMENT PLAN

Q. V. 1 (c) (1) ADEQUACY OF THE MANAGEMENT PLAN

The project will use an efficient management plan to ensure continual and timely monitoring of project goals, objectives, and activities. A Project Team consisting of the PI, Co-PI, and PC will supervise and conduct all of the project activities to ensure that project participants meet all outcomes set forth in this proposal. The Project Team will maintain weekly contact via email and meet monthly to review data, evaluate progress, and guide the restructuring of the dual-track EL teacher preparation program. Carefully coordinated meetings with project partners will be held early in the planning stages of the project to evaluate the program and provide recommendations for restructuring coursework and fieldwork. These meetings will be especially important to the establishment of high-quality residency and induction programs.

The PI (Dr. Louie) will be responsible for overall administration and management of the program, including program and fiscal accountability. The PI will ensure communication among project staff and project associates, arrange the agenda for each meeting, and monitor activities to ensure project timelines and budgets are on track. The UWT Office of Finance will provide monthly, updated computer printouts on each budget category with a summary of actual expenditures to date, the proportion of each line item relative to the overall budget, and a predicted profile of costs to be incurred given static spending levels.

Overall progress on project objectives and timelines will be monitored by both the PI and Co-PI using *Excel-based Project Monitoring Chart and System (PMCS)*. Outputs will be discussed in management meetings. Procedures for maintaining PMCS include: (1) scanning designated ongoing and pending activities; (2) noting the status of activities relative to each objective; (3) retiring activities as they are accomplished and designating any new activities to be undertaken; and (4) reviewing staff assignments.

The PC will provide frequent supervision and evaluation of project activities, facilitate data collection and analysis, assist with project evaluations, and maintain bi-weekly contact via visitations with local school districts to monitor field placements. (See Table 2 on page 21)

Q. V. 1 (c) (2) TIME COMMITMENT OF THE PRINCIPAL INVESTIGATOR AND KEY PROJECT PERSONNEL

We will allocate adequate time for key staff to accomplish the proposed activities.

Table 3: Personnel Level of Effort by Project Goals and Objectives (PI, .33 FTE, 1 month summer, Co-PI, .11 FTE, 1 month summer, PC, .75 FTE, 12 months, E, 1 summer month)

Goals, Objectives and Activities	PI	Co-PI	PC	E
Goal 1, Objective 1: Align and restructure coursework	10	5	30	
Goal 1, Objective 2: Establish a residency/induction program	45	15	90	2
Goal 1, Objective 3: Training for STEM	15	5	30	
Goal 2: Develop partnerships with local SEA and LEA	15	5	25	
Goal 3: Design technically sound evaluation	10	15	15	20
TOTAL EFFORT	95 days	45 days	190 days	22 days

Table 2: Partner responsibilities and Timeline for Project Objectives, Activities, and Outputs

PI=Principal Investigator, Co-PI=Co-Principal Investigator, E=Evaluator, PC=Project Coordinator, UWT Faculty=UF,
 O=OSPI, P=Puget Sound ESD, L=LEA

Activities	Outputs	Person	Begin	End
Goal 1, Objective 1: Align coursework with TESOL/NCATE and WA state standards.				
Recruit additional Advisory Board Members.	Number of members added	PI, Co-PI	7/2011	10/2011
Recruit participants for focus groups.	Number of focus group participants	PI, Co-PI, PC	7/2011	10/ 2011
Align coursework with state & TESOL standards	Modified course work and syllabi	PI, PC, UF	7/2011	2/2012
Conduct literature reviews	List of evidence-based practices	PI, Co-PI, UF	7/2011	2/2012
Evaluate syllabi	Modified syllabi	PI, Co-PI, UF	7/2011	2/2012
Conduct focus groups and interviews	Compiled list from focus group input	PI, Co-PI, PC	10/11	2/2012
Survey graduates	Compiled list from graduate input	PI, Co-PI	10/11	2/2012
Revise/update/expand coursework	Number of new courses or syllabus revision	PI, Co-PI, PC	3/2012	5/2012
Goal 1, Objective 2: Design and implement a residency program and an induction program				
Evaluate current fieldwork requirements.	List of changes in fieldwork	PI, Co-PI, PC	7/2011	2/2012

Design residency program with <i>coaching</i> .	Residency program proposal	PI, Co-PI, PC	3/2011	5/2012
Plan and implement annual EL institutes on literacy, language development and STEM with PSESD	Number of EL institutes implemented	PI, Co-PI, ESD	5/2012	6/2016
Pilot residency program.	Feedback from teachers and candidates	PI, Co-PI, PC, L	9/2012	6/2013
Revise residency program based on feedback.	List of changes in the residency program	PI, Co-PI, PC	7/2013	9/2013
Design an induction program.	Induction Program Proposal	PI, Co-PI, PC	3/2012	2/2012
Develop communities of practice seminars at school	Number of in - school seminars	PI, Co-PI, PC	3/2012	5/2012
Pilot induction program with <i>mentoring</i> .	Feedback from mentors and teachers	PI, Co-PI, PC, L	9/2012	6/2013
Revise based on feedback.	Number of changes and revisions made	PI, Co-PI, PC	7/2013	9/2013
Implement restructured program.	Number of participants and performance data	PI, Co-PI, PC, L	9/2012	6/2016
Conduct formative evaluation.	Data collected	PI, Co-PI, E	9/2012	Monthly
Conduct summative evaluation.	Data collected	PI, Co-PI, E	6/2012	Annual
Revise program based on evaluation data and input	Number of changes and revisions make	PI, Co-PI, PC	11/11	Annual
Meet with Advisory Board	Revised programs based on AB input	All	3 times a year	
Monitor grant activities and data collection.	Outputs from <i>PMCS</i>	PI, PC	7/2011	Monthly

Monitor budget.	UWT Office of Finance monthly printouts	PI, Co-PI	7/2011	Monthly
Hold management meetings	Number of management meetings	PI, Co-PI, PC	7/2011	Monthly
Plan for continuation of restructured program	Proposal for continuation	PI, Co-PI	7/2015	6/2016
Prepare and submit annual reports.	Annual reports	PI, Co-PI, PC	Annual	
Prepare and disseminate findings.	Number of presentations and publications	PI, Co-PI, PC	6/2013	Ongoing
Submit final report.	Final report	PI, Co-PI	6/2016	
Goal 1, Objective 3: High-quality preparation of and professional development for STEM				
Align coursework and state standards	Modified course work and syllabi	PI, UF, PC	7/2011	2/2012
Conduct literature reviews on Math and Science	List of evidenced-based practices	PI, UF	7/2011	2/2012
Evaluate syllabi	Modified syllabi	PI, UF	7/2011	2/2012
Revise/update/expand coursework and syllabi	Number of syllabus revisions	PI, Co-PI, PC	2/2012	5/2012
Implement communities of practice on STEM	Number of in-school seminars	PI, Co-PI, L	9/2011	Ongoing
Goal 2: Develop partnerships with OSPI, SEA, and local school districts.				
Develop Partnership with PSED and districts	Cooperative agreements with partner schools	PI, Co-PI	11/11	1/2012
Develop/Revise cooperative agreements	Cooperative agreements for field placements	PI, Co-PI	12/12	5/12

Goal 3: Design and improve technically sound formative and summative evaluations of applicants, teacher candidates, and graduates			
Conduct a literature review.	Technically-sound formative and summative evaluation tools. List of tools reviewed, revised, and developed for the assessment of candidates, teachers, and K-8 EL students	PI, Co-PI, E	7/2011 2/2012
Align assessments with state requirements		PI, Co-PI, E	7/2011 2/2012
Pilot applicant & candidate assessments.		PI, Co-PI, E	9/2012 6/2013
Develop and pilot K-8 student assessments.		PI, Co-PI, E	9/2012 6/2013
Conduct performance assessment on EL learners		PI, Co-PI, E, L	9/2012 Ongoing
Train partner schools on new state assessment		O	2/2012 6/2012

Q. V. 1 (d) QUALITY OF THE PROJECT EVALUATION

Communities of Practice for TELL seeks to improve the evaluation procedures for *applicants, candidates, and graduates* of the UWT dual track certification program and, therefore, the program evaluation system. The project includes development of a **multidimensional matrix** aligning coursework and fieldwork with evidence-based practices to be mastered, the TESOL and Washington State requirements, with revised and newly developed **evaluation tools**. This program evaluation system will allow for tracking evaluations of individuals from application until after graduation.

Evidence of positive impact on K-8 EL students has long been an expectation of teacher preparation candidates in our program. As a result of implementing technically-sound formative and summative assessments, teacher candidates not only will learn to use *SOPA, Star Reading* and *Star Math* to collect student performance measures. Data will be analyzed by UWT faculty, along with teacher candidates, to determine the candidate's impact on the academic outcomes of EL students.

Analysis of evaluations of UWT teacher candidates, program graduates, and K-8 students receiving services will be used to revise and improve the program. The results of all evaluations will reported to OSEP in annual performance reports and the final performance report along with revised syllabi for improved course and field work.

Q. V. 1 (d) (1) EVALUATION METHODS ARE THOROUGH, FEASIBLE, AND APPROPRIATE

Formative evaluations will be reviewed at monthly management meetings, summative at annual advisory board meetings where the PI and co-PI will review major outcomes. The

Advisory Board will prepare a document outlining the major strengths of the program as well as recommendations. Quantitative and qualitative measures will be revised or developed to improve the evaluation system and facilitate analyses. Dr. Sanders will assure the highest possible technical adequacy of all evaluation tools to measure project outcomes. Primary questions guiding our evaluation are:

1. In what ways does the program restructuring process add to our understanding of how to best prepare general education teachers to serve EL students, as compared with teachers who specialize in EL education?
 - a. What changes are needed to improve the current program coursework to (i) strengthen the knowledge of evidence-based teaching practices for serving EL students, and (ii) make this knowledge accessible to the highly varied backgrounds of newly enrolled pre-service teachers?
 - b. What changes are needed to improve the current program fieldwork to enable active mentoring of pre-service teachers in serving EL students?
 - c. What changes are needed to improve recruitment, admittance, and placement guidelines to bolster program enrollment and retention of a diverse population of pre-service teachers compared with the current status in the region?
2. In what ways does the project contribute to our understanding of best assessment practices of teacher applicants, teacher program graduates, and graduates' students?
 - a. Which portions of teachers' applications and program participants' classroom observations demonstrate evidence of (i) reliability in terms of having high estimated inter-rater reliabilities and item internal consistencies, (ii) validity in terms of having high

- face/content/social validity through expert appraisal, and (iii) validity in terms of having high estimated criterion-referenced validity (predictive utility) for program completion and teacher retention in the field?
- b. Which features of the restructured program's feedback and progress monitoring system predict teacher graduation and retention?
 - c. For teachers who complete the program and are placed in a partnering school, is there a relationship between key student outcomes and key teacher characteristics (e.g., aspects of teacher applications, teachers' progress monitoring during the program, and classroom observations)?
3. In what ways does the project contribute to our understanding of best practices in engaging outside agencies as partners with the educational system in advancing EL instruction?
 4. In what ways does the project contribute to our understanding of implementation procedures for restructuring a teacher education program focusing on serving the needs of EL students?
 5. How does the dual track program increase the Washington state certification recipients are working in the area for which they were trained meet high professional standards? The following are **GPRA Measures**: 1) What is the number of pre-service teachers expected to be served in each year of the project? 2) What is the number of pre-service teachers expected to complete the program of study in each year of the project? 3) What is the number of pre-service teacher completers expected to be placed in instructional settings serving ELs for years 2 and beyond? 4) What is the number of pre-service teachers expected to complete the program of study and be certified in EL instruction in each year of the project? 5) What is the number of paraprofessionals (who are not pre-service teachers) expected to be served in each

year of the project? 6) What is the number of in-service teachers expected to be served in each year of the project? 7) What is the number of in-service teachers expected to complete the program of study in each year of the project? 9) What is the number of in-service teacher completers who are expected to serve EL students in each year of the project?

Q. V. 1 (d) (2) OBJECTIVE PERFORMANCE MEASURES WITH QUANTITATIVE AND QUALITATIVE DATA

The evaluation plan is rigorous, evidence-based, and designed to collaboratively support all phases of the project. A mixed approach will be used to assess each evaluation question. Questions 1, 3, and 4 will be addressed using a mostly qualitative, process-oriented approach that involves careful documentation of project planning and discussion meetings over time led by the PI and the co-PI (with the core project team). Further, we will use semi-structured interviews of key informants, including: (a) program pre-service teachers from purposefully selected backgrounds (to represent a diverse array of individuals), (b) each UWT faculty involved in the transition and restructuring process, and (c) outside agency representatives (e.g., OSPI, Puget Sound ESD, and school liaisons) involved in the collaboration process. Descriptive numerical analyses of themes emerging from qualitative data analyses (i.e., using grounded theory to identify the prevalence of key issues arising in meeting notes and semi-structured interviews) will be reported, as well as simple descriptive statistics of the program before and after restructuring (simple databases will be used to track and describe characteristics of past program applicants/graduates as well as course offerings).

Addressing question 2 of our project evaluation will also involve mixed methods, but rely more heavily on quantitative analysis results. First, we will be closely examining all existing

measures for potential enhancements/accommodations as well as creating additional teacher and EL student measures where needed. The properties of *existing measures* will be appraised for content validity as well as reviewed for existing psychometric properties in the literature by the PI, co-PI and core project team. Further, criterion-referenced validity of the existing measures (e.g., application scores and subcomponents) will be investigated in Year 1 using the general linear/logistic regression model to test the predictive utility of past measures for the current program's graduation and retention rates (Dr. Sanders). These data will provide a baseline with which to compare the performance of incorporated or new measures (see next paragraph) at predicting the graduation and retention rates of teachers who participate in the restructured program. The measures include:

- *Program application* which involves an overall rubric, undergraduate GPA, essay, and references, none of which has been analyzed to date for evidence of reliability or validity.
- *Current measures*: UWT K-8 certification program's performance checklist, lesson plan feedback form.
- The *Biography-Driven Practices (BDP)* will be used as a systematic observation to examine how teachers in complex classroom settings garner insights into how students' backgrounds and experiences may facilitate their connections to the curriculum (Herrera, 2010).
- *SOPA (Student Oral Proficiency Assessment)* – is used for oral language assessment of students in a variety of immersion program types. The SOPA interview consists of four parts: listening comprehension; informal questions; science and language usage; and story-telling.

- *STAR Reading* – is used for EL student screening and progress-monitoring assessment. It is a reliable, valid, and efficient progress-monitoring assessment for reading and comprehension.
- *STAR Math* - used for EL student screening, progress-monitoring, and diagnostic assessment—is a reliable, valid, and efficient progress-monitoring assessment of general math achievement.

Additionally, *new/adapted formative and summative teacher measures* like those the PI has been developing over the last two years will be further refined through a rigorous process, beginning with evaluation of the content validity of each measure’s item stem and response options (PI, co-PI, and core project team). The evaluator, Dr. Sanders, will also conduct a standard evaluation the logic of each item alone and as a set for potential measurement issues (e.g., context/order effects). Items deemed to meet these standards will then be piloted with a group of current teachers (during the first year’s planning phase) for use in item-level analyses (prior to use in the restructured program). Dr. Sanders will conduct reliability analyses of pilot data that include discrimination and difficulty estimates as well as internal consistency estimates. (We note that the project budget allows for item-level data entry by a research assistant.) Based on this information, we will revise any new (or adapted) measures to yield more reliable and valid scores for the incoming sample of teachers in the restructured program. These data will then be further tested for their predictive utility of teacher graduation and retention rates.

To address the second part of question 2, we will employ growth modeling for outcomes derived from the new progress monitoring measures for teachers participating in the restructured program. This will allow us to (a) describe the trajectory of growth teachers exhibit over the

course of their program, and (b) use that growth to predict teacher graduation and retention rates. The PI, co-PI, and UWT faculty will collect these data and then Dr. Sanders will conduct the growth modeling and summarize findings for the annual report.

Finally, to address the last portion of question 2, we will use a mixed-methods approach to examine the relationship between teacher and child outcomes (for teachers who graduate from the newly structured program). A purposeful selection of teachers will be interviewed and observed by the PI and co-PI at different points in their program and fieldwork for their beliefs, attitudes, and behaviors around teaching EL students. These data will be thematically coded (again, using grounded theory) and summarized for reporting purposes.

In addition to qualitative analyses, we will be asking program graduates and cooperating schools to allow us to assess EL children to determine the relationship between program graduates' characteristics (before and during the program) with child-level academic outcomes. Because these students will be nested within their classrooms (and hence their academic outcome data is expected to be correlated to some extent), we will employ multilevel modeling to statistically test these relationships. This type of modeling is widely used in education research today and is a hybrid between a random effects ANOVA (i.e., controlling for random between-teacher variation) and a multiple regression (i.e., testing the unique contributions of several teacher characteristics on an outcome). Dr. Sanders will provide these analyses for the project, and will collaborate with the project team in reporting and disseminating findings in the annual grant report as well as peer-reviewed journal.

Q. V. 1 (d) (3) PERFORMANCE FEEDBACK AND PERIODIC ASSESSMENT

The specific quantitative and qualitative evaluation procedures that will be used to provide

feedback and continuous improvement were detailed in the methodology section. The following procedures will ensure completion and improvement of project activities. In the first month of the project, the Principal Investigator will enter objectives, activities, timelines, specific steps to accomplish the activities, and staff requirements into a computer-based management program (Microsoft Office Project, 2010). The PI will use this program to monitor allocation of responsibilities and progress toward meeting the objectives. Regular management meetings will be used to review and maintain progress toward the accomplishment of the project's objectives. Each quarter, a Schedule of Program Activities form will be completed. Each management activity listed in **Table 2 Partner responsibilities and Timeline for Project Objectives, Activities, and Outputs** will be further delineated by writing each task, resource, and staff person(s) needed to complete the activity. Once each month, Drs. Louie and Benner and the advisory team will meet to discuss the project's accomplishments, time delays, and future plans.

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